



**EURECA-PRO Conference**  
**on Responsible Consumption and Production 2023**



# Transformative learning to integrate sustainability in business economics education: a quasi-experiment in Belgium

# Why?

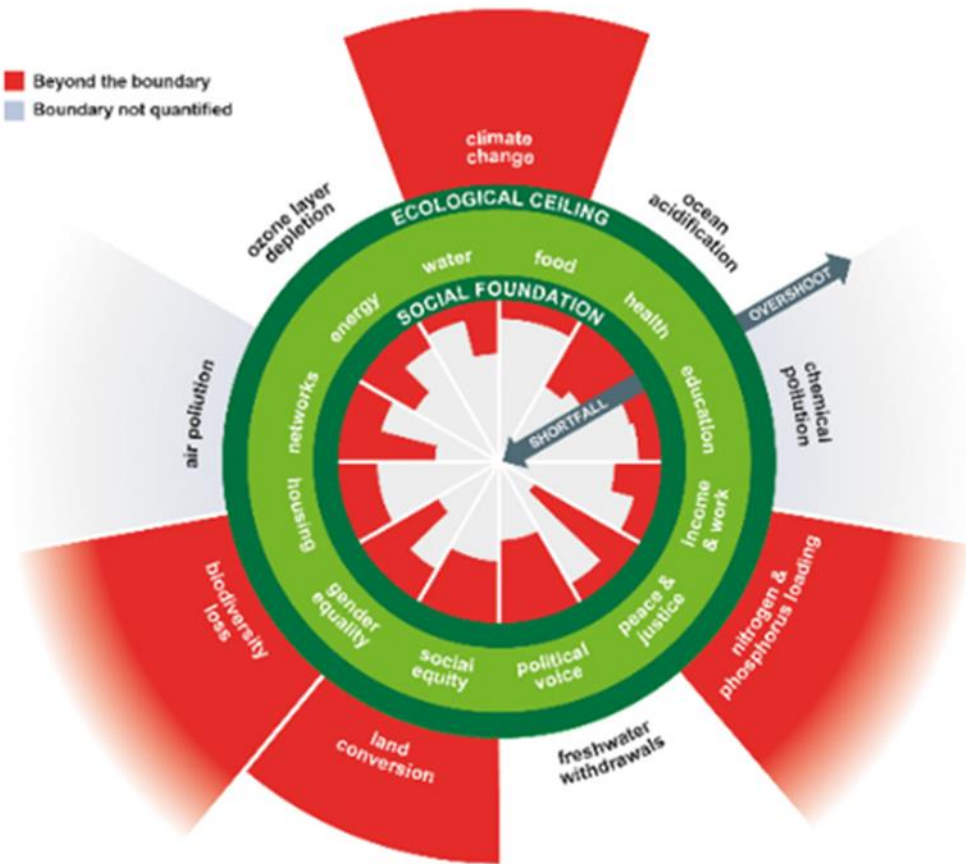


Image: Kate Raworth and Christian Guthrie/The Lancet Planetary Health



# Why?



United Nations  
Educational, Scientific and  
Cultural Organization



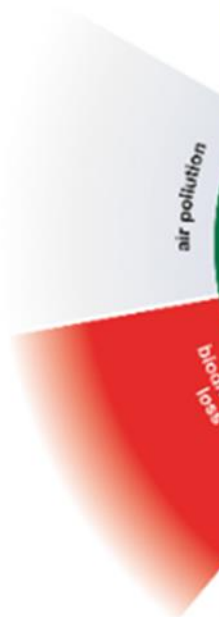
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GREEN  
DEAL

■ Beyond the boundary  
■ Boundary not quantified



## UNESCO World Conference on Education for Sustainable Development

Learn for our planet. Act for sustainability.

