

# BUSINESS SCHOOLS **FOR IMPACT**

Teaching skills to build Base of the Pyramid businesses



HOW BUSINESS SCHOOLS CAN DO MORE TO PREPARE AND ENCOURAGE  
FUTURE MANAGERS AND ENTREPRENEURS TO VENTURE BEYOND MATURE  
MARKETS INTO LOW-INCOME ECONOMIES

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The aim of this booklet is to explain how business schools can contribute to sustainable development in the poorest areas in the world by changing the **mindset** of business graduates and teaching the **skills** required to invest and operate in low-income environments with positive social impact.

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# Why we need to teach young business talent about low-income economies

## Current business models fail the poor...

Poor countries remain poor often because they lack the basic infrastructure that would allow their economies to grow. From physical infrastructure (roads, ports, rail) to basic infrastructure industries (water, power, telecommunications) to soft infrastructure (health, education), they lack the investment needed to take off. Public sector finances in low-income countries cannot begin to cover investment needs, international aid budgets are insufficient and under pressure, so private sector investment, especially international investment, needs to step up to the plate. Currently, only a fraction of the worldwide assets of banks, pension funds, insurers, foundations and endowments, and multinational firms, is in critical sustainable development sectors, and even less so in the poorest developing countries (least developed countries, or LDCs). *Current business models fail the poor as a long-term investment.*

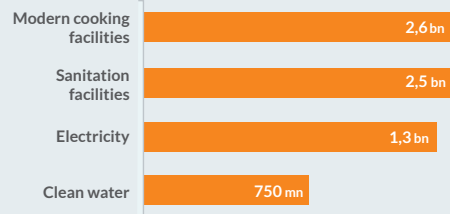
People at the 'Base of the Pyramid' (BoP) – the large segments of the world population at the bottom of the income scale – are an underserved market. Many lack access to clean water, sanitation, power or adequate cooking facilities. Many more cannot readily obtain basic healthcare services or quality education for their children. Excluded from markets the poor have to find alternatives. They tend to resort to expensive substitutes to meet their basic needs. They effectively pay a penalty for being poor. *Current business models fail the poor as consumers.*

### Estimated annual investment gaps in developing countries in sectors critical for the poor



UNCTAD World Investment Report 2014

### Population lacking access to...

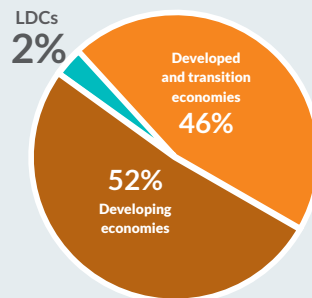


WHO, 2012, IEA, 2013

The growth of investment by multinational firms in developing countries over the last decade has been phenomenal. In search of new markets, resources and lower labor costs, investment in the developing world soared from less than 20% of the total in 2000 to more than 50% today, creating jobs and opportunities for local firms as suppliers and partners to international firms.

However, most of this investment has gone to middle-income emerging markets. Investment in LDCs remains only a fraction of the total, at less than 2%. And a significant part of that investment is in large-scale resource-based projects that create relatively few jobs and linkages with local firms. *Current business models fail the poor as workers and partners.*

Where do investment flows go?



UNCTAD World Investment Report 2014

### Investment needs in poor countries: the SDGs

The international community is currently defining a post-2015 development agenda and a set of sustainable development goals (SDGs) intended to galvanize action worldwide on poverty reduction, food security, human health and education and a range of other economic, social and environmental objectives. The SDGs will have significant resource implications in the developing world.

In particular, in LDCs, where investment needs are most acute and where financing capacity is lowest, about twice the current growth rate of private investment is needed to give it a meaningful complementary financing role next to public investment and development assistance.

**Increasing investment in the poorest countries requires a change in global business mindsets, starting from the foundation: management education.**

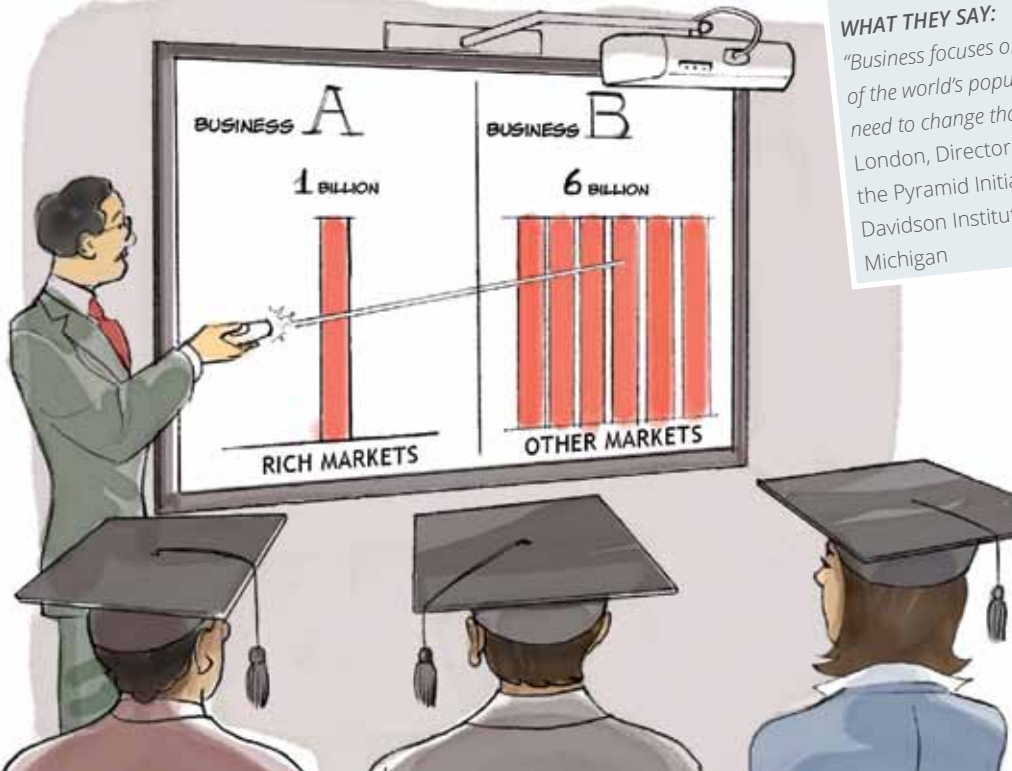
*World Investment Report 2014 – Investing in the SDGs: an Action Plan*

## Among the root causes: business education...

The majority of managers in the world's financial institutions and large multinational firms – the main sources of global investment – as well as most successful entrepreneurs tend to be strongly influenced by models of business, management and investment that are commonly taught in business schools. Such models tend to focus on business and investment opportunities in mature or emerging markets, with the risk-return profiles associated with those markets; they tend to ignore opportunities outside these parameters. These models also tend to be driven exclusively by calculations of economic risks and returns, often ignoring broader social and environmental impacts, both positive and negative. Lack of consideration in standard business school teachings of the challenges associated with operating in underdeveloped regions, and the resulting need for innovative problem solving, tend to leave managers ill-prepared for impactful investment in low-income countries.

### WHAT THEY SAY:

*"Business focuses on a small part of the world's population. We need to change that mindset." Ted London, Director of the Base of the Pyramid Initiative, William Davidson Institute, University of Michigan*



BUSINESS MODELS FAIL THE POOR...	UNCTAD'S MISSION	BUSINESS SCHOOLS?
... as a long-term investment	Promote responsible investment <b>in the most vulnerable economies</b> and regions, <b>in sectors critical for sustainable development.</b>	The vast majority of business school graduates look for jobs in consulting or banking rather than sustainable development-related or social impact sectors. Also, the vast majority looks for opportunity in the richest countries or in fast growing emerging markets; almost half of graduates from business schools in Africa aim to leave the region. Even the majority of students who ARE interested in social entrepreneurship end up starting projects in middle- to high-income countries!
... as consumers	Promote responsible investment in products and services <b>accessible and affordable to the poor.</b>	Marketing classes in business programmes teach the skills to sell to 1 billion people. What about reaching the other 6 billion?
... as workers and partners	Promote responsible investment in projects that create <b>employment and opportunities</b> for small businesses in the poorest areas.	Management classes tend to prepare students for large complex organizations and do not teach the skills to work with small informal businesses, the bulk of poor countries' economies!

