

SCHOOL OF BUSINESS, ECONOMICS AND LAW  
UNIVERSITY OF GOTHENBURG

# SUSTAINABILITY 2020 PRME REPORT

Handelshögskolan  
vid GÖTEBORGS UNIVERSITET



## A WORD FROM **THE DEAN**

In the last year, the need for effective measures to attain long term social, economic, and ecological societal sustainability has become increasingly clear to ever larger groups of the world's population.

The awareness of issues relating to the stability of political systems, the distribution of wealth as well as the threats of global warming and the depletion of biological diversity is undoubtedly increasing. Yet while this is partly an effect of recent scientifically based reports on the state of development in the world, we can also note an increasing tendency to blur the demarcation line between statements of fact and opinions. Consequently, the essential political debate on difficult issues relating to sustainability is far too often based on opinions rather than facts. The result of this is far from satisfactory. Against this backdrop, the responsibility of academic institutions to defend the demarcation line between opinions and facts is becoming ever more important, especially with regard to the ambition to attain long-term sustainability of our societies.

At the School of Business, Economics and Law, we are committed to contribute to this important effort through relevant high-quality research and research-based education in which sustainability perspectives are well integrated. In addition, we maintain close relations with corporate and public actors in the surrounding society with the objective to disseminate knowledge and cooperate in the process to identify the future demand for knowledge and competence.

In doing this we are committed to the Principles for Responsible Management Education (PRME), which are also echoed in the School's mission "...to develop knowledge, educate and foster independent thinking for the advancement of organizations, policy and a sustainable world."

Finally, I want to underline the increasing importance of the PRME network. It brings together academic institutions all around the globe and constitutes an important arena for the exchange of experiences. This network furthers our development, and we are committed to contribute to its development as PRME Champions 2020–2021. This report to PRME summarizes actions we have taken the past two years.

A handwritten signature in black ink, appearing to read 'Per Cramér', written over a horizontal line.

Per Cramér  
Dean, School of Business, Economics and Law

# INTRODUCTION: THE SCHOOL OF BUSINESS, ECONOMICS AND LAW AT A GLANCE

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The School of Business, Economics and Law at the University of Gothenburg has nearly 4,000 full-time students and approximately 300 faculty members of whom 110 are full or associate professors. The School has an extensive network of 150 partner universities and 100 corporate connections, which contributes greatly to its advancement. The School consists of four departments: Business Administration, Economics, Law, and Economy and Society (including Economic History, Human Geography, and Innovation and Entrepreneurship).

In addition, the School hosts a number of multidisciplinary research centers, including the Gothenburg Research Institute. In 2019, the international research network EfD (Environment for Development) was established as a separate unit within the School.

## The School's 4th report

The School joined PRME and the Global Compact almost ten years ago and this report constitutes the School's fourth PRME report. The scope of the School's academic activities, and hence also this report, goes beyond the realm of management studies and highlights efforts, achievements, and future challenges for the School as a whole. We believe the framework and principles of the PRME to be relevant for disciplines and subjects outside of management studies. This report highlights some of our activities and achievements in regard to responsible management and sustainability in the 2018–2019 period, and to some degree early 2020.

This report follows the structure of the six principles of PRME. The principles to some extent overlap frameworks such as EQUIS, AACSB, and the ISO14001 – accreditations and certifications that the School holds with relevance for sustainability. The report also highlights various efforts and ongoing work in relation to the UN Sustainable Development Goals (SDGs). Since the last report, the School of Business, Economics and Law has carried out an SDG mapping, highlighting how the research at the School's four departments, the Gothenburg Research Institute (GRI) and the Environment for Development (EfD) relates to the Sustainable Development Goals. The School was also recognized as a lead university for SDG 8 (economic growth and decent work for all) together with eight satellite universities as part of the International Association of Universities (IAU) cluster focusing on Higher Education and Research for Sustainable Development (HESD).

There seems to be a growing concern about the incentives and impacts on schools provided by traditional business school and university rankings. During the last two years, the School has been actively involved in creating an alternative approach together with peers from the University of St Gallen, the Business School Lausanne, student organizations, and the civil society. The Positive Impact Rating (PIR), presented at the World Economic Forum in Davos this year, provides an alternative way of assessing progress. It gives students the opportunity to rate their schools based how the schools address societal challenges in research, teaching, and outreach.

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Photo: Carina Gran, Johan Wingborg, School of Business, Economics and Law, Handels Students for Sustainability, Katrin Muff, WCERE.



PRINCIPLES 1 & 2:

# PURPOSE AND VALUES

## PRME PRINCIPLE 1:

We will develop the capabilities of students to be future generators of sustainable value for business and society at large and to work for an inclusive and sustainable global economy.

## PRME PRINCIPLE 2:

We will incorporate into our academic activities, curricula and organisational practices the values of global social responsibility as portrayed in international initiatives such as the United Nations Global Compact.

The School's mission explicitly states that we shall contribute to a sustainable world. In the latest EQUIS accreditation report, the School was encouraged to further strengthen its sustainability profile. Accordingly, the explicit ambition for the School is to be at the international forefront of integrating sustainable development in education and to produce research that can inform policymakers and businesses in their handling of societal challenges. The School's strategy for the years 2017–2021 has provided the overall framework for sustainability and emphasized its importance for the School as a whole. This section describes our strategic focus and values guiding our operations.

### **The mission statement guides the academic development at the School**

The School has successfully developed its sustainability work since 2012 when the global sustainability challenges became a strategic area, following the mission "To develop knowledge, educate, and foster independent thinking for the advancement of organizations, policy and a sustainable world." The main focus was initially on improving the sustainability dimensions in education. In 2018, a process for taking the next step and further advancing the School sustainability profile was started, following the recommendation from the EQUIS 2017 evaluation report: "Within the School there are many areas of research... that contributes to the sustainability dimension. In a way, this could be used to further sharpen the profile of the School to become a European or even international leader when it comes to sustainability research."

Fundamental to the work of structuring and deciding on the next step for the School's work on sustainability have been a) using Agenda 2030 and the 17

sustainable development goals (SDGs) as a frame and b) striving for broadly shared ownership among the staff. An initial key action was to map the School's research to the SDGs. The purpose of the mapping was to clarify and better understand how our work aligns with the 17 goals and Agenda 2030, and it was set up both as an inventory and as a joint exercise aiming at raising awareness.

A faculty workshop on the sustainable development goals was held on January 24, 2019. The aim of the workshop was to start the process of defining the next steps in our joint sustainability efforts at the School. Together we discussed the relevance of the SDGs for our research and education and how to better address the challenges presented in the UN Agenda 2030 framework. The workshop included group discussions around general themes as well as on SDG-specific themes.

The results from the workshop were processed by the Council for Sustainable Development and formed the base for an action plan for the next step on

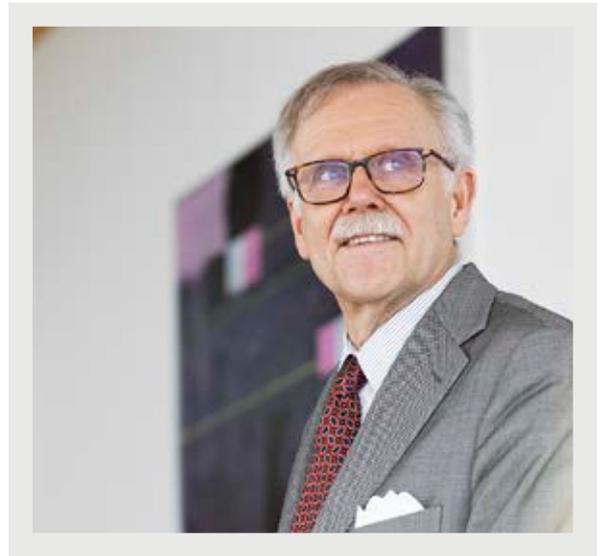
*“Interaction with persons wrestling with current and future challenges in the real world is an important means to prevent seclusion in an academic Ivory Tower. Also, the mutual exchange between people with varying backgrounds is very educative for all involved,” says Johan Malmsten, Chairman of the School’s Corporate Advisory Board.*

sustainability engagements, which was then approved by the dean after a round of discussion in leading faculty panels and also the School board.