#ESDfor2030



Image: Kate Raworth and Christian Guthrie/The Lancet Planetary Health



Lise Janssens, Prof. Dr. Tom Kuppens, Dr. Pernilla Andersson, Prof. Dr. Katrien Struyven



# Why?



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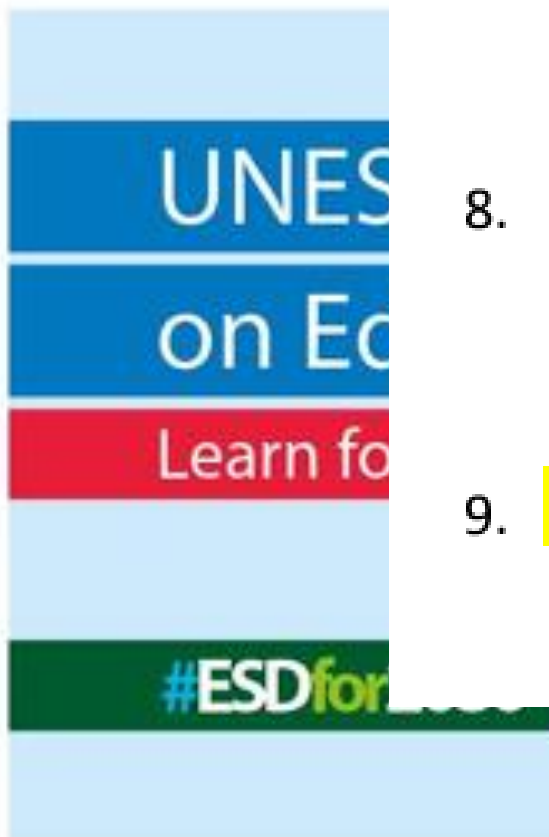
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## Way forward

7. We invite UNESCO, as the lead United Nations agency for ESD, to support the implementation of this declaration in cooperation with Member States, mobilizing its networks, including UNITWIN/UNESCO Chairs, UNESCO Associated Schools and UNESCO designated sites, among others, and ensuring regular reviews of implementation progress.
8. We commit to taking this declaration and its provisions forward through relevant global, regional, national and local processes, looking ahead to important milestones such as the 2021 United Nations Biodiversity Conference (COP 15), the 2021 United Nations Climate Change Conference (COP 26) and beyond.
9. **Transformative learning** for people and the planet is a necessity for our survival and that of future generations. The time to learn and act for our planet is now.



