



# Snapshots of Sustainable Development at Hanken School of Economics

*Maj-Britt Hedvall*

# *Hanken School of Economics*



- » Founded in 1909 in Helsinki, Finland
- » Stand-alone university-level b-school
- » Triple accredited (AACSB, EQUIS, AMBA)
- » Tuition in Swedish and English
- » Full-range b-school: BSc, MSc, PhD, EMBA
- » Research-oriented b-school with research-based education
- » 2,500 students, 124 faculty members, 115 support staff
- » Executive Educations offered in co-operation with the Stockholm School of Economics, Sweden through a jointly owned company
- » Partnerships with 130 universities and b-schools in 41 countries
- » Annual costs of 25 M€ and a very strong balance sheet



# *Hanken's values*



Hanken's values are the **shared Nordic values**

- » **Openness**
- » **Responsibility**
- » **Sustainability**
- » **Integration**
- » **Equality**

**The shared Nordic values are the cornerstones of Hanken's strategy and are embedded in the activities.**

# Hanken's mission



*To create cutting-edge knowledge and educate responsible professionals for the global economy and changing society through*

- » research activities characterized by **academic excellence** and **corporate world relevance**
- » research-based education that provides Hanken graduates and executive education participants with an ability to **think analytically and critically** and to **act in a global environment characterized by continuous change**
- » embracing the statutory responsibility for educating business graduates fluent in Swedish, while simultaneously offering programs for international students
- » **integrating social responsibility and sustainability in all activities**
- » embracing a **high degree of internationalization in spirit, content and actions**

# *PRME is the cornerstone*

- » Sustainable development implemented systematically in Hanken's activities for more than 20 years
- » Policy to gradually transform education towards ethics, responsibility and sustainability, not to add them on top of existing curricula
- » In 2008, signed the U.N. Principles for Responsible Management Education (PRME)
- » Member of the PRME Champions Leadership Group
- » Hanken's PRME Progress Report won the 'Recognition of Excellence Award' for the best report twice.

# *Snapshots of SD & Education*

- » Policy to integrate social, environmental and ethical aspects in all programs
- » Research ethics, business ethics and integrity integral part of all programs, every student must learn to critically analyze texts and data, and acquire problem-solving skills and civic commitment
- » Mandatory basic course on Social Responsibility in BSc program
- » Mandatory semester abroad for all BSc students
- » As of next academic year, course ‘CRS across Business Studies’ about transnational issues and phenomena mandatory in MSc program
- » Mandatory CRS module in the EMBA program in cooperation with the company PwC
- » Cross-disciplinary study module in CRS (25 ECTS) with 26 elective courses

# *SD & Education (cont.)*

- » Tracks in MSc program
  - » International Strategy and Sustainability
  - » Humanitarian Logistics
  - » Intellectual Property Law
  - » Corporate Governance

# *Snapshots of 4 courses with joint delivery*

- » MSc course '*The World in the Making: Tackling World Challenges*' in collaboration with Stockholm School of Economics, USI Lugano, International Food Waste Coalition and Sodexo
- » MSc course '*CRS and Humanitarian Logistics*' in collaboration with several NGOs, students work with projects for the organizations
- » MSc course '*Practical IP Law in Europe*'; the EU IP Office and the European Patent Office provide the course material, and students offered internships in the organizations
- » PhD course '*Sustainability and CRS in the Nordic Context*' in collaboration with BI Norwegian Business School, Copenhagen Business School and Stockholm School of Economics



- » Strong and internationally acknowledged research groups focusing on sustainability and CRS & collaborating internationally
- » Five centers focusing on sustainability and CRS
  - » Centre for Corporate Sustainability
  - » Humanitarian Logistics and Supply Chain Research Institute
  - » Centre for Corporate Governance
  - » The IPR University Centre
  - » The Research and Development Institute on Gender, Organization, Diversity, Equality and Social Sustainability



# *Examples of projects funded by the Academy of Finland*

- » Engaging South-African and Finnish Youth towards new traditions of non-violence, equality and social well-being
- » Global perspectives on workplace bullying: implications for human resource management
- » Risk management of extreme weather-related disasters and climate change adaptation in Malawi and Zambia
- » Tackling the challenges of a Solar community concept
- » Legal transplant for innovation and creativity: A Sino-Finnish comparative study on the governance of intellectual property rights
- » Managerial traits and equity-based compensation
- » Public sector renewal and the strategification of cities
- » Resilience in disaster relief and development supply chains – managing challenges of climate change, urbanization and security

# *SD & Community Outreach*

- » Integration Program Business Lead for educated asylum seekers and immigrants in collaboration with the mobile company Funzi and 45 companies
- » Integration course 'Finnish Business Culture' for newly arrived refugees
- » Warehouse and Inventory Management Training Package for the UNICEF Supply Division in English, French and Spanish, and training of UNICEF staff around the world
- » Various development and training programs on Women Managers and Women Leadership in cooperation with the public sector, companies and NGOs
- » Module on CRS integrated in tailored ExEd programs