In the action plan, the School’s ambitions in addressing the sustainability challenges are specified in the following objectives:

- The School is an internationally leading academic actor within the areas of business, economics and law, in terms of integrating sustainability into its research and education.
- The School’s alumni make important efforts toward a sustainable society.
- The School’s research contributes to the solving of key societal challenges.
- It is generally known, both internally and externally, what action the School is taking with regard to Agenda 2030 and the SDGs.
- All School employees feel a sense of ownership of its sustainability work and can describe how their work relates to the SDGs.
- All of the School’s students are equipped with the knowledge, understanding, and tools needed to address important sustainability challenges in their future professional roles.
- The School is a driving force in society for developing sustainable solutions in partnership with industry, the public sector, and voluntary organizations.

The Council for Sustainable Development is tasked to coordinate the implementation of the plan, which to a significant degree also engages the Preparatory



Committee for Education and the Preparatory Committee for Research.

The School’s mission statement guides the academic development.

**“To develop knowledge, educate and foster independent thinking for the advancement of organizations, policy and a sustainable world.”**

### **Sustainability on the agenda for the corporate advisory board**

The Corporate Advisory Board, comprising select individuals from the business and public sectors, serves to support the School’s management in discussions on strategically important issues. Beginning in 2019, sustainable development has been a recurring item on the agenda. At each board meeting, a board member has presented sustainability challenges from the perspective of their organization, and also strategies and actions taken. Under this item, the School’s process of taking the integration of sustainability challenges into its operations to the next level has also been presented and discussed.

### **Future plans and challenges**

The process of formulating and agreeing on a strategy for the School for 2022–2026 begins in fall 2020. This is a possibility for engaging the staff in dialogues on how to raise our ambitions concerning the integration of sustainability into our operations and come out with a broadly accepted progressive new strategy. The Covid-19 pandemic has yielded an increased awareness of the many uncertainties and challenges that must be addressed in our education, and also taken into account when conducting research in order to make the knowledge produced relevant for the contemporary corporations, organizations and society at large.

The School also aims to contribute to developing the sustainability work at the University of Gothenburg, and in doing so especially strengthen the interdisciplinary collaborations, which are deemed as necessary in order to address the societal challenges of our time. Likewise, we aim to increase our engagement with other societal actors, business, authorities, and the civil society, in order to jointly seek sustainable pathways forward.



# PRINCIPLE 3: METHOD

## PRME PRINCIPLE 3:

We will create educational frameworks, materials, processes and environments that enable effective learning experiences for responsible leadership.

### OVERVIEW AND FRAMEWORK

Our impact on societal development as an academic institution depends on the knowledge, skills, and abilities we provide to our students. It is therefore of great importance that our students are prepared and trained to address sustainability-related problems and to make ethical judgements relevant for their future careers. This is to an increasing degree reflected in our program portfolio, even though there is certainly still room for improvement. In this section, we describe the framework, achievements, and future challenges related to the integration of sustainability into courses and programs at the School as well as examples of stand-alone initiatives and extracurricular activities.

#### **Ethics and critical thinking – key features of the new undergraduate program in business and economics**

In 2019, the School's undergraduate program in business and economics was redesigned and became what is best described as a new program. The program, with over 300 students annually, is the School's largest program. Much attention in the development process focused on increased societal relevance, and both students and industry leaders were consulted during this process. Enhancing the students' competence in the area of critical and independent thinking was identified as especially important and the role of ethics and responsibility emphasized. The learning outcomes for these competences are now more explicitly formulated and several new courses and modules have developed as a result. All students study together for the first three semesters and then specialize in business, economics, or finance.

#### **Three questions about the new program in business and economics to Vice Dean for Education Ola Bergström:**

Ola, you and many others have been working intensively with the new undergraduate program in business and economics, which has undergone major revisions and development in 2019. The new curriculum places a clearer emphasis on critical thinking. Can you elaborate on why critical thinking was identified as especially important and how it is manifested in the new program?

*– Critical and independent thinking is of course a cornerstone in all academic activity. It means to place different arguments and perspectives against each other, to question assumptions that are taken*



Ola Bergström, Vice Dean for Education, is interviewed about the new program in business and economics.



*for granted, and to understand how knowledge of the world in which we live is created. In a media landscape where fact becomes fiction and fiction becomes fact, critical thinking is even more important.*

*By tradition, our undergraduate program in business and economics provides a good basis for critical thinking. It is genuinely multidisciplinary, offering students a variety of courses from the key sub disciplines in the fields of business, economics, and law, but we saw that there was room for improvement. In the old program, disciplinary studies were isolated from each other. Students were exposed to sub courses in a sequence, piece by piece, and did not get a proper understanding of how the different pieces fit together. In the new program, we therefore created integrated courses, placing the different perspectives alongside each other, offering students the possibility to develop their own integrated and independent understanding. We also developed courses stimulating students to see the bigger picture, to understand how the everyday reality of business is linked to broader societal developments such as globalization, climate change, social injustice, and technological advancements.*

The new program also places a stronger emphasis on ethics and responsibility. What does this mean in practice for students?

*– That’s true! But it is not obvious how this should be done in practice. Should you revise courses and integrate ethics and responsibility in all courses in the program or should you focus attention to one course or module? We decided to do both. For the program as a whole, learning outcomes related to*

*ethics, responsibility, and sustainability were defined. We also integrated learning outcomes related to sustainability in all program courses. To set the agenda the Sustainability Days also play an important role.*

The Covid-19 pandemic has been overshadowing everything else since March 2020 and I know that you face multiple challenges beyond the transition to online learning in your role as dean of education. Even though it is still very early, is it possible to draw some constructive conclusions from this terrible situation that could be valuable when we eventually return to a “new normal”?

*–Of course, the need to transfer to online teaching provides challenges for both students and faculty. It has really been an experimental experience where we have tried new ways of interacting with students, which will be useful for us in the future. However, the most important takeaway from this period is how much we all appreciate the possibility to meet in real life. Education is best done in real life, but we will be able to use the digital tools when they are most relevant as a way to enhance the quality of our students’ educational experience. If we use online teaching in a smart way, we can increase the number of faculty contact hours, create customized schedules, reduce students’ travelling time, and make better use of our campus facilities. We believe that online teaching will not be a substitute for real-life teaching. In the end, learning is not only about processing information; it is also about meeting and interacting with other people.*



### Three Sustainability Days become four

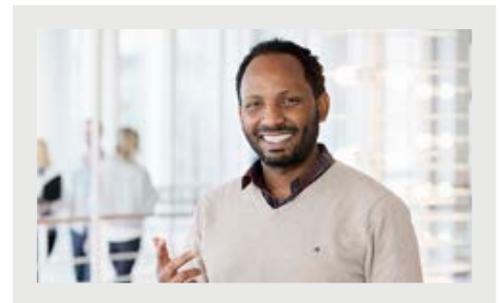
The Sustainability Day concept has been part of the School's sustainability framework for several years. In 2016 the days were fully implemented in all undergraduate programs with three full days focusing on sustainability from various perspectives. The overall aim is to complement the sustainability content of courses by raising awareness and providing knowledge around three themes: challenges, responsibility, and solutions.

Since 2019, an all-new Sustainability Day on the theme of global transitions also kicks off all of the School's nine master's programs. The day provides students with inspiration and awareness concerning the complexity and challenges of a transition toward low carbon economies and more inclusive societies on a global scale. In 2019, speakers included *Haileselassie Medhin* from the World Resources Institute who is deeply involved in Ethiopia's highly ambitious Green Growth strategy, Ruth Mhlanga from Oxfam UK, and Johan Kuylenstierna, researcher and former CEO of Stockholm Environmental Institute.

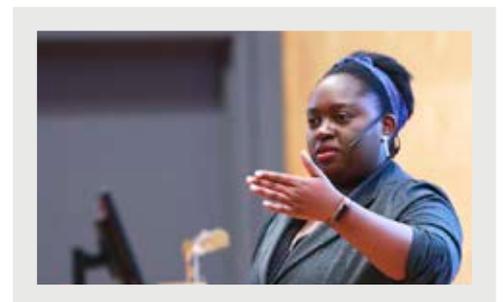
### Sustainability Days at the undergraduate level

At the undergraduate level, the Sustainability Days build (somewhat loosely) on each other, where the first day focuses on *sustainability-related challenges* from a variety of perspectives. This day, for first-year program students, is organized as a conference where topics such as climate change, economic inequality, antibiotic resistance, migration, human rights, and challenges related to the implementation of the SDGs are discussed. Typically a total of 20–25 sessions divided into four time slots are organized. Students freely choose three of these sessions after an introductory session.

