



econcept

Research / Consulting / Evaluation



Workshop

Embedding Sustainability into Economics and Business Education

**An Assessment of Curricula and Strategies
at Swiss Universities 2024**

**Conference: Transformation of Teaching
in Economic Sciences 13.09.2024 | Zurich**

Carole Probst | econcept

Simon Zysset | WWF Switzerland

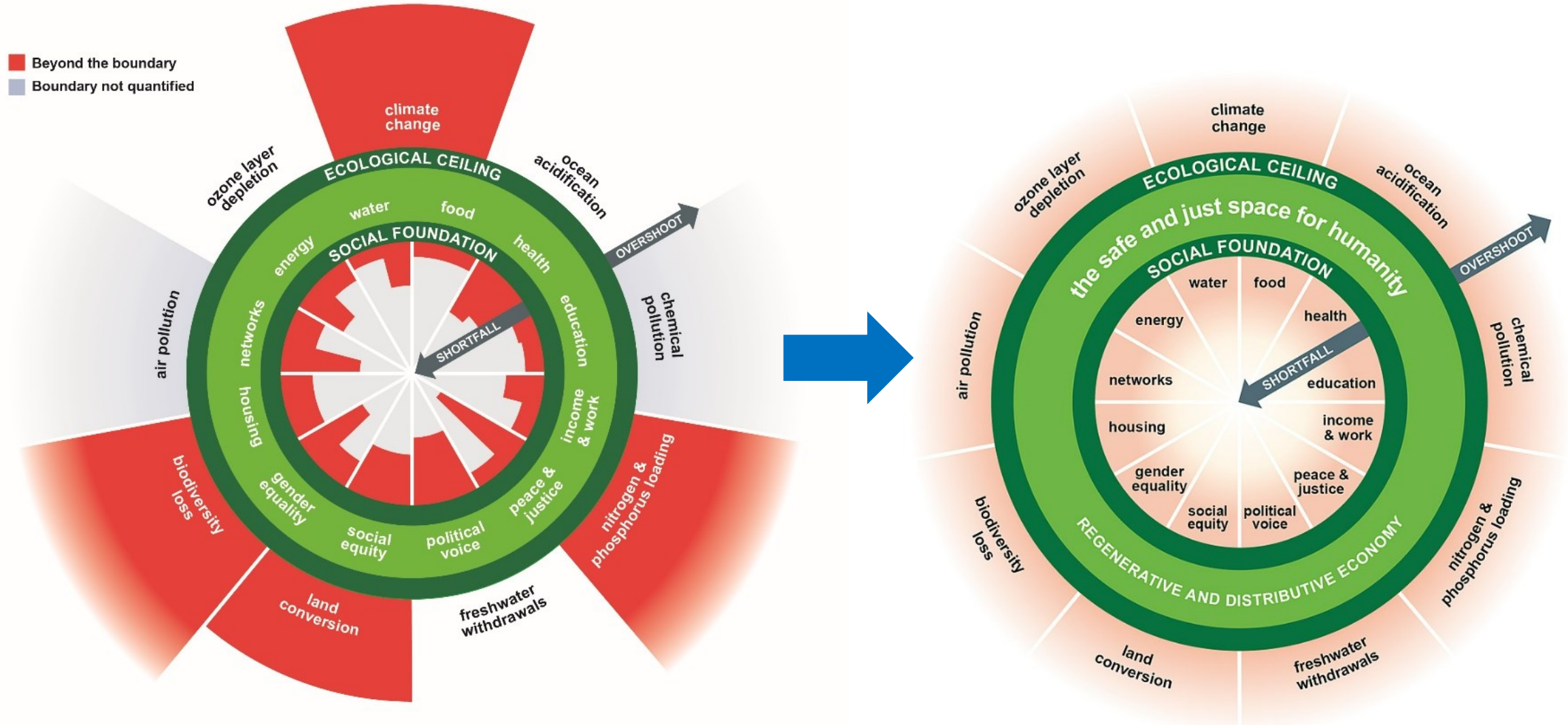
Leo Gilliard | WWF Switzerland (moderation online)

Agenda

- Input: the ESD model behind the survey and needs (15')
- Exchange in groups (30')
- Collection of results (10')
- WWF's recommendations (5')