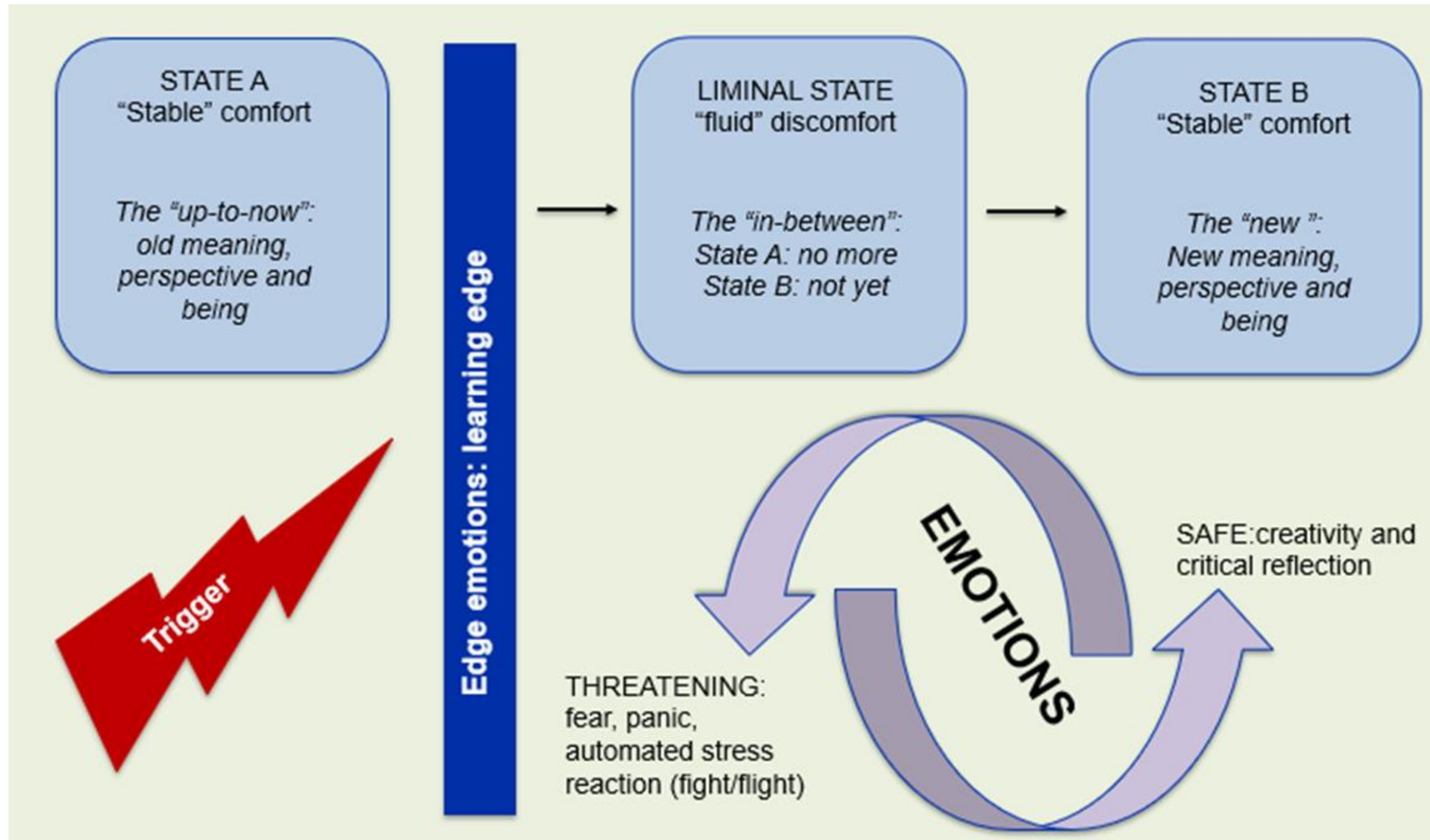
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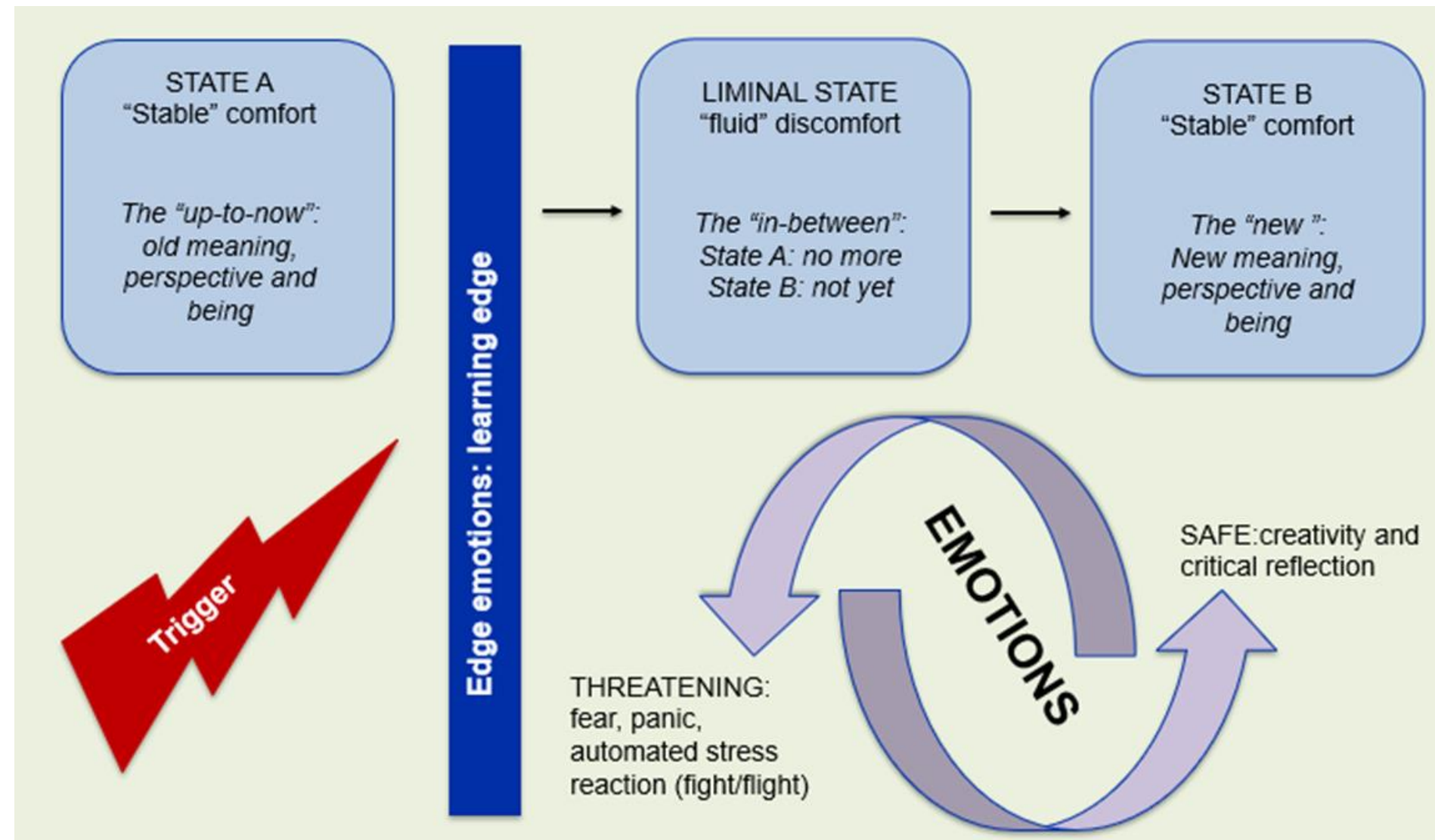
# Transformative learning