In the third semester (second year), the School arranges a Sustainability Day focusing on *responsibility*. This day addresses ethical, social, economic, and environmental aspects related to



Haileselassie Medhin, World Resources Institute



Ruth Mhlanga, Oxfam UK



Johan Kuylenstierna, researcher and former CEO of Stockholm Environmental Institute

“The consequences of climate change are vast, uncertain, and unequal, as the world’s most vulnerable people are likely to be hit the hardest. Solutions must be tailored to the different geographical realities – in Sweden and particularly in the Global South. Achieving sustainable development in the face of climate change demands new capacity targeted at policymakers, regulators, and practitioners of today and tomorrow.”

*Edwin Machapondwa project manager for the MSc program, professor of economics at the University of Cape Town and EfD board member.*



themes such as global value chains, social movements, and business ethics. The fashion industry track during this day usually becomes fully booked very quickly.

The third and final Sustainability Day at the undergraduate level, called *solutions*, is organized during the sixth semester. This day has a focus on delivering solutions and discussing those with industry, public, and civil society actors. Getting feedback from corporate executives and public officials is seen as highly motivated and is always much appreciated by students.

The sustainability days are constantly evolving and even the first two days see less of “listen and learn” and more of doing actual work and discussing with various stakeholders. The days are generally highly appreciated by students, who especially appreciate the stakeholder interaction parts.

### **Plans for a new MSc program on climate change and sustainable development**

For some time, scholars behind the Environmental for Development (EfD) initiative have been putting together plans for a new MSc program focusing on climate change and sustainable development. EfD was established in 2007 at the School’s economics department and today the network consists of over 200 accomplished environmental economists mostly based in the Global South. EfD centers are hosted by leading local academic research institutions in 15 countries across the world: Chile, China, Colombia, Central America, Ethiopia, Ghana, India, Kenya, Nigeria, Sweden, South Africa, Tanzania, Uganda, USA, and Vietnam. The network is coordinated by the EfD Global Hub, located here at the School of Business, Economics and Law, Sweden. Financial support is

provided by the Swedish International Development Cooperation Agency (Sida).

The new program in climate change and sustainable development aim to build on the existing local EfD centres.

“The program seeks to empower students to address real-world problems and trains students in natural and social science related to climate change and places emphasis on collaborate learning that recognizes the need to work with different theoretical, practical, cultural, and social perspectives. The program aims to use a virtual learning platform (VLP) accessible to students at all EfD sites around the world and will thereby provide students with an opportunity to interact with a truly ‘global classroom,’ far beyond the scope of a usual MOOC or ‘semester away’ exchanges,” says Edwin Machapondwa. With a catchment pool of at least 13 EfD countries, the program could see a total enrolment of up to 300 with much of the teaching taking place on the cost-effective e-Teaching and Learning platform. Edwin and the EfD Global Hub is hoping to be able to launch the new MSc program on Climate Change and Sustainable Development in the fall of 2022.

What are your hopes for the program graduates?

“The program aspires to produce a new breed of graduates who will have access to new, exciting job opportunities opening up in the space of climate change and sustainable development due to ongoing concerted efforts at the international level. Graduates will find their way into the United Nations, the multi-lateral development banks, aid agencies, NGOs, development consultancy firms, state and local authorities, tech start-ups, and impact investing firms,” says Edwin Machapondwa.



## Students working together to inspire other students

HaSS, Handels Students for Sustainability, is a student association at the School founded in 2012. Its ambition is to engage, inspire, and educate students on issues and work related to sustainability in the economic, social, and ecological sectors. This is done, for instance, through collaborations with companies and other school associations, lectures on sustainability topics, workshops, and events such as “Musikhjälpen” where HaSS engages the students to donate money to various projects around the world. HaSS also collaborates closely with the School and the Student Union HHGS to develop the sustainability work more broadly at Handels.

### The Enviro Travel project

EnviroTravel is a project within HaSS where students organize a sustainability focused study trip abroad, each year around 15 students participate. The event was first organized in 2014, when students studied scenarios for scaling up sustainable tourism in Albania. Since then, study trips to Germany and Bangladesh have been arranged, and in 2017 students organized a trip to Iceland (by boat to minimize the carbon footprint of the travel). Participating students later share their experience and knowledge gained in different forums, for example during the Sustainability Days.

In 2019, the students who participated in the trip to Costa Rica studied how the country is striving to become carbon neutral in 2021, a goal that has now been divided into four intermediate targets with the final climate neutrality postponed until 2050. The group visited local companies, a university, and government representatives.

### Future plans and challenges

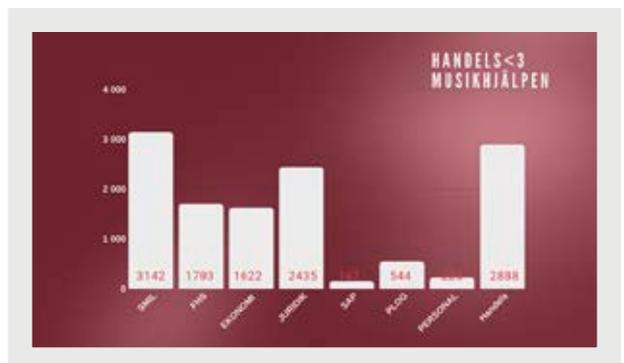
Since our last PRME report, we have joined the PRME Champions group. We have high hopes that this will be a valuable platform for enhancing our work and providing value to others in the community. The joint PRME project aiming to develop a metric for how to assess sustainability integration is one promising example.

How to best integrate the SDGs into curricula remains an important but challenging task where we do not want to create new “silos” and certainly do not want to contribute to so-called “SDG washing,” meaning unfairly framing old or unsustainable practices using the “SDG boxes.”

We see a steadily rising interest from student groups and the student union in driving the sustainability agenda forward. One example is the initiative from the student union’s vice president to start a student sustainability council aiming at sharing experience and “best practice” in sustainability matters throughout program committees, student-driven corporations, and student-driven job fairs.



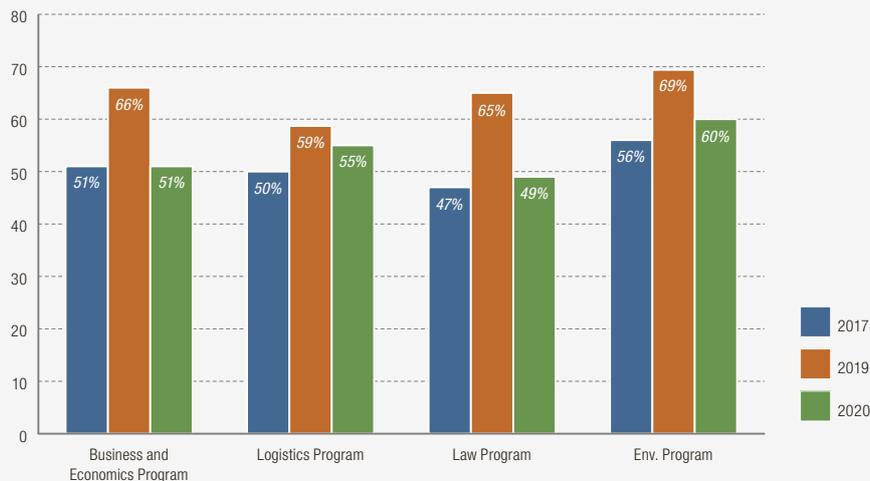
During the trip to Costa Rica, the participants had the opportunity to visit the parliament and meet Ivonne Acuna Cabrera, a member of the conservative opposition party. Ivonne explained the political system and also introduced the guests to two members of congress who work actively with environmental issues. Paola Viviana Vega Rodríguez was from the sitting party while Erwen Masís Castro was from another party and disagreed with Paola Viviana Vega Rodríguez on most issues. The participants also got to listen to a debate on taxes and how taxes could work as an incentive and/or a means to achieve increased sustainability in Costa Rica. Here the EnviroTravel group can be seen together with three members of congress from three different parties, Ivonne sitting to the left, Paula in the middle, and Erwen to the right.



The Handels Students for Sustainability (HaSS) organizes an annual fundraising competition between undergraduate programs. The 2019 competition together with the Musikhjälpen event raised money to combat sexual violence and child marriages around the world.