# What's in it for business school students and graduates?

## Graduates need jobs. Or entrepreneurial drive

The need for managerial talent in poor countries is huge, both in the private and public sectors.

**In the private sector**, although overall investment in the poorest countries is still low, multinational companies, from infrastructure to consumer industries, are expanding their presence there. Foreign direct investment in the least developed countries is growing twice as fast as investment in developing countries as a whole.



Managers in multinationals entering these markets are finding that it takes more than the standard fare of business knowledge to succeed, as testified by SAB Miller Africa senior executive, Eric Leong:

### WHAT THEY SAY:

*"Setting up a division in Africa has many challenges that often take the most savvy of business graduates by surprise with potential compromising setbacks. The candid reality today is that most business schools don't cater much for skills often needed to tackle a tough business climate like Africa. Now when I look for young people to join the business, I look for entrepreneurial experience, pragmatic problem-solving skills, resilience and persistence, and the capability to build relationships with people and communities."*

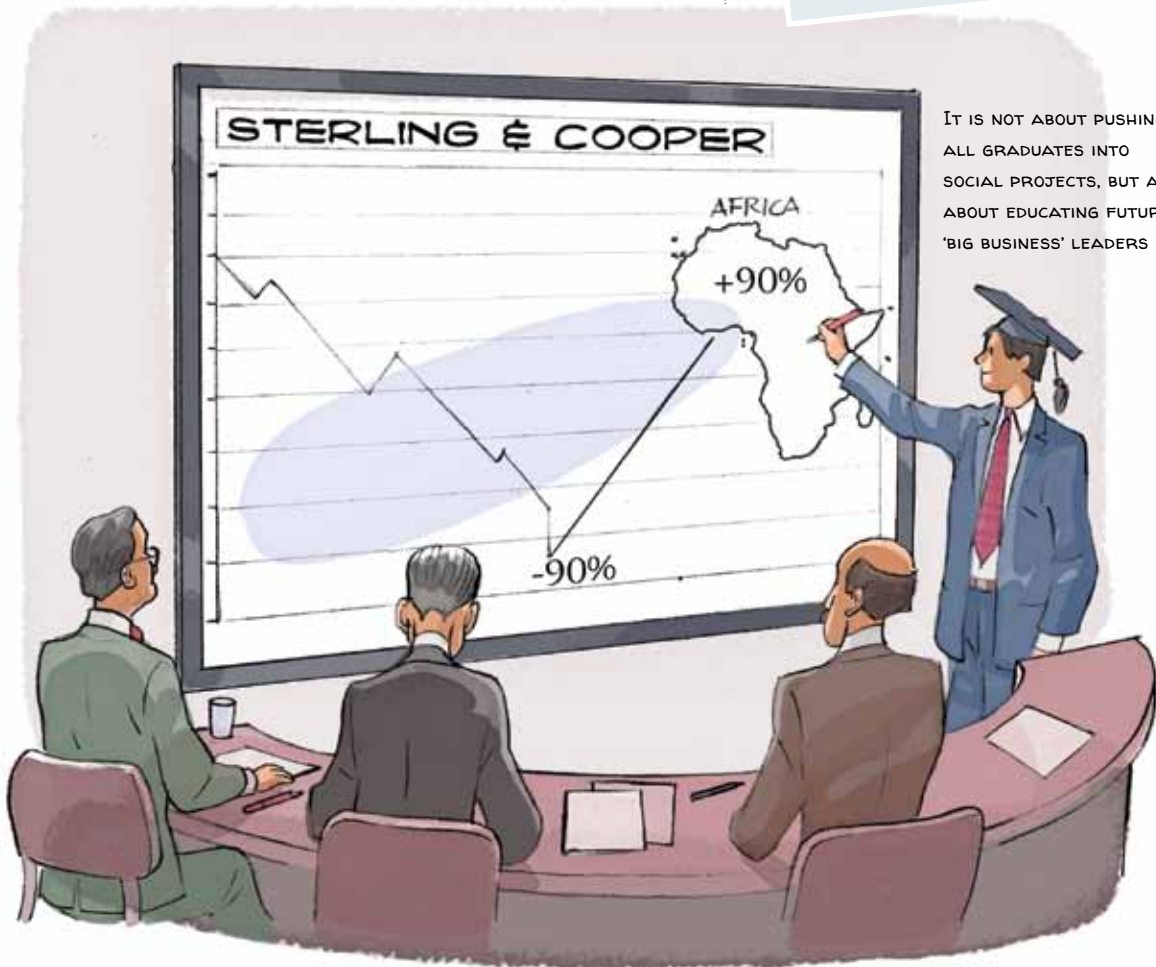
Eric Leong, Senior Executive, SAB Miller Africa. The company has partnered with UNCTAD's Empretec programme in business linkages projects, supporting small-scale local suppliers in LDCs



In the public sector, including multilateral banks and development organizations, the scarcity of good local managers is often one of the key stumbling blocks for successful investment projects.

**WHAT THEY SAY:**

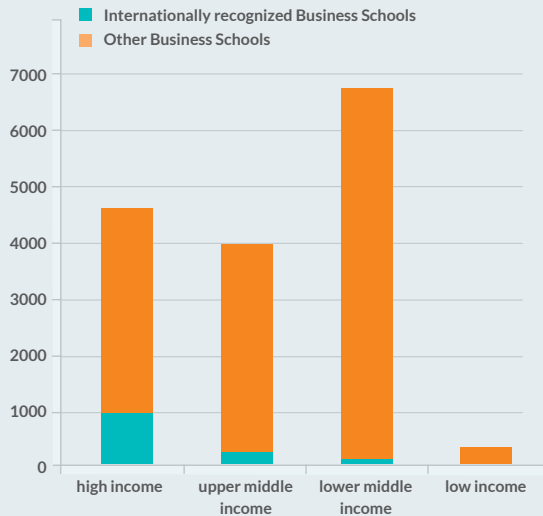
*"Africa lacks the managers needed to turn its potential into reality."*  
African Management Initiative



IT IS NOT ABOUT PUSHING ALL GRADUATES INTO SOCIAL PROJECTS, BUT ALSO ABOUT EDUCATING FUTURE 'BIG BUSINESS' LEADERS

## What's in it for business school students and graduates?

### Scarcity of local managers explained



AACSB Business School Data Guide, 2014

And the potential for future work on development in LDCs, whether through development agencies or private sector investors, is enormous. Investment targets implied by the United Nations' Sustainable Development Goals in sectors such as infrastructure, energy, agriculture, water and sanitation, health, and education in LDCs alone are around \$250 billion per year to 2030, with targeted public and private sector investment growth rates of over 15%. All this investment needs managerial talent ON THE GROUND to make sure it does not go to waste!

The poorest emerging markets also offer plenty of opportunity for entrepreneurial graduates, whether through social impact ventures or commercial enterprise. People at the bottom of the income ladder in LDCs and in large poverty pockets in other developing countries represent a \$5 trillion market for food, housing, clothing, personal care, energy, transport, health and education.

Every day new innovative and enterprising ideas spring up to address the basic needs of the poor in developing countries. Business schools – with the enterprising spirit of young people, networks of alumni with links to private and institutional financial muscle, and a safe environment for trial and error – should be a hotbed for such ideas.