# *SD & Community Outreach*

- » Long-term academic research on Open Access; faculty experts members of OA advisory boards on national and European level
- » Continuously organizing conferences and seminars nationally and internationally targeting policy-makers, companies and non-governmental organizations; recent examples ‘Corporate Governance and Corruption’, ‘Making Corporate Responsibility Useful’, ‘Gender Issues in Governance’, and ‘Women Leadership’
- » Hanken implements the WWF Green Office Standards; acquired WWF Green Office Status
- » Student extracurricular activities of various kinds



# *Hanken's vision for 2025*



Hanken is acknowledged as a Nordic business school with a **distinctive research, teaching and learning environment** promoting **cutting-edge research**, effective **research-based education** and the development of **global competences** for the benefit of its graduates, of the corporate world and of society at large.

# Challenge: How to enhance Global Competences?

## Concept of Global Competences proposed by the OECD for PISA 2018

- » Capacity to analyze global and intercultural issues critically and from a multiple perspective
- » Understand how differences affect perceptions, judgements, and ideas of self and others
- » Engage in in open, appropriate and effective interactions with others from different backgrounds on the basis of a shared respect for human dignity.

<https://www.oecd.org/education/Global-competency-for-an-inclusive-world.pdf>

# *Global Competences (cont.)*

## **Enhance the students'**

- » Analytical and critical thinking
- » Knowledge and understanding of global issues
- » Intercultural knowledge and understanding
- » Attitudes
  - » Openness towards people from other cultures
  - » Respect for cultural otherness
  - » Global-mindedness
  - » Responsibility

<https://www.oecd.org/education/Global-competency-for-an-inclusive-world.pdf>



HANKEN







THE AFRICAN CAPACITY  
BUILDING FOUNDATION

FONDATION POUR LE RENFORCEMENT  
DES CAPACITES EN AFRIQUE

## “Higher Education as Driver for Sustainable Development”

PROF. EMMANUEL NNADOZIE

*EXECUTIVE SECRETARY*

*THE AFRICAN CAPACITY BUILDING FOUNDATION  
2017*

GBSN PANEL EVENT

NEW YORK

1-3 NOVEMBER,

# Presentation Outline

---

1. Introducing ACBF (The African Capacity Building Foundation)
  - a. What it does
  - b. How it does it
  - c. What it has broadly achieved
  
2. Higher Education as a Driver for Sustainable Development in Africa
  - a. Very brief overview of the current situation
  - b. Role of ACBF in promoting higher education
  - c. Results and impact
  - d. Challenges and lessons
  - e. What we can change or scale up



# ACBF-A Key Pan-African Development Institution

---

ACBF is the leading organization dedicated to promoting sustainable development in Africa through **human capital** development, creating or strengthening key **institutions** of development and addressing **soft capacity** weaknesses.

Specialized agency of the African Union for capacity development established 26+ years ago by

- African countries
- World Bank
- African Development Bank
- UNDP



# ACBF does business in 5 ways

---

Mobilizing resources and support for capacity development in Africa

Investing in and managing funds for capacity development across Africa

Providing knowledge services, including training

Providing capacity development advisory services to state and non-state actors at various levels

Promoting innovation in capacity development



# ACBF addresses capacity development challenges in Africa using a catalytic approach centered on four strategic pillars

## Pillar 1: Enabling effective delivery of continental development priorities

- Directly targets the African Union, RECs, and other pan-African institutions. The aim is to support them in developing and deepening the overall continent's transformation and to ensure that the aspirations are achieved

## Pillar 2: Supporting countries to achieve tangible development results

- Focuses on the capacity of state actors to drive the implementation of development programs. Key is **IMPLEMENTATION CAPACITY!**

## Pillar 3: Enhancing private sector and civil society contributions to sustainable development

- Targets the capacity of non-state actors and institutions, particularly civil society and the private sector, to enhance their engagement in delivering development priorities on the continent

## Pillar 4: Leveraging knowledge and learning to increase development effectiveness

- Seeks to increase the access to and use of knowledge for better articulation of capacity development strategies and programming



# Key interventions and value proposition

- Strengthening governance and leadership capacity
- Enhancing Africa's engagement with international partners
- Upgrading and scaling up capacity development of the RECs
- Stakeholder mapping, monitoring, and evaluation
- Re-engineering training curricula to fit private sector needs
- Advancing gender equality and empowering women
- Enhancing the effectiveness and delivery of partners

- Knowledge connection, facilitation, and sharing
- Production of fit-for-purpose, high-quality, and timely capacity development knowledge products
- Developing capacity building methodologies, models, tools, and approaches
- Disseminating policy messages, evidence, and promising approaches for uptake and innovation