## Third-year program students surveyed on sustainability literacy

**SULITEST SCORES BY PROGRAM  
2017-2020**



For many years students in their sixth semester have taken the Sustainability Literacy Test (Sulitest), which was first developed at Kedge Business School. The students take the 30-question test as part of Sustainability Day: Solutions. Surveys from three different cohorts and four programs are presented below, and no real trend emerges. 2019 saw a rather

significant spike in average scores compared with 2017, but in 2020 the average scores were again more in line with the 2017 results, likely due to the particular questions asked that year. Students from the social science environmental program consistently perform a little higher than students from other programs.

## Graduate School electives for sustainability

Master's courses at the School are now being labeled according to a university-wide definition of sustainability-related and sustainability-focused courses. Both labels require formulation of learning outcomes for at least one of ten university agreed upon criteria for Sustainability. Courses labeled as sustainability focused are courses where sustainability constitutes

the main focus of the course. Of the current 66 courses, 13 (or around 20%) are either sustainability focused or sustainability related.

In addition, several courses do discuss sustainability related topics, but without meeting the minimum requirement for the sustainability label.

### Sustainability-focused electives and sustainability-related master's course electives



#### Sustainability Focused

- Corporate Social Responsibility in Event and Tourism
- Sustainable Marketing Management
- Business Ethics and Sustainability
- Strategic Sustainability Assessment, integrating Environment and Economics in Strategic Decision-making
- Topics in Environmental and Health Economics
- Social Innovation and Entrepreneurship
- Sustainable Management

- Accounting and Sustainability
- Advanced Development Economics
- Environmental Effects and Conflicts in Long-run Economic Development
- International Business and Trade in a Historical Perspective



#### Sustainability Related

- Logistics Information Systems
- Global Sourcing

## Does business and economics education affect student values and attitudes?

Do business and economics students actually become less pro-social and less inclined to contribute to the common good after studying business and economics? The case has been argued before but current research points in different directions. Preliminary data where student cohorts are followed over time seem to suggest that our business and economics students perceive "contributing to a better society

in a future career" as significantly less important one year into the program compared with when they started. Similar effects do not appear for students in other programs. Mattias Sundemo, the current sustainability coordinator and PhD candidate in environmental management and economics, will dig deeper into this area of research as part of his dissertation work.

# PRINCIPLE 4: RESEARCH

## PRME PRINCIPLE 4:

We will engage in conceptual and empirical research that advances our understanding about the role, dynamics, and impact of corporations in the creation of sustainable social, environmental and economic value.

### INTRODUCTION AND OVERVIEW

The School has a long tradition of sustainable development research, carried out by both research groups and individual researchers. This is proven by an excellent track record when it comes to publications, peer-reviewed articles in good scientific journals, and other publications of various kinds, and also by the number of faculty members engaged in or appointed as experts in the broader society at local, regional, national, and international levels. However, no structured efforts have previously been made to analyse the School's research in relation to the broader sustainability agenda. Doing just that and putting together a comprehensive overview of the school's sustainability research and communicating it to our stakeholders has been an important part of taking the next steps for the School's work on sustainability.

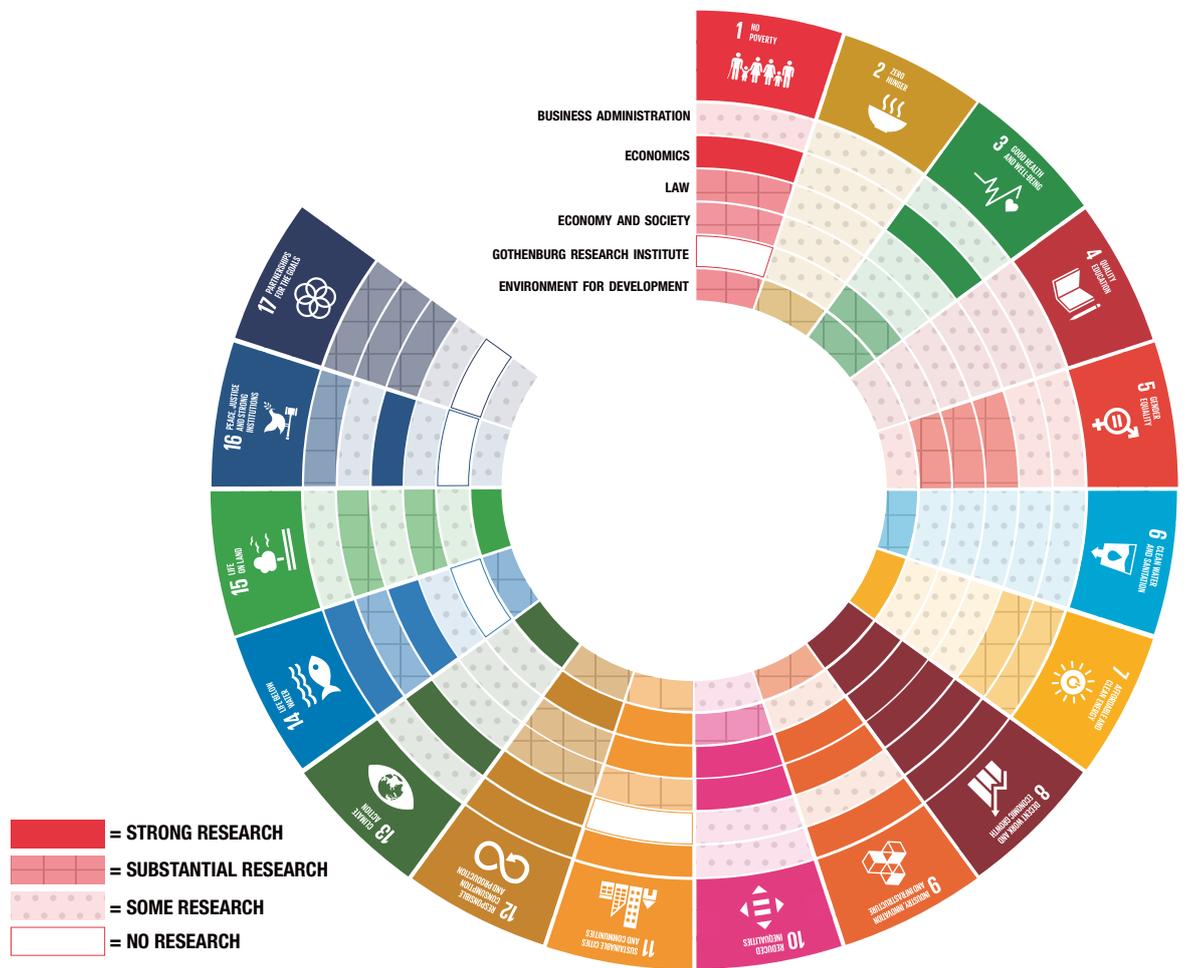
### The School's research in relation to the SDGs

In fall 2018, the School of Business, Economics and Law initiated an inventory of all its research with the aim to understand our research activities in relation to the SDGs. The process was led by Deputy Dean Marie Stenseke, professor in human geography and chair of the School's sustainability council. Marie, together with the School's departments initiated a self-evaluation mapping of the School's research projects and societal impact in relation to the 17 SDGs. This was updated in early 2020. The mapping is based on the 169 targets associated with the 17 SDGs. All researchers and their research activities in the School's four departments and two independent research institutes have been included. The inventory shows that the School has research relating to all 17 SDGs. There is strong sustainability research related to SDG 8, *Promote sustained, inclusive*

*and sustainable economic growth, full and productive employment and decent work for all*, carried out at all departments and institutes, but also significantly strong research activities at several units related to SDG 11, *Make cities and human settlements inclusive, safe, resilient and sustainable*, SDG 12, *Ensure sustainable consumption and production patterns*, and SDG 14, *Conserve and sustainably use the oceans, seas and marine resources for sustainable development*.

The research environment on SDG 13 *Take urgent action to combat climate change and its impacts* is especially strong at the Department of Economics and often performs world leading research.

The Institute for Innovation and Entrepreneurship at the Department of Business administration and the Department of Economy and Society carries out research of high relevance on SDG 9: *Build resilient infrastructure, promote inclusive and sustainable*



The research at the School of business, economics and law mapped to the UN's global goals.

*industrialization and foster innovation. SDG 16, Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels, is an area that receives a great deal of research attention at the Department of Law.*

The categorization is based on the departments' and units' self-assessment of how their research relates to the 17 sustainability goals. These data have formed the basis for a relative comparison within the departments and units. The colour nuances show the strengths of the research for the different goals:

- Strong research indicates that research relevant to the sustainability goal has a particularly strong position at the department.
- Substantial research indicates that several researchers conduct research of relevance to the respective sustainability goal.
- Some research indicates that one or a few researchers conduct research of relevance to the respective sustainability goal.