Resource: Förster, R., Zimmermann, A. B., & Mader, C. (2019). Transformative teaching in Higher Education for Sustainable Development: facing the challenges. *GAIA-Ecological Perspectives for Science and Society*, 28(3), 324-326.

# Transformative learning

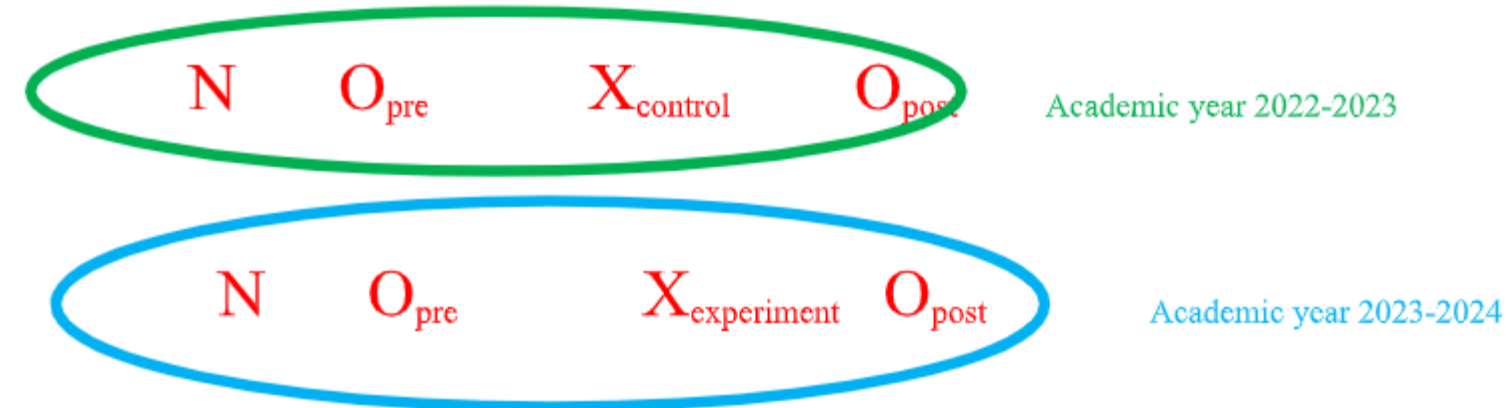
## How do we integrate TL in our 'daily' teaching?