Pillar 1—Enabling effective delivery of continental development priorities

Pillar 2—Supporting countries to achieve tangible development results

Pillar 4—Leveraging knowledge and learning to increase development effectiveness

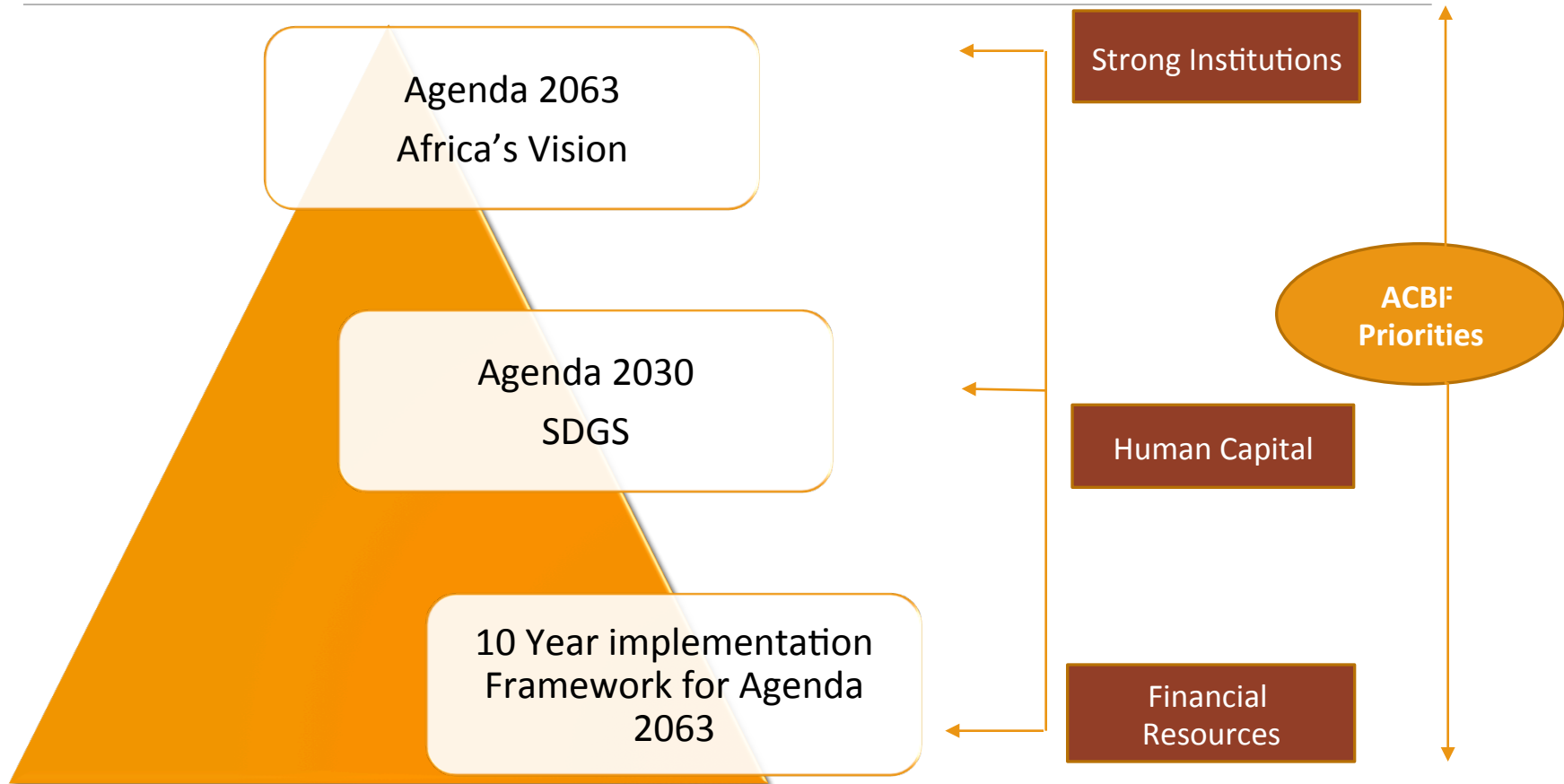
Pillar 3—Enhancing private sector and civil society contribution to sustainable development

- Adapting continental transformation agendas
- Developing country capacity needs assessments and capacity development plans
- Supporting national policy formulation and implementation

- Promoting better understanding of continental transformation agendas
- Conducting organizational capacity needs assessments and developing capacity development strategies
- Supporting civil society and private sector organizations' engagement in policy formulation and implementation
- Supporting the participation of youth and women in the private sector



# ACBF activities are informed and guided by the Continent's development Agenda



# In fulfilling our mandate, PARTNERSHIPS, are key to our processes and one of our guiding principles

Strategic Partnerships – African Development Architecture

AUC, ECA, AfDB, NEPAD, RECs, APRM

Technical Partnerships – Complementarity in skills & expertise, Think Tanks, Universities