#### World Congress of Environmental and Resource Economists

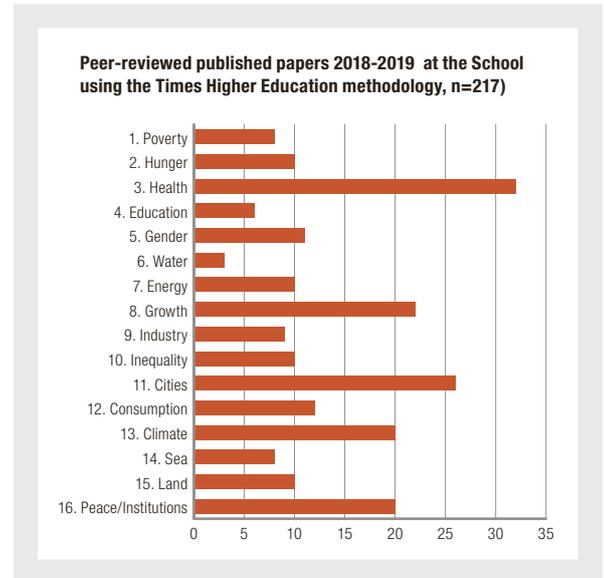
In June 2018, the School hosted the World Congress of Environmental and Resource Economists (WCERE), where the world's leading researchers in environmental economics gathered for five intensive days. Apart from presenting 680 papers in 116 sessions, the conference also created a powerful platform for dialog between researchers, practitioners, and decision makers.

## Bibliometric analysis of research output in relation to the SDGs

In 2018, the *Times Higher Education* (THE) launched the SDG impact ratings for universities, where universities are ranked on research, outreach, and stewardship in relation to the SDGs. Together with Elsevier, THE developed a method for assessing published research papers to the SDGs based on keywords and combination of keywords in titles and abstracts. Using the same bibliometric method, the School's research in relation to the SDGs are shown in the figure to the right, all publications can be found in the appendix.

Of 427 papers published in Scopus 2018–2019, 167 were identified as being related to one or more of the SDGs using the THE method. Since a paper can relate to several SDGs, this resulted in 227 hits.

As expected, there is a discrepancy between the bibliometric compilation and the self-evaluation by the departments. According to the bibliometric analysis, SDG 3 (health) is clearly at the top, followed by SDG 11 (cities) and 8 (economic growth). SDG 13 (climate) and 16 (peace) share fourth place. One can also argue that the self-evaluation and the bibliometric method in many respects do correlate. The “top five” SDGs from both methods include SDG 11, SDG 8, and SDG 12. Of course none of these methods are without flaws, but together they do give us a better indication of the School's research in relation to the SDGs.



Peer-reviewed published papers 2018–2019 at the School identified with the bibliometric methodology developed by Times Higher Education's Impact Ratings.



### Policy design for the Anthropocene

Our ecosystems are fragile and may change drastically and irreversibly if pushed beyond their thresholds. The Anthropocene is the epoch in history during which human activity has been the main determinant of the key parameters on Earth, parameters affecting the balance of ecosystems and life. Many scientists suggest that there ought to be bounds on human activities threatening these parameters, planetary boundaries. While there is debate and sometimes disagreement about the position of these boundaries, there is consensus that we face severe environmental challenges. These debates were not the subject of Sterner et al. 2019; instead, we focused on the solutions.

Albeit a daunting task, designing policies to avoid transgressing planetary boundaries is not an impossible one. It requires an interdisciplinary approach to understand the underlying mechanisms, and to find new perspectives of designing appropriate policies. By gathering a broad group of researchers from different disciplines, this paper identifies a roadmap to tackle the design and selection of policies for the Anthropocene. The overarching message is simple, yet powerful: We need not focus on searching for new instruments; we should start by ensuring forceful implementation of conventional policy instruments.

The article opens up a new area of research. It has been well received in the research community and has gained attention from both researchers and policymakers. I and my co-authors hope that the perspective we present will stimulate debate and further research in this direction.

*Sterner, T. et al (2019). Policy design for the Anthropocene, Nature Sustainability 2(1), 14-21 Jan 10th.*

*Thomas Sterner, Professor at the Department of Economics.*

## Sustainability strategy formation

Sustainability concerns have increasingly moved up on the corporate agenda, and most “corporate executives acknowledge that CSR is an important consideration for driving success” (Galbreath, 2009, p. 120). Academics, non-governmental organizations, and other stakeholders also stress the need to integrate sustainability into corporate strategy to both create competitive advantages and mitigate sustainability problems. Despite this, managers struggle to move sustainability concerns from staff functions into the firm’s core operations. In other words, firms are still struggling with respect to how to integrate CSR into their overall strategies. Scholars have been slow to respond to this need for empirical research into how sustainability strategies form in practice, despite continuous calls for such studies. In a recent research project, Niklas Egels Zandén study how large industrial firms as well as smaller consumer-oriented firms attempt to form sustainability strategies. We show that deliberate top-down activities must be combined with emergent bottom-up activities and propose that evaluative activities that merge these top-down and bottom-up activities are central for sustainable strategy formation.

*Niklas Egels-Zandén, professor in management.*



## ICTs, well-being, and the use of time and place

From a sustainability perspective, the rapid digitalization and ever-present use of information and communications technologies (ICTs) bring new opportunities and risks. In current research, Eva Thulin and colleagues at the Human Geography Unit investigate how online time and mediated access are changing the conditions for everyday living, with regard to work, leisure, sociality, and mobility. A recent study explores the effects of telework on the social sustainability and well-being of workers. Telework is increasing in Sweden, spreading to new types of jobs (also more routine based) and involving new practices of unregulated work and anytime smartphone access. It is found that, although being a valued coping strategy among many employees, telework is also associated with intensified time pressure, new work-related ties and reduced time-use control. Another study puts focus on leisure time transformations arising from more time spent online (on screens). Observed trends, e.g., towards enhanced home-centeredness, more time spent alone, and reduced physical activity, are highly relevant to issues of individual well-being and health, among younger generations in particular. Furthermore, focusing on issues of sustainable cities, a study on voluntarily carless families demonstrates how working and conducting errands online are decisive parts of practices to reduce travel needs and manage everyday life without a private car.

*Eva Thulin, professor at the Department of Economy and Society.*

## A Diversity of Voices and the Right Not to be Silenced

Freedom of speech is valued as essential for multiple reasons, the most frequently considered within law is the democratic rationale. A diversity of voices in the public debate is one aspect expressed in the Swedish Freedom of the Press Act. To safeguard such diversity of voices requires a system where not only the right to express oneself is covered, but also the responsibility not to express oneself if a consequence of doing so might be that other voices are silenced or threatened. Hate speech is an example with severe consequences. To protect the right not to be silenced demands more than an individual right to free speech. It also calls for an active strategy to build a sustainable democratic system protecting others from being silenced.

In the project titled Hate Speech, Gender, Social Networks and Political Parties, the objective is to identify and analyze how extreme political parties in Europe publish hate speech against gender equality as part of their political strategies on social media platforms. The project shall review and propose legal and public policies. The project has connections to my previous research on freedom of expression and democracy. It is an EU-funded project involving Moa Bladini at the Department of Law and researchers from Spain, Italy, Hungary, and Germany. The project relates to two of the Sustainable Development Goals: (16) peace, justice, and strong institutions and (5) gender equality.

*Eva-Maria Svensson, professor at the Department of Law.*



## Knowledge-Intensive Entrepreneurship and S3: Conceptualizing Strategies for Sustainability

This study explores how SDG 9 (innovation) can be reached through policy for sustainability. In recent years, the EU has become more and more “mission oriented” in its policy strategy for innovation and entrepreneurship. This means that rather than relying on the underlying mechanisms of markets and firms to sort out the success and failure of new products and services, policymakers have taken a more active stance in strategically creating conditions under which regions and their firms can thrive. Smart specialization strategy (S3) is one particular brand of mission-oriented policy focusing on revitalizing competitive and comparative advantage of regions. While this has worked well for some regions, others have struggled.