## IDEAS THAT CHANGE LIVES

### *Mobile Money*

#### **Cutting out the Banks**

Safaricom's M-PESA concept has taken the bricks-and-mortar out of banking, spawning a new way of paying for things. M-Pesa is a money transfer scheme, which allows users to load and withdraw cash using their mobile phones saving time and cutting costs. More than 17 million Kenyans – two-thirds of the adult population – use M-PESA, and a quarter of the country's GNP flows through it. Since inception, M-PESA has also been introduced in Afghanistan, India, South Africa, Tanzania and several countries in Eastern Europe. The concept serves as a model to facilitate access to credit for small businesses at reduced interest rates.

*"Paying for a taxi ride using your mobile phone is easier in Nairobi than it is in New York, thanks to Kenya's world-leading mobile-money system, M-PESA."* – The Economist

### *Primary household needs*

#### **Don't Burn Your Money**

Some 2.7 billion people in the world lack modern cooking facilities and are forced to use substitutes, such as paraffin and wood, to prepare their food. These fuels are not only more expensive than modern energy sources, but also pose health and safety risks from pollution and fire hazard. Toyola Energy, a Ghana-based enterprise, with the help of the UN's African Rural Energy Enterprise Development, sells cooking stoves in the West African market that are 40% more energy efficient than traditional stoves.

The firm has grown unit sales from 3,000 to 35,000 within four years. It has extended its reach from its home base into the markets of several neighbouring countries.

*"Toyola Energy's stoves have helped offset some 15,000 tons of carbon dioxide emissions. Through door-to-door sales and the active engagement of its sales agents in community life, Toyola Energy*

*identified additional demands for solar lanterns and expanded its product offering to meet this demand.* – African Rural Energy Enterprise Development

### *Health*

#### **A Clearer Vision**

A dearth of eye care provision faces the poor in developing countries, who often have to rely on volunteers to help service their basic needs. The temporary nature of volunteer services means patient needs go unmet when volunteers have gone. Eye specialist Jordan Kassalow has turned the traditional volunteer-driven service provider structure on its head and decided to train local women to provide eyeglasses in their communities, creating a permanent distribution network to serve local needs. His company, VisionSpring, serves Africa, Asia and Latin America, and has sold almost 400,000 pairs of glasses. What is more, VisionSpring has empowered local distribution agents with reliable job opportunities.

*"VisionSpring and its partners support more than 5,000 'Vision Entrepreneurs' – mostly women – who run their own businesses selling eyeglasses."* – Skoll Foundation

### *Education*

#### **Learning through a 'Hole in the Wall'**

Hole-in-the-Wall is scientist Sugata Mitra's path-breaking learning methodology, which enables children to learn without formal adult intervention. NIIT Limited (where Sugata worked when he developed the idea) and the International Finance Corporation partnered to bring the idea into practice, which entails placing boxed computer learning stations in public spaces for children in poor rural areas and urban slums to explore and learn. Piloted in the Kalkaji slum in New Delhi, the method has shown to significantly improve the life skills and learning ability among children living in

disadvantaged communities, and has since been put into numerous villages and slums on the subcontinent. Hole-in-the-Wall stations are now also operative in Bhutan and Cambodia.

*"For villagers, it is like a village Well where children assemble to draw knowledge and broaden their horizons ... It is an extension of their playground where they can play, teach each other new things and be themselves."* – Hole-in-the-Wall

#### Agriculture

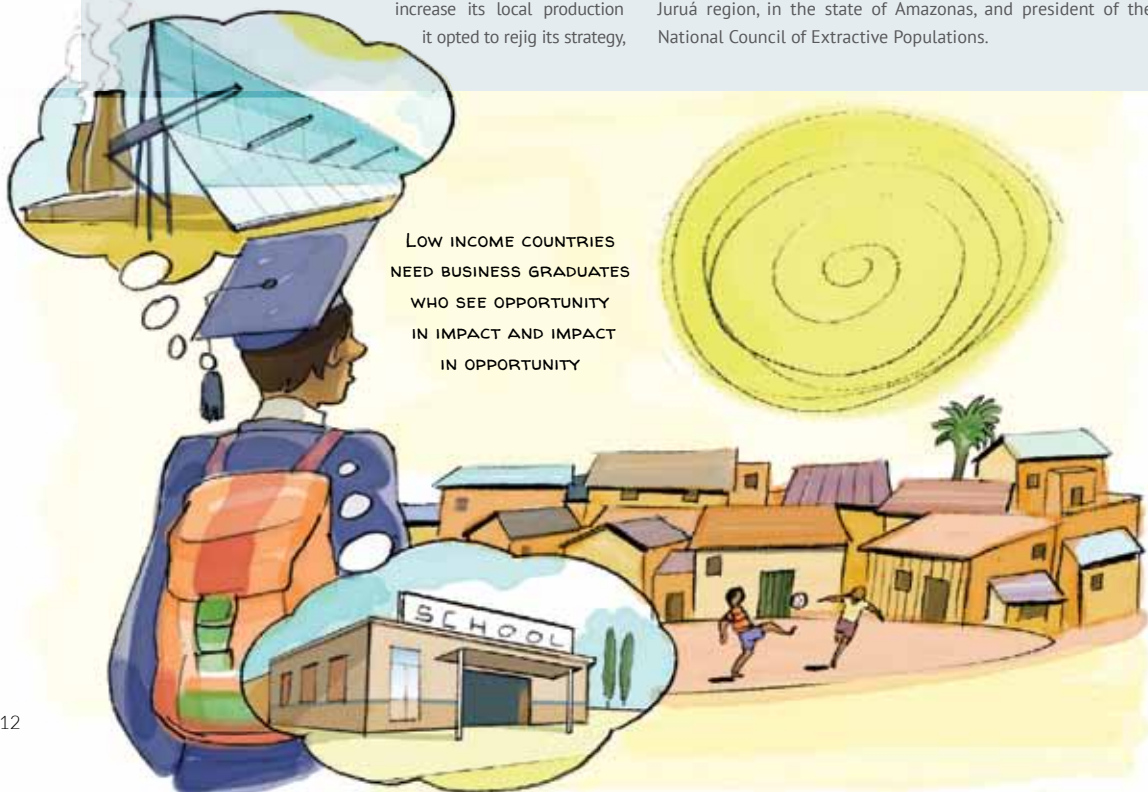
#### Beauty with Heart

When Brazilian-based cosmetics company Natura wanted to increase its local production it opted to rejig its strategy,

## IDEAS THAT CHANGE LIVES

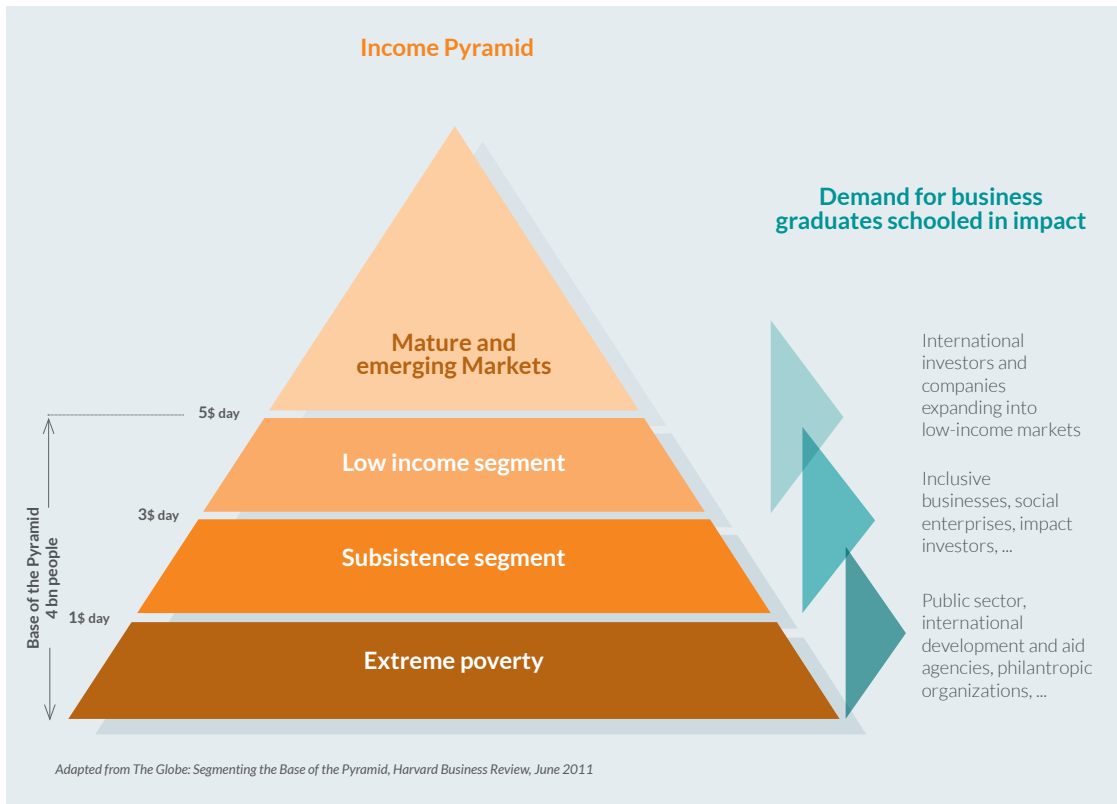
putting sustainability at the heart of a new business plan. It turned to small community suppliers and partnered with NGOs and government to guarantee sustainable raw material extraction and at the same time promote sustainable local development. The new approach helped differentiate the Natura brand and spurred formidable sales growth. The change in sourcing strategy has also helped the company gain the trust of local communities.