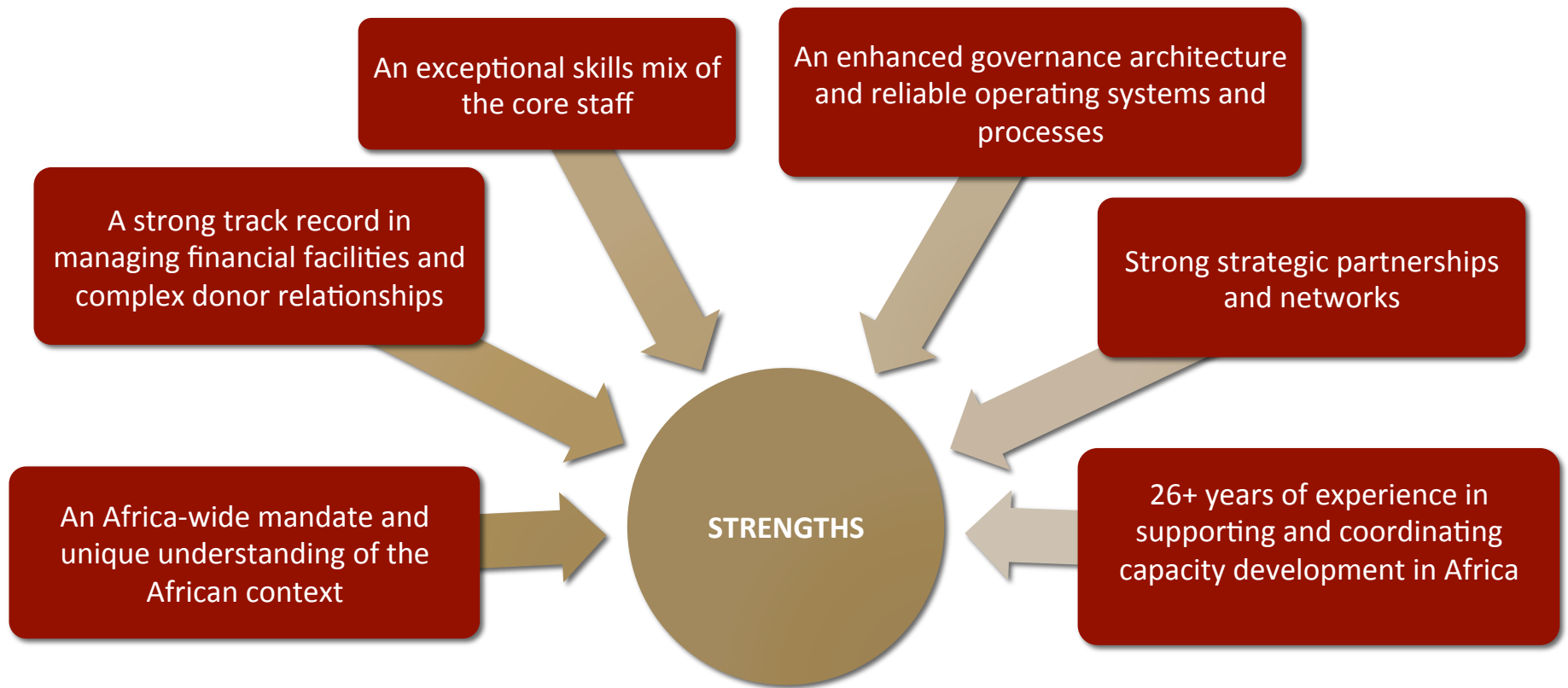
Implementation Partnerships – Capacity development institutions, private foundations and Governments non-state actors

Global Partnerships – Venturing into new areas, but bringing capacity building and sustainable development dimensions

Shareholding & Funding Partnerships – African Member States, Bilateral & Multilateral Partners







## In its 26+ years of existence, ACBF has...

- **40 African member states**
- **Governing board made up of member states, key multilateral institutions and non-African countries**
- **Operated in 45 African countries supporting governments, continental institutions, private sector and CSOs**
- **Invested nearly \$800 million**

# Key achievements

---

- Building critical human capital in various areas and creating or strengthening key institutions of development at the country, regional and continental levels
- Enhancing capacity for effective policy formulation and management
- Improving the macroeconomic, financial, and debt management capabilities
- Improving economic policy management and public sector management
- Enhancing the inclusiveness and effective participation of non-state actors in managing development
- Improving parliamentary oversight at national and regional levels
- Enhancing capabilities of regional economic communities to accelerate regional integration in Africa
- Empowering women and youth and strengthening the capacity of non-state actors



---

# Higher Education as a driver for sustainable development



# What's going on with higher education in Africa?

A lot of progress has been made in higher education in Africa

e.g. 8-fold increase in number of universities in SSA in the last 50 years (nearly 2000)

But significant challenges remain--Africa's high education conundrum

Explosion in number of universities but not in research output

Adverse trends in critical technical skills

Many African universities are not educating Africa's youth for Africa's needs

Technical and vocational education and training have been neglected for over 20 years

## ***What do African students study?***

- **95% African students study Social Science, Business and Law**
- **48% of youth in Africa study Education, Humanities and Arts degree**
- **Only 4% study Engineering, Manufacturing and Construction in Africa**
- **Only 2% study Agriculture in Africa even though agriculture contributes 32% of its GDP**
- **Only 5% study Health and Welfare in Africa**