We have delved into the concept of knowledge-intensive entrepreneurial ecosystem in policies on smart specialization. We make recommendations to increase the effectiveness of policies by incorporating a knowledge intensive perspective in the concept. Our conceptual work expands on the idea of smart specialization by incorporating perspectives on knowledge-intensive entrepreneurship, its drivers, its practitioners, and its potential to generate innovations at the forefront of sustainable development in a region. Empirically, we discuss developments in the maritime cluster in western Sweden, a forum for various stakeholders with maritime interests in the area. We view the cluster as a case of a collective action-driven knowledge-intensive entrepreneurial ecosystem, with different actors and incentives collectively driving forward both public and private returns while at the same time moving closer to achieving a number of sustainable development goals. Our research is relevant to Goals 8 (economic growth), 9 (innovation), 12 (responsible consumption/production), and 14 (life below water).

*E. Gifford, M. Mckelvey, Knowledge-Intensive Entrepreneurship and S3: Conceptualizing Strategies for Sustainability, Sustainability, Volume 28, 2019.*

*Ethan Gifford, PhD and Maureen McKelvey, professor, Department of Economy and Society.*



## Antibiotic resistance as a collective action problem

Collective action problems are defined as situations where the gain for the collective is largest when everyone cooperates, while the gain for each individual actor is largest if they abstain from cooperating, disregarding all other actors' behavior. The collective action problem of antibiotic resistance is best described as a situation where prescribers and patients alike have no or only few reasons to take the global levels of resistance into account when making their consumption decisions, since the individual contribution is always comparably small.

In this study, Elina Lampi and co-authors investigated whether people in Sweden accept a doctor's decision not to prescribe antibiotics despite disagreeing and whether people's willingness to abstain from taking antibiotics can be explained. We found that a substantial fraction of the respondents were willing to accept a doctor's decision not to prescribe antibiotics. However, experience of having been refused antibiotics in the past, despite own beliefs that antibiotics were needed, decreases the acceptability. A majority also stated that they were willing not to take antibiotics, while only 16 percent thought that others were. Thus, we observe a large difference between what respondents think they would do personally and what they think other people would do. The willingness to abstain from using antibiotics was also found to be rather strongly correlated with concerns about resistance.

*F. Carlsson, G Jacobsson, S. Jagers, E. Lampi et al, Who is willing to stay sick for the collective? Individual characteristics, experience and trust, SSM Population Health, Volume 9, Dec 2019.*

*Elina Lampi, associate professor in economics.*

### **Urban commoning practices in the repair movement: frontstaging the backstage**

In reaction to the consume-and-discard society and the destruction of the global environmental commons, grassroots initiatives such as food networks, sharing initiatives, or repair movements are emerging in cities around the world that are seeking less and more careful consumption. These citizen-led initiatives create new urban commons, for example by transforming abandoned bikes into repair “projects” and discarded food into food rescue parties.

This paper builds on and develops the discussions of the openness of the commons, a concept originally developed by Eleonor Ostrom, by studying the Bike Kitchen in Gothenburg using in-depth interviews as well as ethnographic and visual observations. The Bike Kitchen is a global, open-source, do-it-yourself movement where people learn to repair their bikes. Bike Kitchen in Sweden takes advantage of this otherwise often wasted resource. The movement claims the right to reuse and repair the abandoned bikes, using them for spare parts when teaching members how to repair bikes.

Through repair practices, commoning communities like the Bike Kitchen can reinvent, appropriate, and create urban commons by transforming private resources – bicycles – creating common, liminal, and porous spaces between state and market. This openness of the commons allows commoners to shift roles, alternating between the commons, state, and market. Commoners’ fluid identities become the vehicle by which urban commoning practices expand beyond the common’s space. In contrast to Ostrom’s original ideas, this fuels the broad recruitment of participants driven by diverse and entangled economic, social, and environmental rationales.

We illustrate how the representation of space, through simultaneous frontstaging and backstaging practices, also prevents its enclosure and allows the creation of openings through which urban commoning practices are accessed by newcomers. Finally, we call into question strict definition of “commoner” as limited to those who are politically engaged in opposing the enclosure of the commons. Rather, commoners, or in other words agents of change, become political through action, so intentionality is less relevant to prompting socio-environmental change than is suggested in the literature.

*M. José Zapata-Campos et al., Environment and planning A, 52 (6), 1150-1170, 2020.*

*Maria-José Zapata Campos, assistant professor at the Department of Business administration.*



### **Credibility, reliability and evidential assessment in refugee law**

In a recent contribution to the *Oxford Research Handbook on Refugee Law* (forthcoming 2021), Gregor Noll addressed “Credibility, Reliability and Evidential Assessment” in refugee law. Overall, judgement on asylum evidence is exercised in a difficult context. A long tradition of strong scepticism against a single source speaking about herself in future tense is a force to be reckoned with. Noll demonstrates that the evidential rules in the asylum field suffer from serious logical deficiencies and fail to restrain decision-makers’ discretion. Also, scientific studies drawn from psychology and traumatology suggest that credibility proxies such as coherence and plausibility are deficient as well. Does this give judicial discretion too much space? There are strong indications that this is the case. Quantitative studies, including some employing big data, as well as qualitative studies in the social sciences confirm that the allocation of an individual judge is the weightiest factor for the outcome of an asylum case, and allow for the conclusion that evidentiary assessment plays a minor role in it. Noll concludes that evidentiary assessment in asylum law is dysfunctional today. This project contributes to SDG 10.3 (ensure equal opportunity and reduce inequalities of outcome), 10.7 (implementation of ... well-managed migration policies), 16.3 (“promote the rule of law at the national and international levels and ensure equal access to justice for all”) and 16.6 (“develop effective, accountable and transparent institutions at all levels”).

*Gregor Noll, professor at the Department of Law.*

PRINCIPLES 5 & 6:

# PARTNERSHIP AND DIALOGUE

## **PRME PRINCIPLE 5:**

We will interact with managers of business corporations to extend our knowledge of their challenges in meeting social and environmental responsibilities and to explore jointly effective approaches to meeting these challenges.

## **PRME PRINCIPLE 6:**

We will facilitate and support dialog and debate among educators, students, business, government, consumers, media, civil society organisations and other interested groups and stakeholders on critical issues related to global social responsibility and sustainability.

## **OVERVIEW AND FRAMEWORK**

Cooperation and close relations with business, public authorities, and non-governmental organizations are important parts of the students' learning experience and central for many research activities. Gothenburg is the industrial capital of Sweden and a place where the local meets the global. The School has well-developed relationships with companies such as Volvo Cars, Stena Group, SKF, and the Volvo Group, all with headquarters in Gothenburg. Volvo Cars as well as SKF take part for example in a newly developed forum where corporate executives discuss sustainability challenges together with researchers from the School. Internationally, the School participates in a number of networks within the field of sustainability: EFMD, GBSN, GRLI, and PRME Champion to name a few. The School has also been actively involved in developing the Positive Impact Rating (PIR), which was launched in Davos in early 2020. Through for example EfD (Environment for Development), the School not only conducts important research but also engages in studies of immediate importance to policymaking. Additionally, many individual researchers from the school have been appointed to expert councils and working groups on local, regional, national, and international arenas.



People behind the Positive Impact Rating (PIR) during a meeting in Geneva 2018. Upper row (from left to right): Léo Gilliard (WWF), Thomas Dyllick (St Gallen), Clémentine Robert (Oikos), JC Carteron (Kedge Business School), Anders Sandoff (School of Business, Economics and Law), Jonas Haertle (UNITAR), Mattias Sundemo (School of Business, Economics and Law), David Scicluna (Aiesec). Second row (from left to right): Katrin Muff (former dean of Lausanne Business School), Antonio Haulte (Global Compact Switzerland), Ruth Mhlanga (Oxfam UK), Mathias Falkenstein (LUISS Business School).

### Active engagement in the positive impact rating (PIR)

The Positive Impact Rating (PIR) was launched in early 2020 at the World Economic Forum in Davos. PIR aims to be an alternative to existing traditional rankings, which are often perceived as outdated and criticized for triggering business school development that insufficiently responds to the challenges of the future. The PIR was initiated with the intention to support fundamental change in the business school landscape with regard to the schools' societal responsibility.

PIR is founded on four design principles: a normative starting point (acknowledge the importance of contributing to the SDGs for example), rating

not ranking (schools are assessed to certain levels of achievement, not position on an specific rank), internal and external (school development and external benchmarking to attract students are both important), and perception based (the rating is based on subjective perceptions of students using surveys, not trying to find "objective" data). The PIR assessment model includes three areas, namely energizing (governance and culture), educating (programs, learning methods, and student engagement), and, finally, engaging (institution as a role model, public engagement). The School has been actively involved in the process from the start, especially in developing the survey, but also throughout the pilot phase.