*"The partnership with Natura goes beyond buying and selling. They invited the community to discuss an appropriate price. It made a great difference to us."* – Manoel Cunha, inhabitant of the Médio Juruá region, in the state of Amazonas, and president of the National Council of Extractive Populations.



## The BoP is diverse, and so are opportunities for graduates

The lower segments of the income pyramid are a diverse market, and the opportunities for graduates skilled in building and running Base of the Pyramid businesses to find meaningful work are equally diverse, ranging from non-profits, development organizations and the public sector, to social enterprise and impact investors, to 'normal' companies and international investors expanding their presence in low-income markets.



# What innovations are needed in business school programmes?

## 'Design criteria' for a business school programme that teaches students how to build BoP businesses

1

### **Opportunity seeking – business models for the BoP**

Teach students how to develop viable businesses to serve the Base of the Pyramid. To look for new ways to satisfy the needs of underserved consumers.

2

### **Entrepreneurial spirit**

Equip students with the skills and enthusiasm to start a business from scratch (without the usual support structures) rather than just to fit into an existing organization. How many existing businesses are there in the poorest countries to fit into?

3

### **BoP-relevant problem solving skills**

Prepare students to run a business in the face of practical BoP difficulties, from spotty electricity to lack of clean water. To continue operating when workers need to take time off to harvest. To bring products to market with no roads, railroads or ports.

4

### **Resilience and long-term outlook**

Teach students to look beyond the short-term performance goals common in corporate environments. Encourage them to invest for long term rewards, and show how to survive if short term rewards are only of a non-financial nature.

5

### Operating in high-risk environments

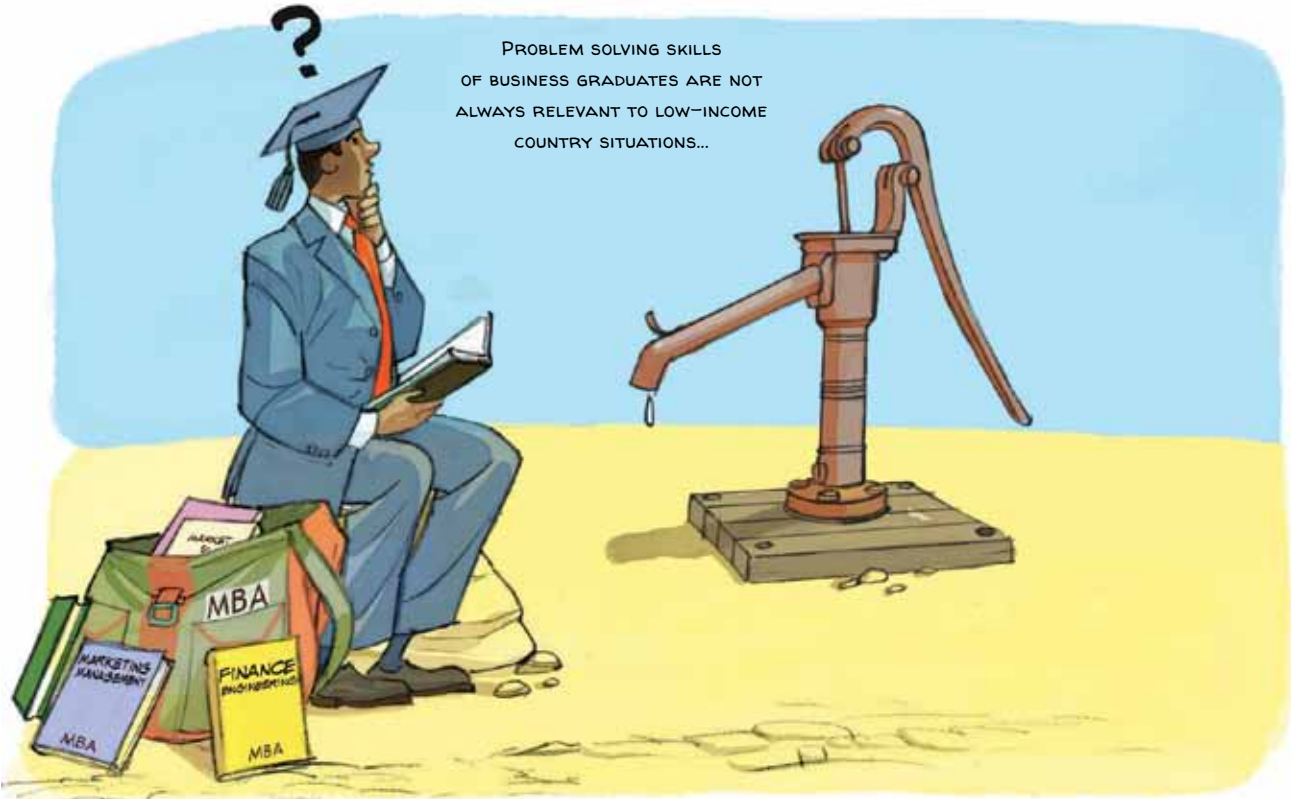
Remove risk-bias and teach how to make investment decisions in high-risk environments. Provide practical risk management tools for political, regulatory or social turmoil risks.

6

### Mindset and moral imprint

Engage students in thinking about how to bring corporate social responsibility (CSR) beyond the corporate marketing and supply chain arenas. How companies and entrepreneurs can maximize wider positive social impact as a meaningful component of business. How best to interpret responsible investment...

PROBLEM SOLVING SKILLS  
OF BUSINESS GRADUATES ARE NOT  
ALWAYS RELEVANT TO LOW-INCOME  
COUNTRY SITUATIONS...



## Three dimensions of innovation in business school programmes

In response to growing interest by students many schools have already introduced specialized courses on social entrepreneurship, impact investment, or sustainable development. Schools are making every effort to follow the spirit of the Principles for Responsible Management Education (PRME)\*, which commit them to “incorporate into our academic activities and curricula the values of global social responsibility as portrayed in international initiatives such as the United Nations Global Compact.” A PRME Working Group on Poverty as a Challenge to Management Education found that “poverty discussions are often integrated into newly created courses, minors and certificates on sustainability, sustainable development and social entrepreneurship.”

We believe that, to be **truly transformational**, business programmes aiming to instill in students the attitude, sense of purpose and skills to build BoP businesses must go beyond teaching dedicated classes, often as electives.

**Innovation has to permeate throughout**, in core classes, teaching material, teaching methods, placement support and alumni network activity.