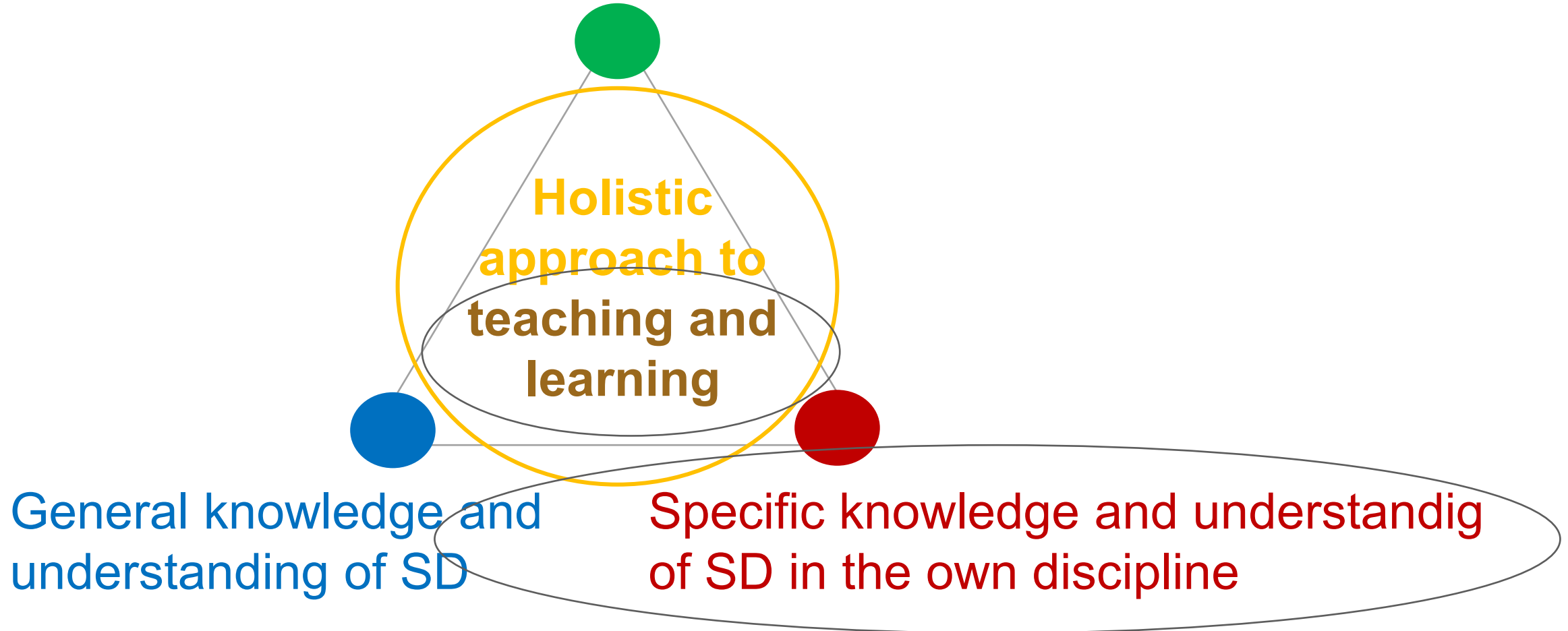


From the Transgressed Planetary Boundaries... to a Safe Space within the Donut

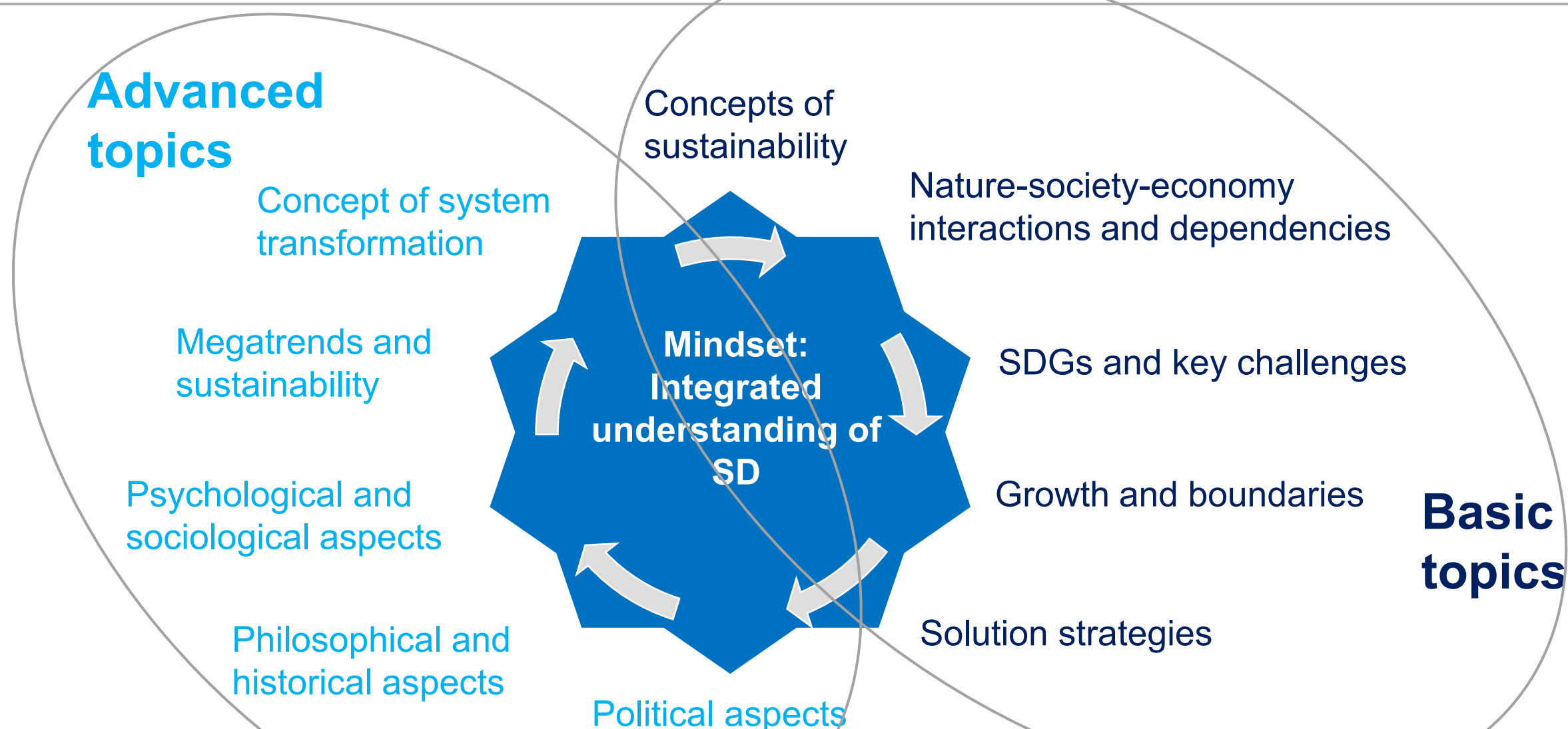


Sources: Johan Rockström et al. (2009) and Doughnut-Model by Kate Raworth