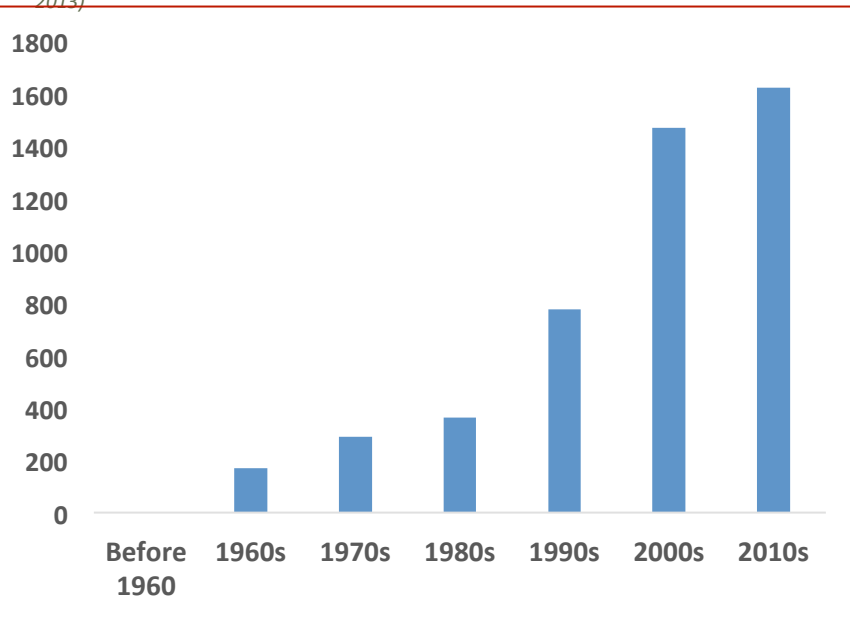
- Yet higher education will play the crucial role in sustainable development in Africa as it has done elsewhere
- Education must be more comprehensive and better linked to the need for skills in the market



# The great paradox--increasing number of universities; stagnating research output

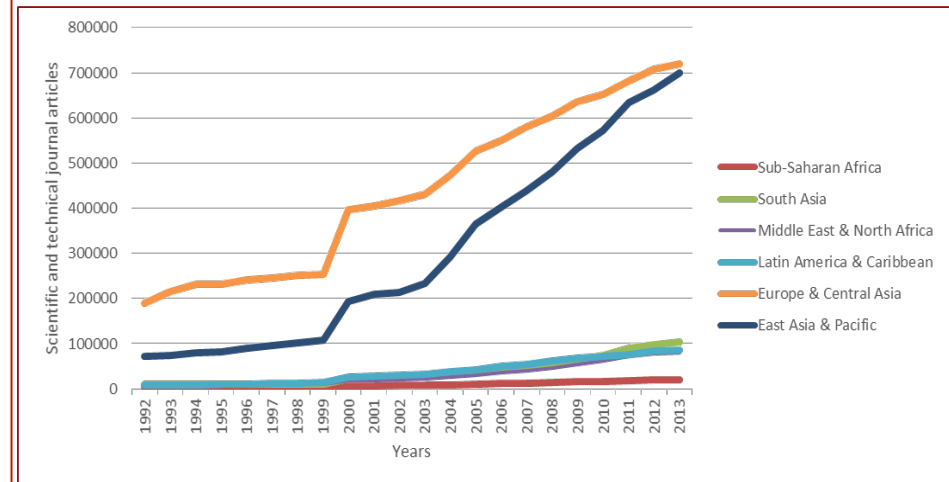
## NUMBER OF UNIVERSITIES IN SUB-SAHARAN AFRICA

(WORLD DEVELOPMENT INDICATORS 2016 & GUIDE TO HIGHER EDUCATION IN AFRICA, 2013)



## OVERALL NUMBER OF ARTICLES FOR AFRICA AND COMPARATOR REGIONS, 1992-2013

(WORLD DEVELOPMENT INDICATORS, 2016)



- *Compared to other regions, research output is increasing but at very low pace in Africa*
- *While research outputs is growing at around 89% in regions like East Asia & the Pacific as well as Europe and Central Asia, its almost stagnant in Africa particularly in sub-Saharan region*



# ACBF has invested heavily in Higher Education.....

---

This is in line with Goal 4. of the SDGs:

- Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all

Collaborates with several universities, funds university programs and also provides scholarships.

Establishes systematic links between economic research and training institutions and governments.

- To foster greater understanding and communication between such entities so that research institutes contribute meaningfully to country needs and Africa's development at large.

Two key areas of ACBF support:

1. Support for the creation or revitalization of higher education institutions
2. Provision of higher education programs and skills development through grants and partnerships
  - Economic and applied research degree programs
  - Economic policy management programs
  - Science and technology education



# Support for Revitalization of Higher Education institutions

---

## Supporting the Association of African Universities Capacity Development Project for the Revitalization of African Higher Education Institutions (AAU-CADRE):

- Regional project implemented by the Association of African Universities (AAU) to improve the performance of African tertiary education institutions in their core functions of teaching, learning, research and community services.
- Covers all African countries and include:
  - Leadership Development (LEDEV) Training for Chief Executive Officers of African Universities,
  - Management Development (MADEV) Training for Mid-level officials of African Universities,
  - scholarships to PhD students,
  - support to interns to promote university–industry linkage and
  - manage database of African Theses and Dissertation (DATAD) and training on ICT.