Resource: Förster, R., Zimmermann, A. B., & Mader, C. (2019). Transformative teaching in Higher Education for Sustainable Development: facing the challenges. *GAIA-Ecological Perspectives for Science and Society*, 28(3), 324-326.

# Method

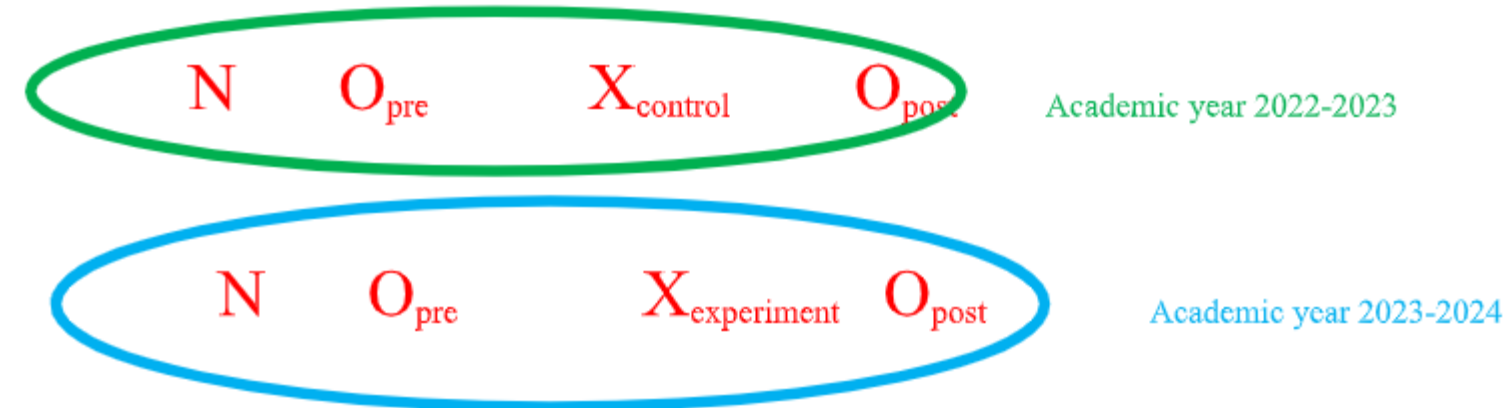
- ✓ Project in 9 secondary schools in Flanders, Belgium



- ✓ Development of 'new' educational material
  - Topics: Gross Domestic product and Limits of economic growth
  - Didactical approach: serious game, art, ICT exercises,...

# Method

- ✓ Project in 9 secondary schools in Flanders, Belgium



Quantitative	Qualitative
<p>Questionnaire in September and December</p> <ul style="list-style-type: none"><li>✓ Scale to detect the role of a responsible business person</li><li>✓ Questions about pluralism in education</li></ul>	<p>Step 1: Questions and exercises after each course</p> <ul style="list-style-type: none"><li>✓ Epistemically-Related Emotion Scale</li><li>✓ Audio-recordings</li></ul> <p>Step 2: Interviews with students</p>



# Results and added value

- ✓ Results in January 2024
- ✓ Adapt and spread in Flanders ( Added value for society)
- ✓ Best practices and examples (Added scientific value)

# Limitations

- ✓ Generalization of results
- ✓ Regional effects



# Thank you for your attention



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