Key competences for Sustainable Development



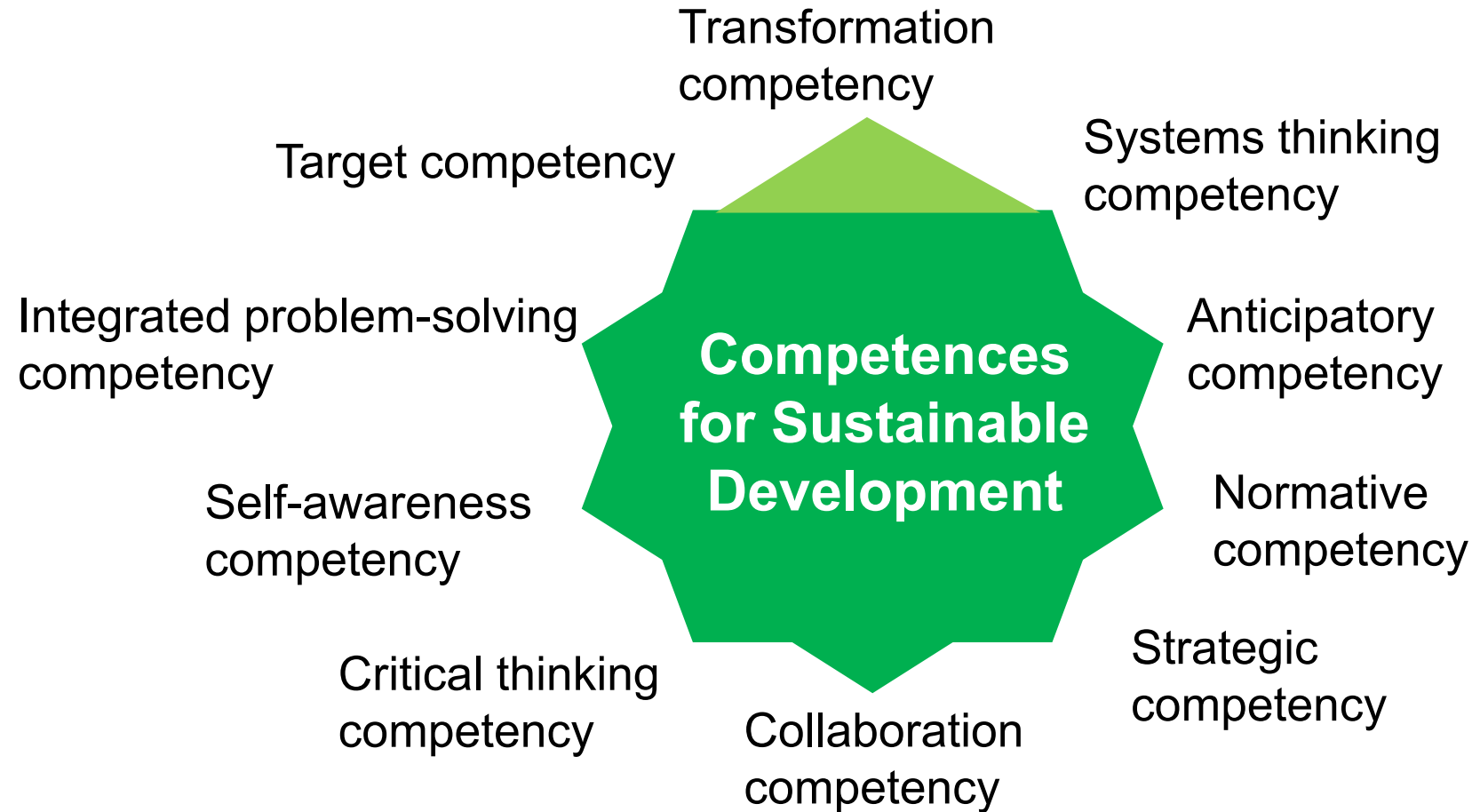
General knowledge and understanding of Sustainability



Specific knowledge and understanding of Sustainable Development: Business Administration