# Creating or revitalizing higher education institutions

---

## Women University in Africa (WUA)-ACBF Project:

- Enhance operational effectiveness of WUA;
  - Increase access to knowledge, skills and competencies of economically disadvantaged and marginalized African women (in line with SDG 5 Gender Equality and SDG 10 Reduced Inequalities); and
  - Create an enabling environment for knowledge sharing and networking.
- 
- The Foundation has offered PhD scholarships for lecturers at the University to ensure quality researches as well as production of high quality graduates from Africa who will contribute meaningfully to Africa's development and transformation process.





# Building critical skills through partnerships and grants +

## The Economic Policy Management (EPM) program in Africa

- EPM University Yaounde in Cameroon,
  - EPM University of Cocody in Cote d'Ivoire,
  - EPM University of Ghana in Ghana, and
  - EPM University of Makerere in Uganda.
  - EPM University of Kinshasa in the Democratic Republic of Congo
  - EPM University of Eduardo Mondlane in Mozambique
  - EPM University of Zambia in Zambia.
- Economic Policy Management Programs enhance efficiency in governments, capacity to integrate global, continental and regional plans into national planning processes and also SDGs supportive budgeting.



# Building critical skills through partnerships and grants+

---

## The Collaborative masters and doctoral programs

- Done in partnership with the African Economic Research Consortium (AERC):
- Collaborative PhD Program (CPP) ;
  - Aimed at enhancing the continent's capacity in economic research, development management. The support includes department building grants and professional peer review.
- Collaborative Master's Program in Agricultural and Applied Economics (CMAAE).
  - A collaborative program involving 17 universities from Eastern, Central and Southern Africa
  - Aimed at building capacity to conduct policy research in agricultural and applied economics to address food security, agricultural productivity and environmental management.



# Building critical technical skills for Africa's transformation

---

## African Institutions of Science and Technology Capacity Building Program (AIST):

- Strengthens three regional science universities to become poles of excellence in scientific studies and innovation.–
  - Abuja (African University of Science and Technology AUST);
  - Ouagadougou (International Institute for Water and Environmental Engineering 2iE); and
  - Arusha (Nelson Mandela African Institution of Science and Technology NM-AIST)
- The three Universities formed a Network to share experiences, undertake joint research in addition to individual institutional activities.
- The Program support is in the form of:
  - Students scholarships,
  - Faculty engagement,
  - PhD training, and
  - Provision of equipment.



# Results and Impact

---

## AAU-CADRE:

- A total of about 522 senior staff of universities in Africa have benefitted from the LEDEV and MADEV training programs under both phase one and two of the project.
- The membership of AAU increased from 280 in 2012 to 320 in 2015 as result of its improved institutional capacity and programs.
- There is enhancement in access to and use of information and lessons from research and knowledge products generated by universities in Africa.
  - Over 3000 CDs on African thesis and dissertations produced and distributed by the project.

## The WUA-ACBF project:

- Enabled WUA 10 lecturers enroll for PhD, helping WUA in achieving the desired ratio of PhD holders in a university.
  - Some of these lecturers have done well in leading researches locally and internationally.
- ACBF's support to the Women's University in Africa kept their doors open during the peak of Zimbabwe's macroeconomic crises and enabled them to grow since then, with an average annual enrollment of 1,500 students and a graduation rate of 95%.



## Results and Impact

---

ACBF's work, especially in higher education, has a lot of positive results and has positively propelled Africa into the right path to attain SDGs.

### **EPM Program:**

- The EPMs trained more than 4,000 graduates.
- There is a continued demand for the program, with an increase in the number of self-sponsoring students.
- ACBF is convinced that the analytical and presentation skills as well as peer review process amongst students are greatly sharpened and that they would contribute meaningfully to Africa's development.



# Results and Impact

---

**CMAAE:** Admitted more than 800 students in two phases from 2005 up to 2017, with average graduation percentage of 80%, 35% of which, were women.

- A Tracer Study conducted by the program indicated that among those interviewed, 38% were working for their Government mainly in areas related to agriculture and natural resources, 15% for Parastatal Institutions, 16% for NGOs and the rest for private and self-employed.
- After graduation, 28% are working in Universities, 25% in research institutions and 20% in Agriculture, forestry and fishery sector with the remaining working in other sectors.