The design criteria need expression along three axes: new content, new perspectives on existing content, new ways of teaching it.

**New content** alone is not enough. A key challenge suggested by teachers: “Fitting poverty into an already overcrowded curriculum – what would have to be taken out to create this space?”

\*The PRME are a UN-backed global initiative developed to promote corporate responsibility and sustainability in business education. Quotes on this page are from the CEEMAN/PRME report to the Global Forum, Rio de Janeiro, 2012.

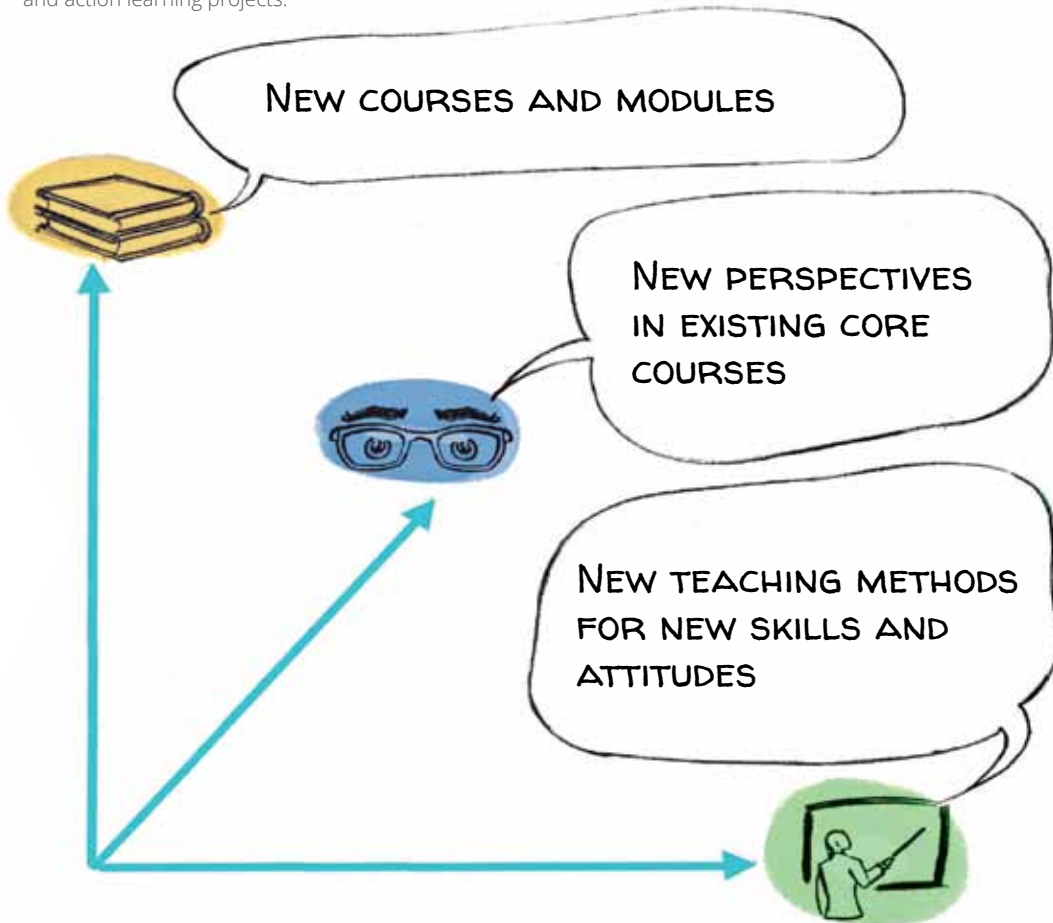
We need **new perspectives on existing content**. “Poverty discussions are thwarted because faculty are entrenched in functional silos and believe students need greater depth in functional knowledge such as accounting, finance, marketing, ...”

### DESIGN CRITERIA

- 1 Opportunity seeking – business models for the BoP
- 2 Entrepreneurial spirit
- 3 BoP-relevant problem solving skills
- 4 Resilience and long-term outlook
- 5 Operating in high-risk environments
- 6 Mindset and moral imprint



And we need **new teaching methods** and active learning. "Students become engaged with poverty issues through co-curricular activities and action learning projects."





## Examples of relevant 'new' courses

### Investing in developing countries

- Investment policies, common regulations and administrative procedures, and policy advocacy.
- Investment facilitation and support schemes, guarantees, insurance, ...
- International investment policies, agreements for the protection of investment, avoidance of double taxation, ...
- Mechanisms, management and impact of investment in agriculture, infrastructure sectors, health, education, ...
- Principles of responsible investment.
- ...

### Entrepreneurship

- The 10 Personal Entrepreneurial Competencies.
- Business model development, lean canvas, and other techniques.
- Business models for the BoP.
- Social entrepreneurship and impact investment.
- Social innovation.
- ...

Business schools can tap into a wealth of knowledge from development agencies.



More can be made of the experience of practitioners and international development organizations, often freely available.

### Examples of relevant topics:

- Investment in Agriculture.
- Investment in Infrastructure.
- Investment in the SDGs.

UNCTAD's Empretec Entrepreneurship Training Programme, present in 36 developing countries, teaches 10 Personal Entrepreneurial Competences. These include: opportunity-seeking and initiative; persistence; fulfilment of commitments; demand for quality and efficiency; calculated risks; goal-setting; information-seeking; systematic planning and monitoring; persuasion and networking; and independence and self-confidence. Associated with these skills are a series of behavioural indicators found to be the most useful for detecting and strengthening entrepreneurial potential. Through behavioural change, Empretec has nurtured over 300,000 entrepreneurs in developing countries (including six LDCs), with the help of more than 600 local certified trainers.

## Public policy and public sector management

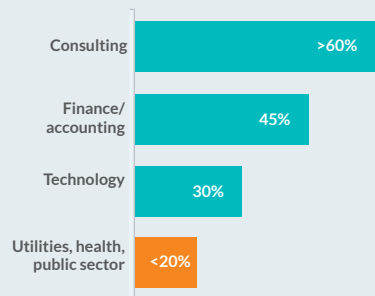
- Basics of development economics.
- Public policy for sustainable development.
- Management in the public sector and semi-public institutions.
- Management of public sector and development agency-funded investment projects.
- Public-private partnerships.
- ...

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Other examples: Business Strategy and Society, Sustainability and Ethics in International Business, Technology and Social Innovation, Environmental Resource Management, ...

Management talent does not sufficiently consider careers in sectors critical for sustainable development.

### Business graduates preferred jobs



GMAC Management Education Graduate Survey 2012



## Examples of new perspectives in existing courses

### Marketing – when the 5th P stands for Poverty...

- Marketing analysis in poor data environments.
- Lean product development for the BoP.
- Pricing: from cost-plus to income-minus.
- Alternative tools for channel management.
- Responsible marketing: the 'BoP ethics multiplier'.
- ...

### Finance – at the heart of the problem, and the solution...

- Financial innovation for good: social impact bonds, impact securitization, ...
- The workings of public-private partnerships; blended finance instruments for development, ...
- Risk management tools for vulnerable economies: from risk sharing and mitigation to investment insurance.
- Raising finance for social enterprise: from monetizing social returns on investment to tapping alternative sources of funds.
- Financing business linkages in poor countries: supplier finance, leasing, factoring, loan guarantees, alternative collateral, ...
- ...



## Accounting – when bean counting takes on new meaning...

- The ins and outs of triple bottom line reporting.
- Accounting for impact: techniques of social and environmental impact assessment.
- Accounting in informal economies and micro-enterprise environments.
- Dealing with diversity in accounting rules; how GA is GAAP?
- Accounting under conditions of high inflation.
- ...

Other examples: Supply Chain Management and Operations in LDC contexts, International Human Resource Management, ...