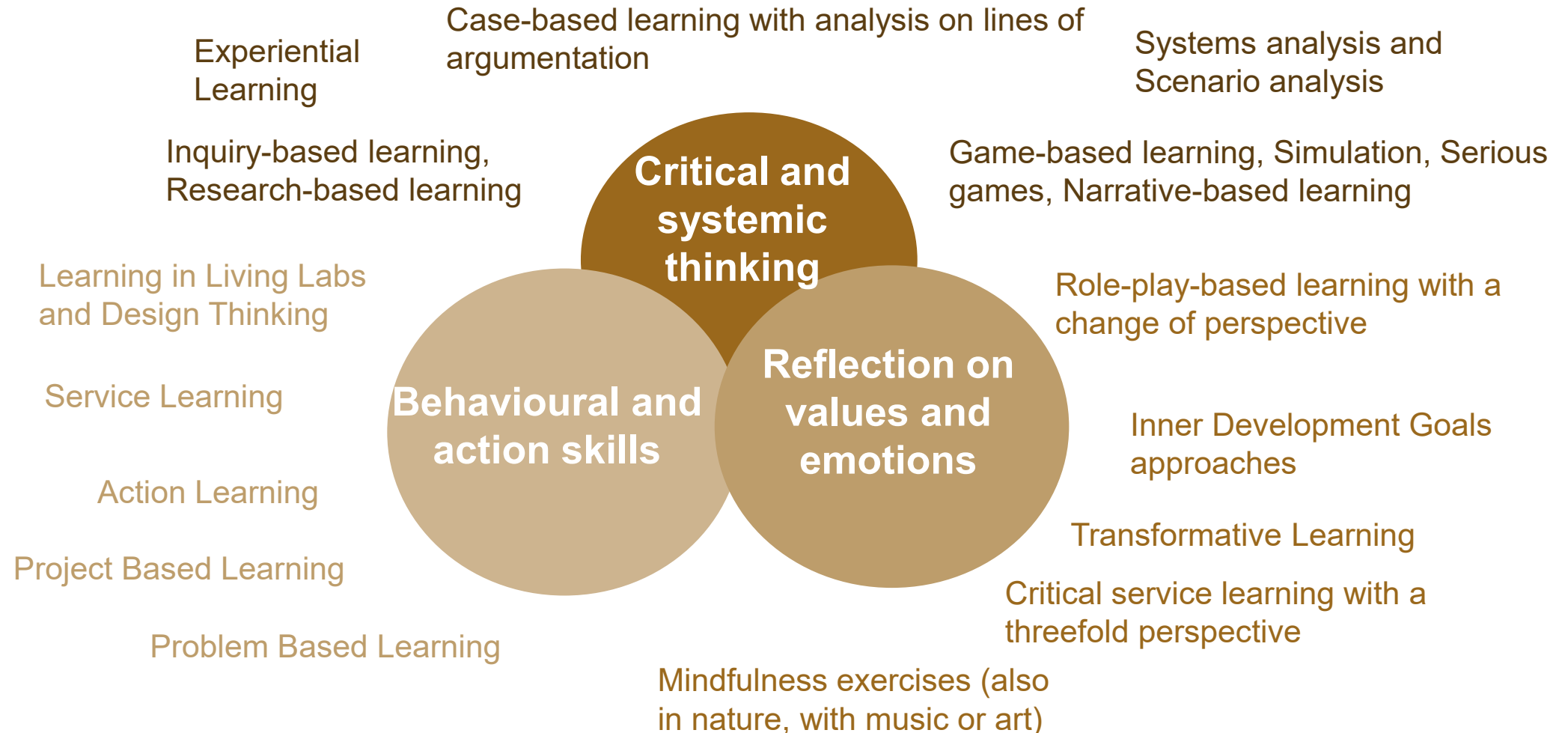


Key competencies for Sustainable Development

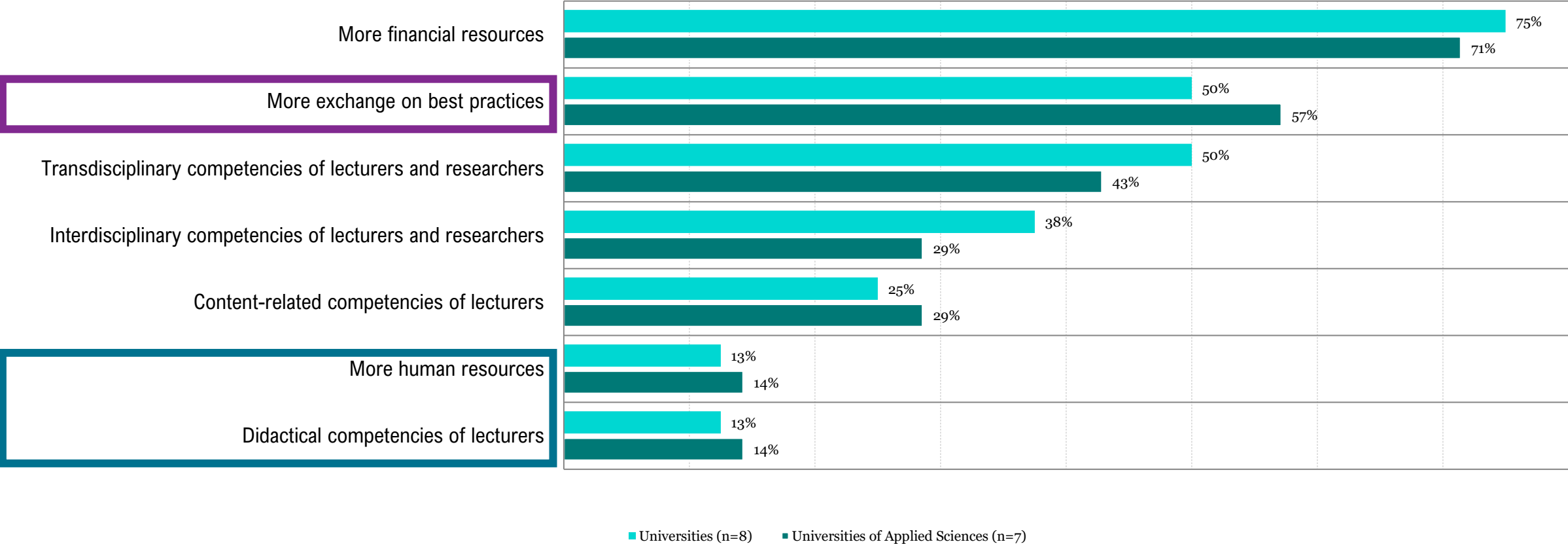


Source: UNESCO (2017): <https://unesdoc.unesco.org/ark:/48223/pf0000247444> and after Wülser et al. (2011): file:///C:/Users/szy/Downloads/Wuelser_et-al_2012_Framework.pdf