# Results and Impact *Cont'd*

---

## **AIST:**

- Important research and laboratory equipment procured to strengthen institutional capacity of young institutions such as the NMI-AIST;
- **AIST** institution strengthened with high speed fibre optic infrastructure, females awarded scholarships to pursue MSc, Faculty recruited to bridge student-Faculty ratio.
- **2iE** students secured funding under the program to showcase their innovations in international competitions, staff and Faculty skills enhanced to ensure effective performance.
  - **Sustainability** – building on the ACBF supported networking initiative, the two institutions have been able to develop joint proposals to secure funding from the African Development Bank to undertake research and training.
  - **Impact** - Science and technology education at tertiary level has gained increased penetration in the West and Eastern regions of Africa.



# Challenges and lessons learned

---

## Lessons learned:

- While the number of institutes for higher education in Africa has been growing, research output, to inform effective implementation of Agendas 2063 and 2030, remains very low
- Support to STI at the university level must focus on building resilient, robust and well equipped institutions including staff and Faculty training.
- Capacity development projects must be guided by the principles of patient capital, beneficiary ownership and participation but must include at the onset, strategies for capacity retention, utilization, harmonization and sustainability of interventions
- SDGs provide a unique opportunity for rethinking research capacity development and the overall quality of higher education in Africa.
- Strengthening Partnerships, both horizontally and vertically, is key in program implementation and avoiding unnecessary duplication of efforts and inefficient utilization of resources.





## Challenges and lessons learned *Cont'd*

---

- **The key challenge** to implementing capacity development initiatives, including scaling up efforts in support of Higher Education, is financing—which is currently inadequate, unpredictable and unsustainable
  - Implementation of project activities can be very smooth if the funding is predictable, reliable, and sustainable, otherwise hitches occur and the results of implementation may be unsatisfactory.
  - There is scope for more engagement with the Diaspora to support the financing of capacity development in Africa.



# What we can change, replicate or scale-up

---

- Scale-up visibility of the programs in the regions.
- ACBF encourages mobilization of African diaspora intellectual capital so that they contribute to Africa's race towards achievement of SDGs.
- More efforts should be directed towards regional capacity development programs to improve the lives and prospects of people throughout the continent.
- More investments and partnerships required in strengthening African Universities to produce research output that is relevant to the effective implementation of global, regional and national development plans.
- There is need to scale-up capacity retention and utilization efforts so that capacity built can benefit Africa.



# The End

---

**Thank you for your attention**





# HIGHER EDUCATION AS A DRIVER FOR SUSTAINABLE DEVELOPMENT: EMERGING TRENDS

**Emilio Bunge**

Managing Director

Development Finance International, Inc.®

[ebunge@dfintl.com](mailto:ebunge@dfintl.com)

November 2017



Accelerating growth  
in emerging markets\*

# AGENDA

1

DFI: Bridging Development & Business

2

Sample Partnerships in HE

3

Lessons Learned / Q&A

# About DFI



*25 YEARS OF  
GLOBAL SUCCESS*

*ALMOST \$3 B IN  
PARTNERSHIPS, FUNDING,  
& BUSINESS*

- *Bridging development and business*
- *30 – 100X ROI*

# \$4-7 T /yr

vs \$170 B ODA / yr



# 90 M

youth skills mismatch

# \$586 B

2020 skills market



# Sample Partnerships in HE



Development  
Finance  
International, Inc.®

Accelerating growth  
in emerging markets®



# Mobilizing Development Funding



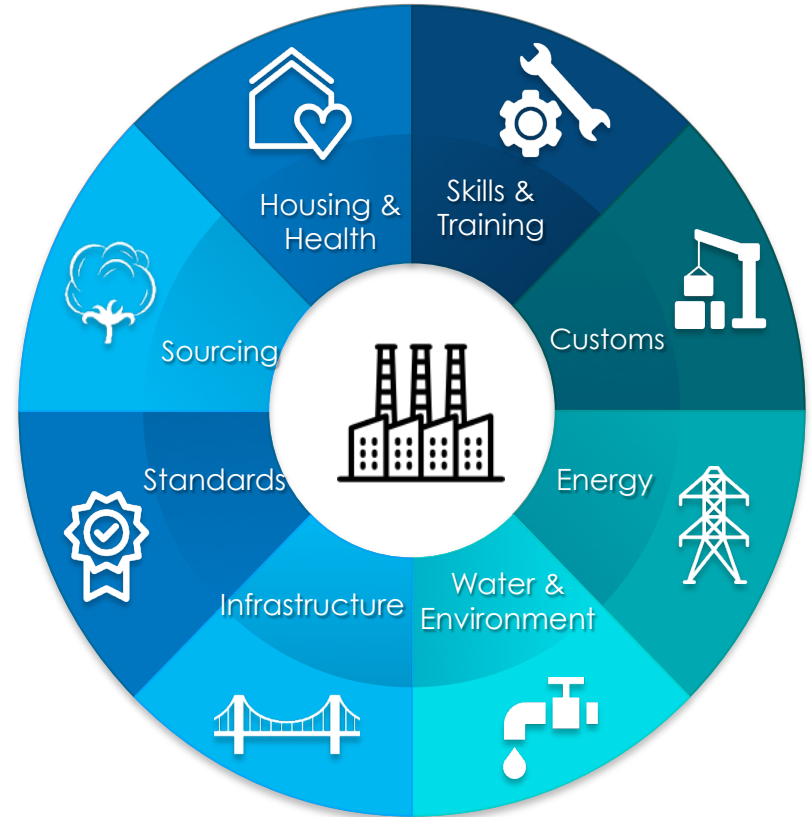
## 50-100 K workers

### CHALLENGE

- Support lead investors to harness non-traditional cooperation for the largest industrial park in Africa (\$300 M GOE Investment)