### WHAT THEY SAY:

*“Research demonstrates that the quality of management is a critical driver of prosperity. Supporting Business Schools for Impact is to support social and economic progress in the developing world.”* Guy Pfeffermann, Founder and CEO of the Global Business School Network

FINANCE AND ACCOUNTING  
CLASSES CAN ALSO TEACH  
ABOUT SOCIAL RETURNS  
ON INVESTMENT





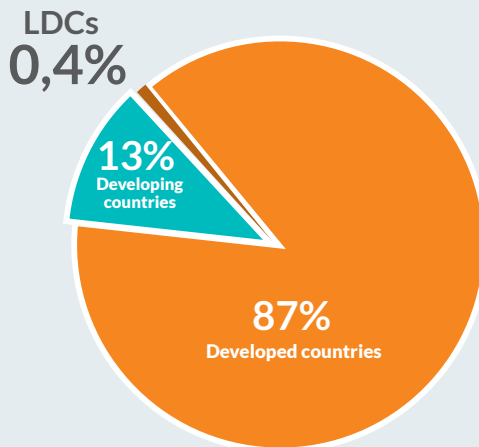
## Examples of 'new' teaching tools and methods

### Context-relevant case studies

Why do business students in Lagos, Mumbai or Nairobi have to learn consumer marketing skills based on case studies situated in London, Milan or New York?

Students in universities worldwide would benefit from cases that make them grapple with the problems of businesses in the poorest countries.

Where are business school case studies situated?



The Case Centre, 2014

#### WHAT THEY SAY:

*"New teaching materials on investing and doing business in low-income countries are needed. We need the books and the study materials to back the issues ... I think that the most important aspect is to give more adequate material to faculty to refer to. At the moment, textbooks are not picking up on the subject."* PRME **Poverty as a Challenge to Management Education Survey**

### Experience-based learning tools – projects

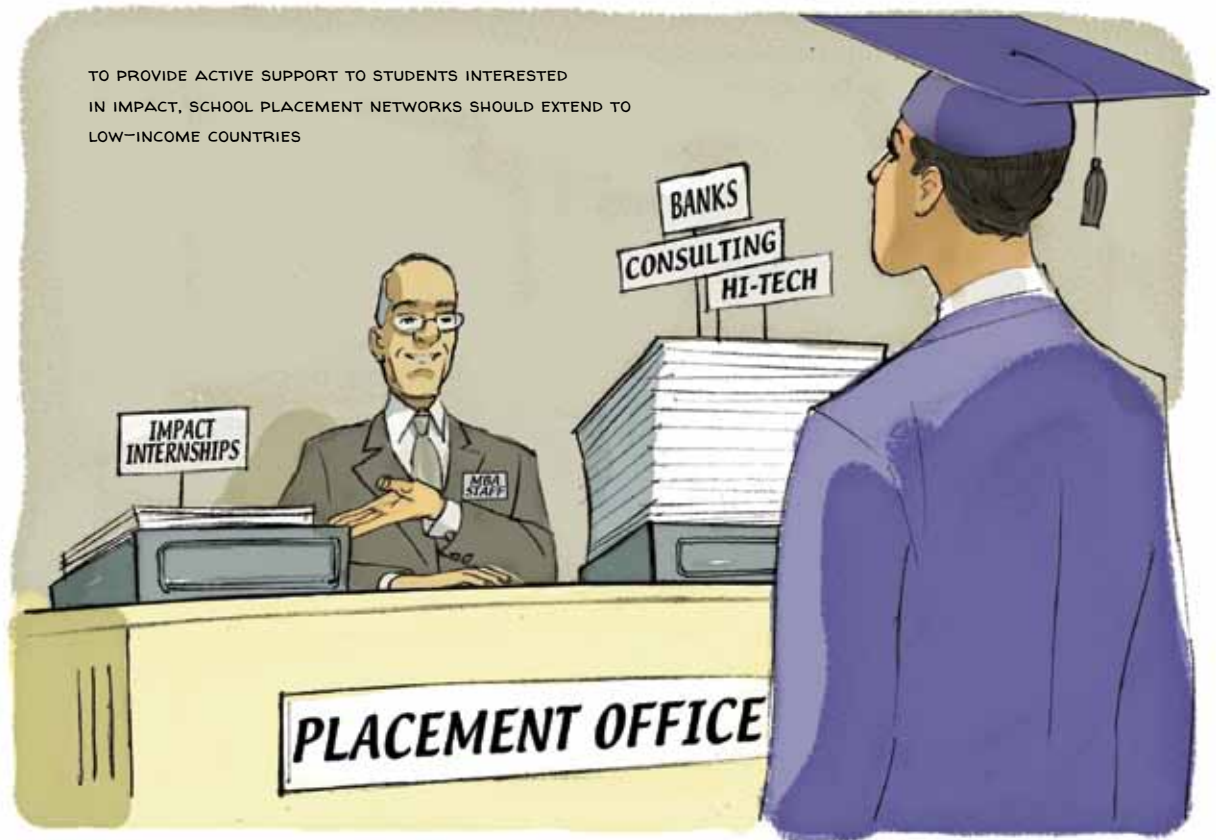
- BoP business planning competitions.
- Social entrepreneurship and impact investment projects/awards.
- Distance coaching and consulting relationships with businesses and organizations in poor countries.
- Exchange projects in poor countries.
- Role model meetings.
- ...

## Experience-based learning – internships

Most business schools provide support to students in their search for experience, project work, and internships. The networks they use are often focused on firms and organizations in their direct environment, also because alumni are a key pillar of such networks. Many schools have great difficulty providing support for students to gain experience in low-income countries.

Other options: new delivery methods, such as online courses, including Massive Open Online Courses (MOOC).

TO PROVIDE ACTIVE SUPPORT TO STUDENTS INTERESTED  
IN IMPACT, SCHOOL PLACEMENT NETWORKS SHOULD EXTEND TO  
LOW-INCOME COUNTRIES



# How can we achieve the ‘business schools for impact’ transformation?

Innovating in business school programmes to prepare and encourage students to build BoP businesses requires cooperation by...

**Business and practitioners**, including companies, impact investors, development agencies and entrepreneurs. These are the end-customers of the business school product. Effective change has to be demand driven. Companies and organizations operating and investing in low-income economies should communicate – to schools and to young people deciding what and where to study – the need for graduates with the right skills set to be successful and to have an impact.

Apart from creating demand, firms could actively contribute to components of an impact programme. They can offer internships based in poor countries. They could run social impact projects engaging business students. They can offer role models and cases. And even after graduation they could locate their training workshops in low-income countries and include them in fast-track executive programmes moving young managers around.

**Students.** Students vote with their feet. They will choose schools and programmes that interest them most and that offer the best prospects for their desired careers. Many students realize that ever more graduates are competing for relatively few jobs in the traditional pool of banks, consulting firms, hi-tech firms, and large corporates; that even in these firms a distinctive background can make a difference in the hiring process; and that opportunities abound beyond the crowds.

## TESTIMONIAL:

*“As our corporate partners expand globally into markets that are even further removed from the management culture from their home markets, they tell us they are looking for young people with the enthusiasm and drive to set up new businesses, with the right mindset to overcome local start-up problems, and the understanding what it takes to make a positive impact on the lives of people.”*  
Roland Siegers, Executive Director of the Global Alliance in Management Education (CEMS)

## TESTIMONIAL:

*“For an effective and long-term paradigm shift in how the business world relates to social impact, and ultimately how business becomes itself an agent for wide-scale social change, the ground work should necessarily begin with young people. The mainstream business curriculum is moving too slow to integrate the triple bottom line across its courses, and is not equipping students with the tools to create a better world for themselves. I have often learned as much or more from my volunteer work on social issues and international development.”*  
Josiane Smith, Student voice at the Business Schools for Impact Group of Experts



### TESTIMONIAL:

*"One of the MBA requirements was the implementation of a business model – which was among the reasons why I chose it. The programme helped me to sharpen my business model and turn it into a self-sustaining social business. The business volumes have more than doubled, with more than two hundred jobs created in the coffee-growing communities where we are based. We have helped over twenty thousand small-scale coffee farmers from selling raw coffee to more value-added coffee, enabling them to get out of object poverty."* Joseph Nkandu, Executive Director, NUCAFE, Uganda & Altis MBA graduate

Some students already "walk the talk" and follow their own self-made impact programme, doing internships in poor countries, running entrepreneurial projects, or entering BoP business model competitions. Their experience can add to the transformation.