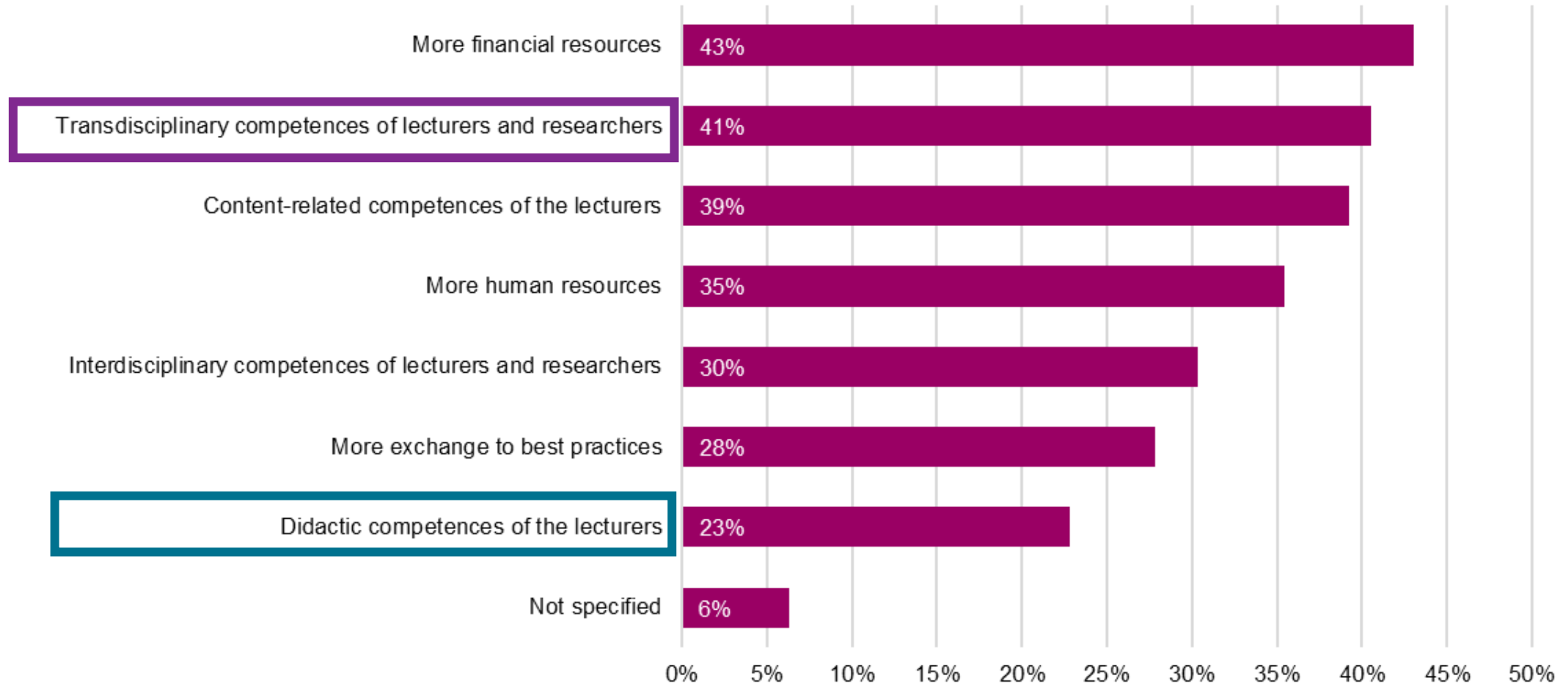
Teaching and learning approaches (3x5)



Results Departments: Need for support to better integrate sustainability topics and approaches