### SOLUTION

- Mobilize Development Partners
- Align Stakeholders
- Mitigate Risk



**HAWASSA INDUSTRIAL PARK**  
TEXTILE & GARMENTS  
ETHIOPIA



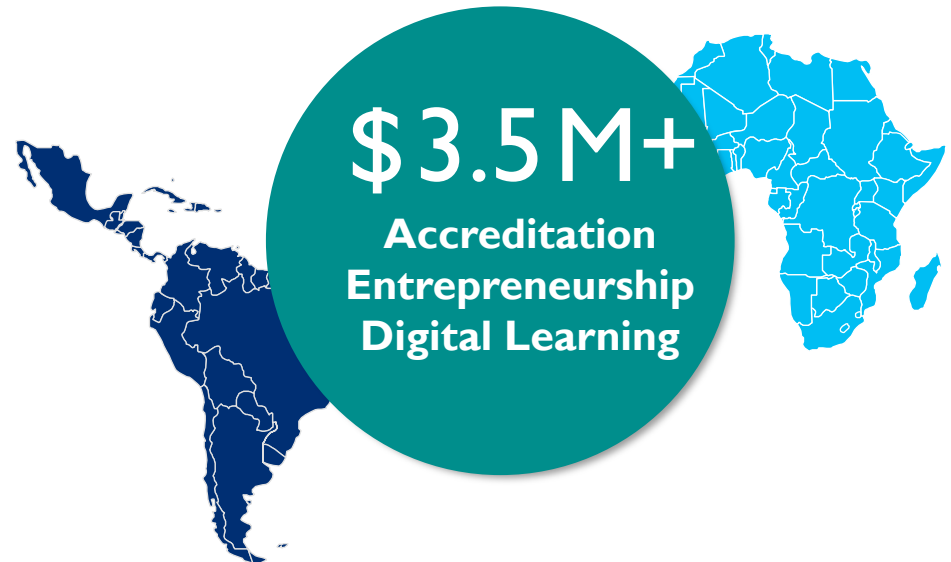
## CHALLENGE

- Recruit / developing talent
- Mobility of work and people
- Improve “global” competitiveness

## SOLUTION

- Multi-stakeholder approach (universities, industry, govt, accreditation bodies)
- 3 pilots designed for scalability

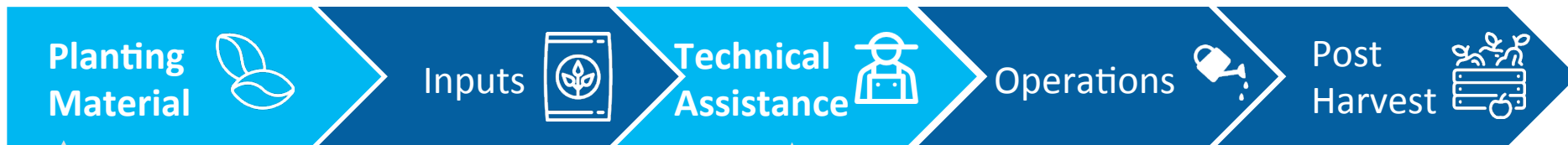
200K students  
500 Eng. Univs.



# Improving livelihoods in cacao value chain (2013-2020)

## 30K SHF

## \$40M



### Philippine Cacao Research and Education Alliance (PhilCREA)

#### 12 Universities

- Knowledge Exchange
- Joint R&D
- Capacity Building

### Cacao Doctors Training Project



- Production Technology / Training for 340 leaders
- Training materials production
- Financial Literacy and Business Skills Training



# Lessons Learned – Q&A



Development  
Finance  
International, Inc.®

Accelerating growth  
in emerging markets®

# Lessons Learned

- «Business as usual» not enough
- Understand other party's incentives & WoW
- Multistakeholder solutions complex & time consuming, yet can produce systemic change



# Questions for Discussion

- How are you engaging with HEI / industry today?
- What are your incentives / barriers to engage?
- What could you change right away?





# Development Finance International, Inc.®

Accelerating growth  
in emerging markets®

[www.dfintl.com](http://www.dfintl.com)

## Global Headquarters

7201 Wisconsin Ave.  
Suite 505  
Bethesda, MD 208145  
United States  
1 301 986 1226

## Asia Regional Office

11/F Net One Center  
Bonifacio Global City  
Taguig, Metro Manila 1634  
Philippines  
632 818 1156

## India Office

9th Floor Spaze i-Tech Park  
Tower-A1, Sector-49  
Sohna Road, Gurgaon-122018  
India  
91 124 676 8688