In the first official round the School was rated a "progressing school" together with for example London Business School and Hong Kong University of Science and Technology.

### Global Cluster leader on SDG 8, International Associations of Universities (IAU)

The School and the University of Gothenburg has been appointed lead university for Sustainable Development Goal 8 together with eight satellite universities globally, as part of the International Association of Universities (IAU) Cluster on Higher Education and Research for Sustainable Development (HESD). Every goal has its lead university, resulting in a global network of universities coordinating different SDGs.

SDG 8 spans a wide range of issues related to economic growth, resource efficiency, innovation, decent work, job creation, youth employment, and tourism. The ambition of the SDG 8 Initiative is to mobilize academic work and policy interaction in local and global contexts. The Gothenburg Centre for Sustainable Development together with Environment for Development (EfD) are the coordinators of the initiative. The satellite universities – in Chile, Colombia, Ethiopia, Kenya, Nigeria, Tanzania, Uganda, and Vietnam – provide opportunities for dynamic research collaboration by addressing the challenges of SDG 8 from the various geographical and methodological perspectives represented.

The implementation strategy is divided into three phases: (i) synthesizing research in support of the implementation of the SDG 8 targets, (ii) critically scrutinizing the goal, targets, and indicators of SDG 8 in order to reveal inherent biases, contradictions, and links to other SDGs, and (iii) engaging researchers and policymakers in dialogues as well as following-up on the selection of

indicators for inclusion in Voluntary National Reviews to the UN High Level Political Forum.

Activities so far include consultations in the political 2030 agenda at national and international levels, participation at the High Level Political Forum 2019 in New York, as part of the Swedish delegation, producing an initial report; and organizing a first SDG 8 workshop, covering economic growth, work conditions, and innovation and resource efficiency, with researchers from University of Gothenburg, Chalmers University of Technology, and Karolinska Institutet.



Gunnar Köhlin, Director of Environment for Development, and co-coordinator of the SDG 8 Initiative at the University of Gothenburg

“We are proud to be among the top 30 in the Positive Impact Rating for business schools. It confirms our conscious path of development and spurs us to go further. This new sophisticated rating mechanism brings with it an important modernization of the roles that business schools are expected to play in society.”

*Per Cramér, Dean School of Business, Economics and Law*

### **A new forum for discussing sustainability with corporate executives**

Sustainability is becoming increasingly important for companies' and organizations' strategies, which means, among other things, that sustainability is moving from staff functions to corporate boards. Many companies struggle with how their products, services, and business models relate to sustainable societal development and how they ensure their long-term relevance. This places new demands on managers' ability to integrate sustainability into strategic and operational processes.

The School has a number of research environments that study important sustainability challenges, and the School's strategic focus on sustainability has become increasingly clear. Based on this, we are now increasing

the focus on sustainability also in our collaboration with the business community by establishing a forum, where researchers and managers from the business community meet to discuss strategic sustainability issues. How do we make decisions and how do we navigate in a world that in many ways seems increasingly unpredictable and complex? What can researchers learn from business and what can business learn from researchers? What common challenges do we see around the table? The meetings take place in dialog form at the School 2–3 times a year. Deputy dean Marie Stenseke and Professor Niklas Egels Zandén facilitate the conversations that take place in a “closed room” based on the Chatham House Rule.

### **Increased participation in global networks**

The School has substantially increased the dialog and interactions with other business schools in the world in recent years through the engagement in international networks with a sustainability profile. Apart from participating in the PRME Champions group and the Nordic Chapter, the School has also expanded its engagement in the Globally Responsible Leadership Initiative (GRLI), by taking an active part in GRLI Deans & Directors Cohort. The participation in Deans & Directors Cohort provides a rewarding opportunity for developing an emergent understanding of globally responsible management education together with leaders of other progressive sustainability-oriented

business schools, as well as sharing tested strategies for facilitating transformation towards the achievement of that end. In March 2020, the School became a member of the Global Business School Network (GBSN), which involves more than 100 business schools under the vision to enable business schools to profoundly impact sustainable development worldwide, and with a certain mission to support business schools and management talent in the developing world. The School's membership in GBSN opens for bilateral and multilateral cooperation and learning for the leadership as well as for the staff and the students.



### Engagement in the issues of biodiversity

The challenges related to biodiversity loss (SDG 14 and SDG 15) have rendered increased attention in recent years, not the least thanks to IPBES, the Intergovernmental Science-Policy Platform on Biodiversity and Ecosystem Services, and its Global Assessment Report on Biodiversity and Ecosystem Services, which was approved by 132 countries in May 2019. Marie Stenseke, the School's deputy dean,

is engaged in the scientific leadership of IPBES, serving as co-chair of IPBES multidisciplinary expert panel. In that role, she has been involved in the conceptual evolution from "ecosystem services" to the broader and more inclusive "nature's contributions to people, presented in an article in Science 2019 that Stenseke co-authored. IPBES is also the winner of the 2020 WIN WIN Sustainability Award.

### Reväst – a body for collaboration between business, academia, and the public sector

Reväst is the name of a collaborative body and a platform for exchange of knowledge between the public sector, academia, and business around western Sweden's regional development. The aim is to strengthen the ties between the various actors through seminars, conferences, and talks on sustainable societal development, especially focused on western Sweden. Reväst's office is operated from the School's External Relations department. Recent seminars include:

- China's investments in western Sweden (and globally)
  - strategy and consequences
- The new interplay between manufacturing, service, and regional development
- How does the EU affect us and how can we influence the EU? Why your vote in the EU election is at least as consequential as your vote in the national election
- Is Sweden heading for zero greenhouse gas emissions by 2045?

### Reaching new student groups

For many years, the School has actively tried to recruit students who are generally underrepresented in its corridors, in particular students from lower socio-economic backgrounds and who have parents without university experience. Through cooperation with high schools in areas with a high proportion of recently arrived migrants, student ambassadors invite the high school students to come and listen to students

at the School with similar background talking about their university experience. The School also organizes events for these students where they can come and visit corporate partners. Last year, two programs from the School admitted students who had formerly been part of this mentorship program.

# APPENDIX

## Examples of PRME and sustainability-relevant PhD theses

### 2018–2019

Mühlrad, Hanna, "The Impact of Reproductive and Birth Technologies on Health, Fertility and Labor Outcomes"

Gakii Gatua, Josephine, "Primary healthcare interventions and social ties in Kenya"

Felgendreher, Simon, "Essays on behavioral economics and the effects of the colonial rule on Java"

Argüello Moncayo, Gabriela, "Environmentally Sound Management – Its status and role in the sea-land interface regulation of wastes"

Rashidi, Kamran, "Sustainable supplier selection in the logistics industry"

Demeke, Eyoual, "Essays on Environmental and Behavioral Economics"

Koroschetz, Bianca, "Exploring the (re-) configuration of environmentally unsustainable practices"

Mukanjari, Samsun, "Climate Policy and Financial Markets"

Bailey, Saki, "The Common Good in Common Goods – The Decommodification of Fundamental Resources through Law"

Raza, Zeeshan, "The Sustainability and Competitiveness of European Short-Sea Shipping"

### Peer-reviewed published articles 2018–2019 per SDG, identified by the bibliometric method developed by Times Higher Education

*Some articles appear more than once, since they have been related to more than one SDG. It should be noted that the list does not necessarily show the full references to the articles, since only the names of authors affiliated to the School are included.*



#### SDG 1: POVERTY

Ahlerup, Pelle, Bigsten, Arne, "Gold Mining and Education: A Long-run Resource Curse in Africa?", *Journal of Development Studies*

Sorooshian, Shahryar, "Computation of multidimensional poverty index: A case study", *International Journal of Emerging Trends in Engineering Research*

Somanathan, Rohini, "Socially Disadvantaged Groups and Microfinance in India", *Economic Development and Cultural Change*

Congdon Fors, Heather, Lindskog, Annika, "Land certification and schooling in rural Ethiopia", *World Development*

Sorooshian, Shahryar, "Social versus financial performance of microfinance: Bangladesh perspective", *Research in World Economy*

Alem, Yonas, "The impact of safety nets on technology adoption: a difference-in-differences analysis", *Agricultural Economics*

Isaksson, Ann-Sofie, "Racing to the bottom? Chinese development projects and trade union involvement in Africa", *World Development*