**Schools and teachers.** Schools and teachers are already doing a lot. They are offering specialized courses on social entrepreneurship, impact investing, BoP theory, and so forth. A raft of good courses, modules and teaching materials has been and is being developed around the world to respond to students' increasing interest in an impact program.

The next step is to

- Support dedicated teachers and help them spread their thinking throughout business school programmes, including core courses.
- Encourage collaboration between teachers and course developers around the world to develop fully-fledged and integrated programmes.
- Improve networks in developing countries, including the poorest, for placement activities, internships, projects and events.

**CHANGING THE BUSINESS SCHOOL CURRICULUM REQUIRES TEACHERS, STUDENTS AND PRACTITIONERS TO WORK TOGETHER**



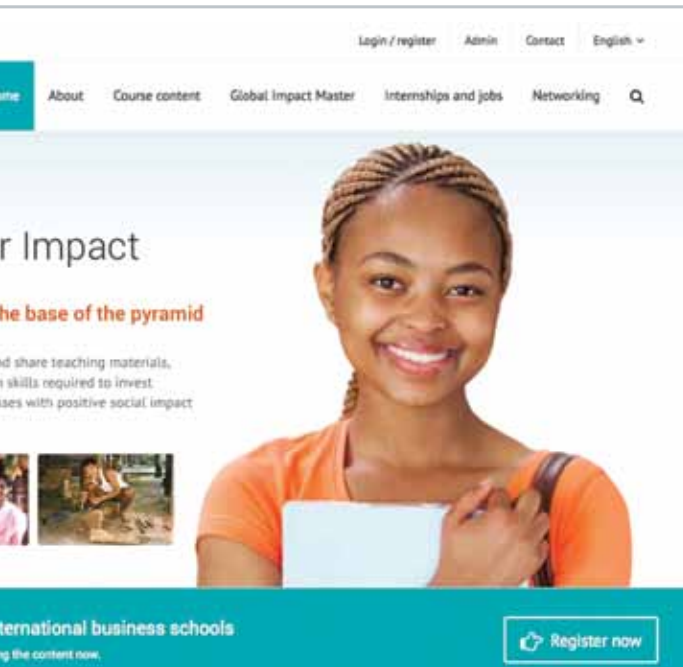
# Business Schools for Impact

## An UNCTAD initiative

- 1 Creates a network of schools, teachers, students, firms and practitioners.
- 2 Provides an online platform for the sharing and collaborative development of teaching material, and as a gateway to existing material and cases.
- 3 Promotes internships in developing countries, including the poorest.
- 4 Works towards a full business school programme to encourage and prepare students to build BoP businesses: the GLOBAL IMPACT MASTERS programme.

Schools and teachers can contribute teaching material for any subject area – from dedicated social impact courses to core subjects. Teaching materials may include modules or case studies. Documentation may include lecture presentation material or project work (accessible to all, including students), as well as teaching notes and evaluations (accessible only to registered teachers). Reading material (required and supplementary) can be added. Materials must be accredited by the school with which the contributor is affiliated. The contributor and his or her school will remain associated with the module or case, and may specify use restrictions. Contributors can either upload teaching materials physically on the platform, or provide links to other locations where material can be retrieved. Where material are physically uploaded, access and usage are free, subject to copyright restrictions.





### Examples of inception internships on offer

- **Uganda** - Lira Integrated School
- **Zambia** - Empretec business linkages project
- **El Salvador** - Aurora waste management firm
- **Cameroon** - Sup-Valor Technipole and Empretec Center
- **Jordan** - Renas Women Cooperative Association Latarat Al-Nada

### TESTIMONIAL:

*"My experience at the Empretec centre fundamentally shaped the way I think about entrepreneurial development. At the Empretec centre, I witnessed first hand how the behavioral change approach affected tangible business outcomes for Uruguayan small businesses. I engaged local experts as guest authors on a blog I kept during my experience that compared and contrasted Uruguayan and American approaches to a wide range of entrepreneurship and economic development topics. After the fellowship I incorporated the skills and methodology learned into the small business assistance programme I work for now. The experiential nature of my fellowship has enriched my skills set and significantly broadened my exposure to a wealth of new personal and professional opportunities."*

Adam Beebe, intern at the Uruguayan Empretec centre, summer 2010

The platform will provide suggestions and concrete opportunities for **impact internships** in low-income countries. Opportunities can be listed by all registered contributors, businesses and practitioners, schools, students (e.g. for joint projects). UNCTAD's Empretec programme, which works with entrepreneurs and SMEs in more than 30 developing countries, will generate a critical mass of opportunities on which to build – either within the Empretec centers themselves, or within the businesses they support.

## Emerging shape of a future Global Impact Masters (GIM)

### CORE AND COMPULSORY MODULES

- |   |  |
|---|--|
| 1. Global Business Strategy and Society                     | Learn how business is embedded in many societies and how business strategy can reflect diversity of economic and social values.  |
| 2. International Business Operations and Social Environment | Learn how to build and support effective and inclusive global value chains and how international business co-operation can augment competitiveness.                          |
| 3. International Marketing                                  | Learn how to reach diverse customer segments, navigating the markets of goods, services, knowledge, technologies and ideas in a connected world.                             |
| 4. Financial Management and Investment Decisions            | Learn how to use tools, instruments and techniques for investment decisions that go beyond the short term to create sustainable value propositions with social returns.      |
| 5. International Human Resource Management                  | Learn how to get the best out of people, networks and communities within and outside organizations building skills, competencies, capabilities and knowledge.                |
| 6. Sustainability and Ethics in International Business      | Learn how best, ethical, context-based business practice can enable the sustainability of business models for inclusive growth in diverse markets and cultural environments. |
| 7. Global Trade and Investment                              | Learn how fair trading and responsible investment operate in diverse national and international economic and policy settings.  |
| 8. Technology and Innovation Management                     | Learn how relevant low or high technologies are mixed with human, financial and social capital to create new products, new services and novel forms of organization.         |
| 9. Entrepreneurship and Social Development                  | Learn how to identify, develop and implement opportunities and mobilize resources to create new businesses, grow innovative organizations, and effect social change.         |
| 10. Accounting  | Learn how to account for triple bottom lines with economic social and environmental outcomes – in addition to the universal basics.  |

On the Business Schools for Impact platform, schools and teachers can also select specific modules or case studies that they want to incorporate in their own programmes.

## ELECTIVE MODULES

11. Environment and Resource Management

Learn how to measure, manage and monitor the impact of business on its environment and its use of natural resources, and the value of sustainable business models.

12. Social Innovation and Entrepreneurship

Learn how social development through community-based innovations can provide for better and measurable economic opportunities.

13. Impact Investment

Learn how different forms of investment, from private equity to angel and crowd funding can generate economic, social, and cultural impact.

14. Risk Management

Learn to calculate, assess and mitigate financial, social, personal risk arising from actions in uncertain and fast-changing environments.

15. Public Policy

Learn how public policies evolve to achieve economic, social and environmental objectives, and how they interact with business rules and the wider business landscape.



## KEY SKILLS MODULES

16. Research Methods

Learn how to use tools, techniques, and the philosophy of critical enquiry using methods from social sciences and pragmatic, action-oriented, change agendas.

17. Business Planning

Learn how to form and grow a new business through an Individual Action Plan, and project objective plans and targets for realizing an opportunity.

## THE MASTERS/MBA PROJECT (BASED ON THE ELECTIVES)

The MBA Project

Learn how to apply critical components of core and elective modules together with problem-solving, presentation and negotiation skills to build and present a project.