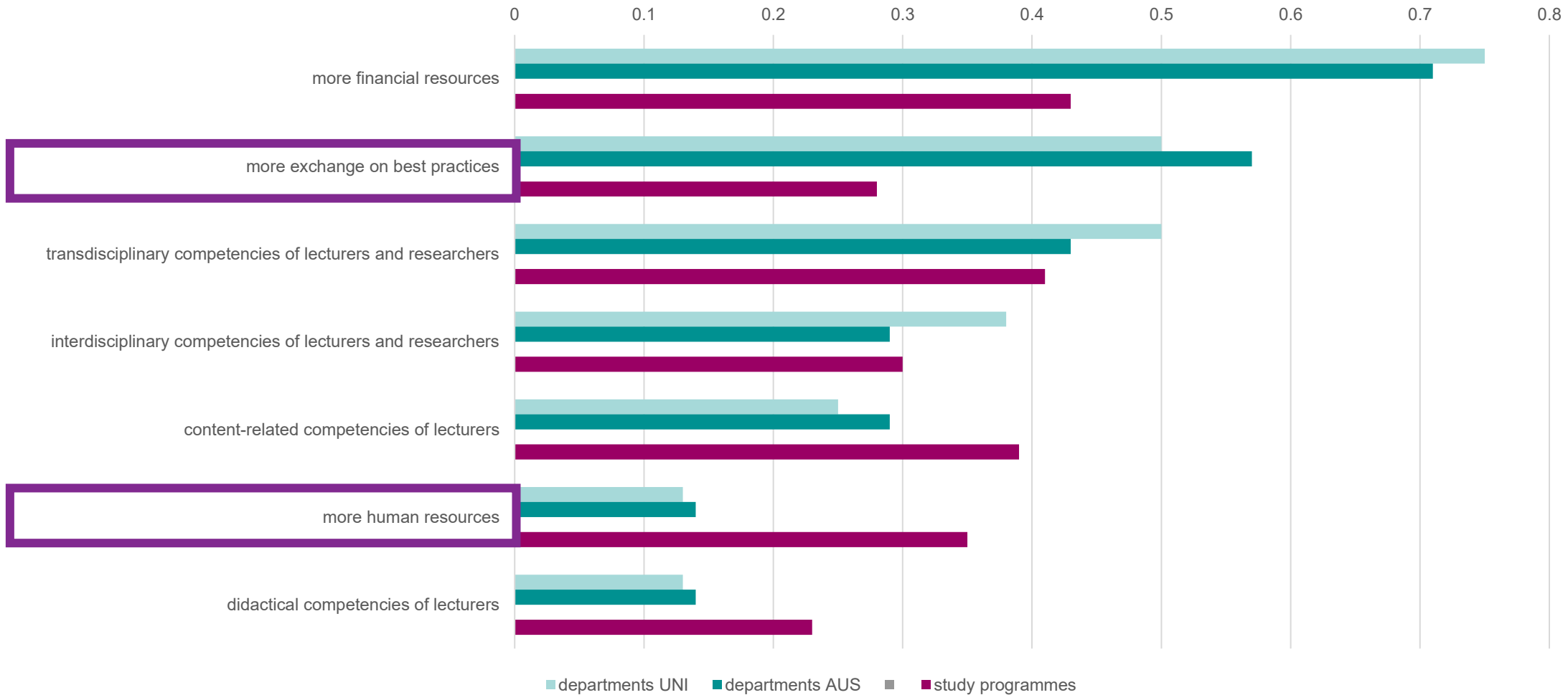
Study Programme Director's Perspective: Need for support to better integrate sustainable development



Comparing Departments' and Study Programme Director's Perspective: **econcept**

Need for support to better integrate sustainable development

Research / Consulting / Evaluation



- **Use of Study Results:** How can we best use the results of such studies to initiate effective curriculum change?
- **Promising Approaches:** Based on your experience, which teaching and learning approaches are promising? What are or have been the main drivers of change in teaching at your university, if any?
- **Role of NGOs and Partners:** What role can NGOs and other practice partners play in transformative learning? And how?
- **Other issues you would like to discuss?**



Recommendations Deans



Strategy: Develop strategic principles and actions in line with the university's sustainability strategy and international sustainability standards or principles - and in terms of a whole institution approach.