#### SDG 2: HUNGER

Gangopadhyay, Shubhashis, "Liquidity constraints, informal institutions, and the adoption of weather insurance: A randomized controlled trial in Ethiopia", *Journal of Development Economics*

Köhlin, Gunnar, "Climate change adaptation: a study of multiple climate-smart practices in the Nile Basin of Ethiopia", *Climate and Development*

Rönnbäck, Klas, Theodoridis, Dimitrios, "African agricultural productivity and the transatlantic slave trade: evidence from Senegambia in the nineteenth century", *Economic history review*

Sjölander Lindqvist, Annelie, "Shaking Hands: Balancing Tensions in the Swedish Forested Landscape", *Conservation and Society*

Alem, Yonas, "The impact of safety nets on technology adoption: a difference-in-differences analysis", *Agricultural Economics*

Chegere, Martin Julius, "Post-harvest losses reduction by small-scale maize farmers: The role of handling practices", *Food Policy*

Sandberg, Mattias, "Trees are all around us: Farmers' management of wood pastures in the light of a controversial policy", *Journal of Environmental Management*

Flodén, Jonas, "Analyzing animal waste-to-energy supply chains: The case of horse manure", *Renewable Energy*



#### SDG 3: HEALTH

Fuentes, Maria, Brembeck, Helene, "The construction and navigation of riskscape in public health advice and mothers' accounts of weaning", *Health Risk & Society*

Pihl, Ariel, "Did California Paid Family Leave Impact Infant Health?", *Journal of Policy Analysis and Management*

Durevall, Dick, "Effects of a Short Message Service (SMS) Intervention on Reduction of HIV Risk Behaviours and Improving HIV Testing Rates Among Populations located near Roadside Wellness Clinics: A Cluster Randomised Controlled Trial in South Africa, Zimbabwe and Mozambique", *AIDS and Behavior*

Durevall, Dick, Lindskog, Annika, "Education and HIV incidence among young women in KwaZulu-Natal: An association but no evidence of a causal protective effect", *PLoS ONE*

Bolin, Kristian, "The cost-effectiveness of biological therapy cycles in the management of Crohn's disease.", *Journal of Crohn's & Colitis*

Boman, Anders, "Protective practices against tick bites in Denmark, Norway and Sweden: a questionnaire-based study", *BMC Public Health*

Martinsson, Peter, "Physician behavior and conditional altruism: the effects of payment system and uncertain health benefit", *Theory and Decision*

Ralsmark, Hilda, "Relative concerns and sleep behavior", *Economics and Human Biology*

Akay, Alpaslan, Martinsson, Peter, "Relative concerns and sleep behavior", *Economics and Human Biology*

Lindskog, Annika, Durevall, Dick, "Greater risk for more money: the economics of negotiating condom use amongst sex workers in South Africa", *AIDS Care – Psychological and Socio-Medical Aspects of AIDS/HIV*

Sorooshian, Shahryar, "Infections risks of medical buildings: Perspectives investigation in a case-study", *Indian Journal of Public Health Research and Development*

Bolin, Kristian, "Utilization of etoricoxib in dental patients in the Nordic countries: a population-based register study", *Acta Odontologica Scandinavica*

Pirhonen, Laura, Bolin, Kristian, "Person-Centred Care in Patients with Acute Coronary Syndrome: Cost-Effectiveness Analysis Alongside a Randomised Controlled Trial.", *Pharmacoeconomics – open*

Stenseke, Marie, "Applying ecosystem services for pre-market environmental risk assessments of regulated stressors", *EFSA Journal*

Rudolfsson, Lisa, "Clergy and mental health clinician collaboration in Sweden: Pilot Survey of COPE", *Mental Health, Religion & Culture*

Eggert, Håkan, "Marine Plastic Pollution: Sources, Impacts, and Policy Issues", *Review of Environmental Economics and Policy*

Boman, Anders, "Who is afraid of ticks and tick-borne diseases? Results from a cross-sectional survey in Scandinavia", *BMC Public Health*

Lindberg, Kajsa, Walter, Lars "Emergent coordination and situated learning in a Hybrid OR: The mixed blessing of using radiation", *Social Science & Medicine*

Larsson, Simon, Jansson, Magnus, "Expert stakeholders' perception of nanotechnology: risk, benefit, knowledge, and regulation", *Journal of Nanoparticle Research*

Stern, Thomas, "Valuation when baselines are changing: Tick-borne disease risk and recreational choice", *Resources and Energy Economics*

Barbieri, Paolo Nicola, Bolin, Kristian, "Digitalizing and collecting health data in Sweden", *Pharmaceuticals Policy and Law*

Kjellsson, Gustav, "Socioeconomic distribution of GP visits following patient choice reform and differences in reimbursement models: Evidence from Sweden", *Health Policy*

Kjellsson, Gustav, "Extending decomposition analysis to account for unobserved heterogeneity and persistence in health behavior: Income-related smoking inequality among Swedish women", *Health Economics*

Boman, Anders, "Learning to live with ticks? The role of exposure and risk perceptions in protective behaviour against tick-borne diseases", *PLOS ONE*

Lisovskaja, Vera, "Different reliability of instrumented gait analysis between patients with unilateral hip osteoarthritis, unilateral hip prosthesis and healthy controls.", *BMC musculoskeletal disorders*

Mitru, Andreea, "Bridging the gap for Roma: The effects of an ethnically targeted program on prenatal care and child health", *Journal of Public Economics*

Martinsson, Peter, "Fuel savings, cooking time and user satisfaction with improved biomass cookstoves: Evidence from controlled cooking tests in Ethiopia", *Resource and Energy Economics*

Barbieri, Paolo Nicola, "BMI and Employment: Is There an Overweight Premium?", *Italian Economic Journal*

Bolin, Kristian, "Assessing the economic value of maintained improvements in Type 1 diabetes management, in terms of HbA(1c), weight and hypoglycaemic event incidence", *Diabetic Medicine*

Arman, Rebecca, Styhre, Alexander, "The sacred and the profane in life science: The case of assisted reproduction laboratories", *Culture and Organization*

Kjellsson, Gustav, "Extending decomposition analysis to account for unobserved heterogeneity and persistence in health behavior: Income-related smoking inequality among Swedish women", *Health Economics*

Kjellsson, Gustav, "Socioeconomic distribution of GP visits following patient choice reform and differences in reimbursement models: Evidence from Sweden", *Health Policy*

Bolin, Kristian, "Finasteride treatment and male breast cancer: a register-based cohort study in four Nordic countries", *Cancer Medicine*

Buenstorf, Guido, "Smile or die: Can subjective well-being increase survival in the face of substantive health impairments?", *Economics and Human Biology*

Andersson, Per-Åke, "Cost-effectiveness analysis of internet-mediated cognitive behavioural therapy for depression in the primary care setting: results based on a controlled trial.", *BMJ open*



#### SDG 4: EDUCATION

Ahlerup, Pelle, Bigsten, Arne, "Gold Mining and Education: A Long-run Resource Curse in Africa?", *Journal of Development Studies*

Zaring, Olof, Gifford, Ethan, McKelvey, Maureen, "Strategic choices in the design of entrepreneurship education: an explorative study of Swedish higher education institutions", *Studies in Higher Education*

Durevall, Dick, "Education and HIV incidence among young women in KwaZulu-Natal: An association but no evidence of a causal protective effect", *PLoS ONE*

Congdon Fors, Heather, Lindskog, Annika, "Land certification and schooling in rural Ethiopia", *World Development*

Lindskog, Annika, "Education and HIV incidence among young women in KwaZulu-Natal: An association but no evidence of a causal protective effect", *PLoS ONE*

Durevall, Dick, Lindskog, Annika, "Education and HIV incidence among young women in KwaZulu-Natal: An association but no evidence of a causal protective effect", *PLoS ONE*

Henning, Martin, "Labour Force Building in a Rapidly Expanding Sector.", *Industry and Innovation*

Brilli, Ylenia, "Does Increasing Compulsory Education Decrease or Displace Adolescent Crime? New Evidence from Administrative and Victimization Data", *CESifo Economic Studies*



#### SDG 5: GENDER EQUALITY

Esplig, Margareta, "Gender analysis of agricultural extension policies in Uganda: informing practice?", *Gender, Technology and Development*

Sorooshian, Shahryar, "Computation of multidimensional poverty index: A case study", *International Journal of Emerging Trends in Engineering Research*

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## SDG 16: PEACE, JUSTICE AND STRONG INSTITUTIONS

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