## **Business Schools for Impact...**

### **... is not JUST about teaching social impact or entrepreneurship electives**

Specialized courses on impact investment or social entrepreneurship are a great start, but more can be done in core courses to broaden the minds of the future generation of business leaders.

### **... is not about pushing graduates into social ventures**

Investments and ventures with specific social impact objectives can make a real difference in poor countries. But poor countries also need traditional business investment to create jobs, incomes, economic growth. To make an impact it is not enough to target the minority of students passionate about social impact ventures. Reaching the majority of students who will end up in financial institutions and multinationals active in developing countries is a must.

### **... is not JUST for business schools in developing countries**

Business Schools for Impact does aim to help schools in developing countries. The vast majority of business curricula, case studies and teaching methods have been developed over time in and for mature market schools. Business schools in developing countries dedicate large amounts of time, resources and creativity to creating or adapting material for their programmes. More can be done to help them prepare students for their home business environment.

But business schools are commonly found in developed and emerging economies, they are rarer in low-income economies. Programmes aimed at teaching skills needed in the poorest future emerging markets are relevant for all business schools around the world.

## The Business Schools for Impact network was launched at the World Investment Forum in Geneva in October 2014

On 16 October 2014, UNCTAD launched the Business Schools for Impact initiative as part of the World Investment Forum outcomes to bolster the contribution business schools and management education can make to development.

The initiative, undertaken in partnership with the Global Alliance in Management Education, the Global Business Schools Network and top business schools around the world, is part of UNCTAD's proposed action plan for investing in the sustainable development goals – the set of targets being formulated by the international community to guide development efforts for the period 2016–2030.



According to UNCTAD calculations, meeting these goals will require annual investments of \$250 billion in sectors such as infrastructure, energy, agriculture, water and sanitation, health and education in least developed countries.

To activate this level of investment will require an enormous pool of entrepreneurial and managerial skills on the ground. However, a dearth of business schools in low-income countries means that not nearly enough of these skills are honed where they are needed most.

The Business Schools for Impact project aims to support business schools to teach students the skills required to invest and do business in low-income countries.

At the end of the interactive session, more than half of over a hundred participants committed to publish teaching material on the online platform, share internships opportunities, or contribute in other ways to the initiative.



**Over 30 universities** from diverse regions around the world participated in the session.

**10 deans and professors of top business schools**, as well as impact investors and entrepreneurs, presented their views on how education can boost investment in low-income regions.



*Ted London, Director of the Base of the Pyramid Initiative, William Davidson Institute, University of Michigan*



*Susan Oguya, COO, M-Farm*



*James Zhan, Director of Investment and Enterprise, UNCTAD*



## THEY SAID AT THE MEETING:

*"Clearly, this is an idea whose time has come. Emerging market communities will benefit the most from having business school graduates factor 'impact' into their business decisions."*

Vinika Rao, Executive Director, Emerging Markets Institute, INSEAD, Singapore.

*"Poverty is not just about low income. It is about capability deprivation. In order for us to solve poverty, we need to be able to engage the poor in an informational way. Future businesses need to understand that social enterprises are vehicles for engaging the poor more effectively."*

Marie Lisa Dacanay, President, Institute for Social Entrepreneurship in Asia.

*"To change the mindsets of global investors, business leaders and entrepreneurs, we need literally to go back to school.*

*The role of business educators is fundamental to help equip a generation of entrepreneurs and managers to invest in communities where they can make a difference."*

James Zhan, UNCTAD Director of Investment and Enterprise.

*"It is essential to engage current and future business leaders in the fight against poverty. This work is rapidly moving from an exercise in marketing and public relations to core business for organizations. Business schools need to both respond to these developments and help shape them."*

Robert Glasser, Secretary General, CARE International.



**Roland Siegers, Executive Director, the Global Alliance in Management Education (CEMS), and Vanina Farber, Dean, Graduate Business School, Universidad del Pacífico**



**Robert Glasser, Secretary General, CARE International**



**Guy Pfeffermann, CEO, Global Business Schools Network (GBSN)**

# Early partners



## **CEMS**

CEMS is a global alliance of leading business schools, multinational companies and NGOs dedicated to educating and preparing future generations of global business leaders to enter into a multilingual, multicultural and interconnected business world through the CEMS Master's in International Management. It promotes global citizenship, with a particular emphasis on the performance and ethical conduct, understanding of cultural diversity, and professional responsibility and accountability in relation to society as a whole.

**Website:** [cems.org](http://cems.org)



## **Global Business School Network**

GBSN is a global network of business schools which aims to tackle the developing world's severe shortage of management talent by building local management education capacity with programmes, networking and events. Through its network and its capacity-building programmes, GBSN fosters connections between top international business schools and developing world educators, and helps schools and faculty at different stages of development learn from one another.

**Website:** [gbsnonline.org](http://gbsnonline.org)



## **The Case Centre**

The Case Centre is an independent, not-for-profit organization dedicated to promoting the case method in business education and sharing its knowledge and expertise in case teaching, writing and learning. It distributes the largest collection of management case studies, articles and book chapters on behalf of major business schools and internationally respected authors worldwide. It also offers training, organizes international competitions and provides authors with a case publishing and distribution service.

**Website:** [thecasecentre.org](http://thecasecentre.org)



## **ALTIS**

ALTIS Graduate School of the Università Cattolica del Sacro Cuore of Milan, Italy, specializes in the development of skills and business strategies designed to combine economic and socio-environmental goals. Its E4impact initiative, a network of Executive MBAs developed in partnership with local universities, enables entrepreneurs in emerging countries to start and scale up businesses with strong social and environmental impact.

**Website:** [altis.unicatt.it](http://altis.unicatt.it)



### **Essex Business School**

Essex Business School, at the University of Essex, is one of the major research-intensive business schools of the United Kingdom. The school is internationally oriented, with most of its students and half its staff coming from abroad. Teaching and research cover fields such as accounting, entrepreneurship, ethics, finance, innovation, international business, management, marketing and sustainability.

**Website:** [essex.ac.uk/ebs](http://essex.ac.uk/ebs)



### **Riara School of Business**

Riara School of Business is based in Nairobi, Kenya. Its courses include degrees and diplomas in business, consultancy, and information technology aimed at training innovative and entrepreneurial graduates. Its programme on social entrepreneurship trains participants on linking innovation and entrepreneurship to achieve positive social outcomes.

**Website:** [riarauniversity.ac.ke/school-of-business](http://riarauniversity.ac.ke/school-of-business)



### **Tata Institute of Social Sciences**

Based in Mumbai, India, Tata Institute of Social Sciences provides higher education programmes in various interdisciplinary areas of social sciences. Its research on social sciences is mainly focused on development issues and is aimed at influencing policy and practice for positive social change.

**Website:** [tiss.edu](http://tiss.edu)



### **Universidad del Pacífico**

The Graduate School of Universidad del Pacífico offers a set of MBA and masters programmes focused on developing leadership skills and ethical attitudes. Located in Lima, Peru, it provides academic training of professionals on combining competitiveness and corporate responsibility in public institutions and private organizations.

**Website:** [up.edu.pe](http://up.edu.pe)



### **Université de Lausanne**

HEC Lausanne, the Faculty of Business and Economics of the University of Lausanne (UNIL) trains capable, responsible economic leaders and entrepreneurs. It offers management and economic education and conducts research across various fields of business studies which foster a clearer understanding of the economic world.

**Website:** [hec.unil.ch/hec](http://hec.unil.ch/hec)

# How to get involved?

- ▶ **Business schools and professors** help develop teaching material and the GIM programme.
- ▶ **Students** be part of the network and benefit from professional opportunities.
- ▶ **Companies and entrepreneurs** offer professional opportunities and hire highly motivated people.
- ▶ **Networks** partner with Business Schools for Impact for development, dissemination and (online) delivery.
- ▶ **Participate in one of our workshops** in Africa, Asia and Latin America.

▶ **Get in touch**  +41 22 917 4519

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