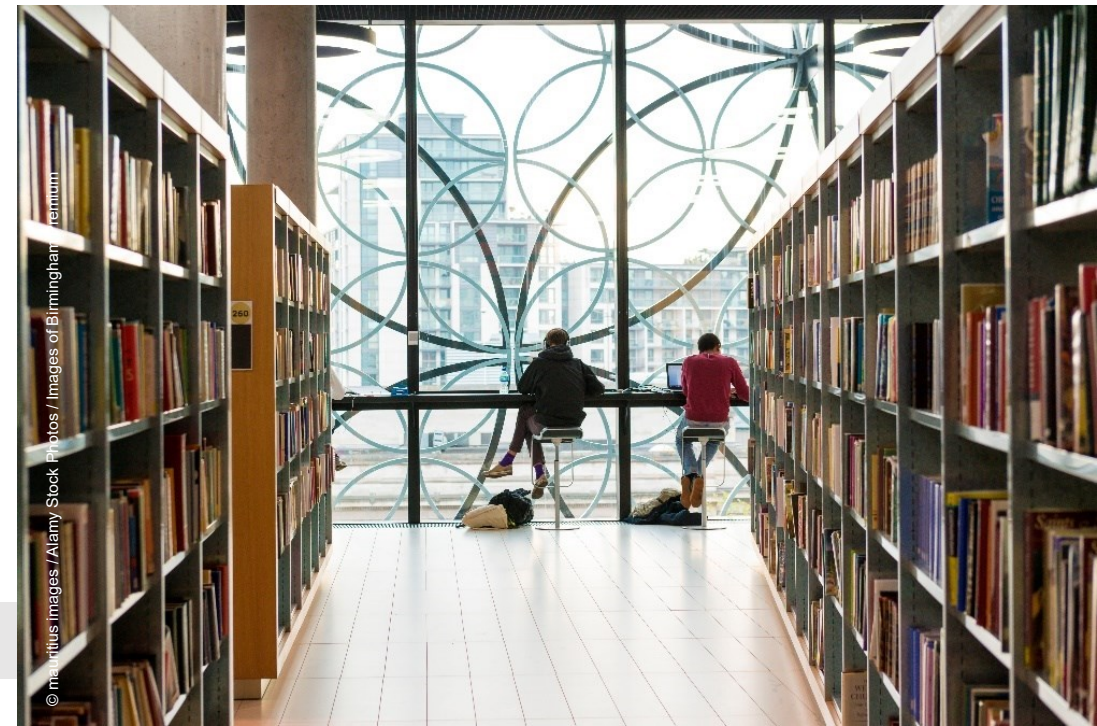
Committee: Establish a committee to coordinate the implementation of measures.

Guidelines: Define guidelines for the integration of sustainability-related content in teaching and research and for cooperation with partners in practice.

Incentives: Introduce incentives for programme directors or lecturers to integrate sustainable development issues into teaching and use innovative learning methods.

Faculty promotion: Consider sustainability-related skills in academic recruitment.

Communication: Promote the integration of sustainable development into teaching through motivating, supportive and regular internal communication.



Recommendations Programme Directors

Understanding sustainability: Ensure that all students have a good basic knowledge and understanding of sustainable development through a compulsory course.

Topics in compulsory courses: Systematic analysis of the study programme with regard to the sustainable transformation of the economy. Integration of courses on all relevant sustainability topics. This applies in particular to economics as well as banking and finance programmes. Integration of more sustainability topics, especially in compulsory modules.

Skills: Promoting all categories of sustainability skills, especially transdisciplinary and interdisciplinary approaches and approaches that promote reflection on values and emotions.

Lecturers: Training and coaching to enhance the knowledge of lecturers on sustainable development, to promote interdisciplinary and transdisciplinary competences of lecturers and researchers and to encourage the exchange of best practices.



Recommendations Lecturers



Topics: Systematic analysis of modules/courses for their sustainability relevance. Integration of all relevant sustainability topics and aspects.

Competences: Promoting all categories of sustainability competences, especially trans- and interdisciplinary approaches and approaches that promote reflection on values and emotions.

Term papers and theses: Promote sustainability topics for term papers and theses.

Lecturer panel: Exchange experiences on best practices in education for sustainable development and interdisciplinary cooperation.



© Christian Beutler / Keystone

Study «**Embedding Sustainability into Economics and Business Education. An Assessment of Curricula and Strategies at Swiss Universities 2024**»:

www.wwf.ch/economicsscience2024



Definitions: www.wwf.ch/economicsscience-definitions

Carole.Probst@econcept.ch

Simon.Zysset@wwf.ch

Leo.Gilliard@wwf.ch



©

®

WWF