

**Féidearthachtaí as Cuimse**  
**Infinite Possibilities**

## **The Annual Research Conference HECA 2022**

# Global Insights on the Impact of Economic Sustainability on Transforming Education

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# Agenda



The Call for Transformative Education ...



The Impact of Economic Sustainability on Education



Innovative Teaching Format: The SDG Teaching Map



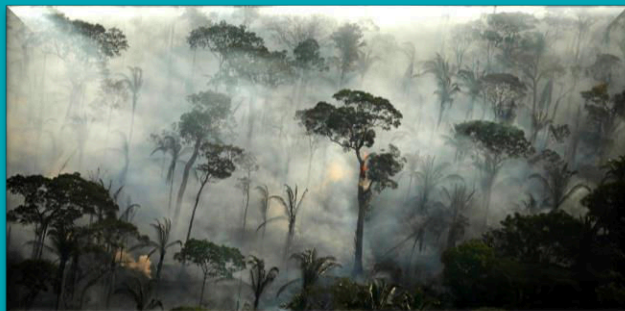
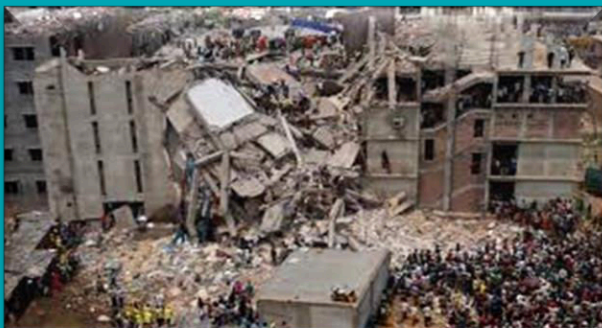
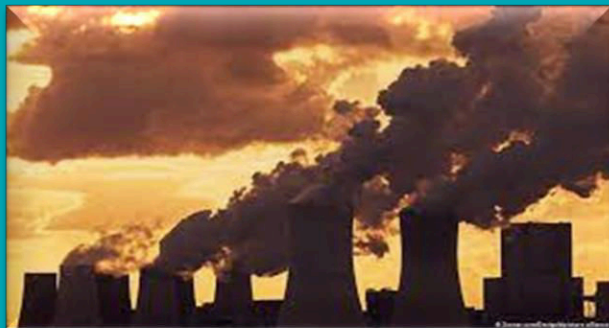
Economic Development due to the Influence Education



Global Insights: Developed and Developing Nations

# A CALL FOR TRANSFORMATIVE EDUCATION

Our world is on fire ...



# We are gambling away our livelihood

## Loss of biodiversity: The call for value-based management

### Use & exploitation of nature

#### Direct causes:

- Changed land and sea use (e.g. monocultures)
- Exploitation of species (e.g. fishing)
- Climate change

#### Indirect causes:

- Increasing human population
- Increase in resource used per person

### Course of action

- **Fundamental transformation of society**
- Effective protection of land and marine areas by 2030
- Rethinking agriculture
- Development of biodiversity-friendly farming methods
- Effective marketing of biodiversity-friendly food (change in consumer buying behavior)

### Turnaround is possible

Immediate implementation of a portfolio of measures consisting of:

- more protected areas
- Efficient use of agricultural areas
- Change in consumer buying patterns
- Reduction of food waste

*Immediate, informed, system-wide and joint action is needed!*

# Types of transformative education

Transformative education is a strategy for change which are used for learners to see the social and economic world differently (UN, 2022).

- „Gender transformative education ...“ (UNICEF,2021)

“Transformative education on **green economy**” (OECD, 2021)

“Transformative education on poverty alleviation”. (Scoones et, al., 2018)

“Transformative education on digital technologies to expand access and improve learning outcomes.” (Cowling et al.,2022).

Transformative Education on **“equity and social justice”** (UN, 2022)

# WHAT IS SUSTAINABLE EDUCATION



Sustainable education also known as educating for sustainable development allows the integration of sustainable development issues (climate change, sustainable consumption, poverty reduction) into teaching and learning to shape a sustainable future (UNESCO, 2017).

**Education as a  
matter of course**

**Education as a  
chance to grow**



people need  
inspiration

people need access to  
education

**Two major tasks:**  
Experiential Learning  
Lifelong Learning



# THE IMPORTANT OF SUSTAINABLE EDUCATION



- Sustainable education creates and preserves sustaining learning
- Sustainable education secures success over time
- Sustainable education sustains the leadership of others
- Sustainable education addresses issues of social justice
- Sustainable education develops rather than depletes human and material resources
- Sustainable education develops environmental diversity and capacity
- Sustainable education undertakes activist engagement with the environment
- (Rodríguez and Barth, 2020)



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# The SDG Teaching Map

| Sustainable Development Goals                  | Possible Teaching Content   |
|--|---|
| SDG 1: No Poverty                              | Definitions and form of poverty, social welfare protection systems, access to economic resources, new technology and financial services like microfinance, working conditions related to poverty (e.g. child labour and modern slavery) ... |
| SDG 2: Zero Hunger                             | Drivers and causes of hunger, relation between climate change and food security, trading systems concerning food, sustainable agriculture methods ...   |
| SDG 3: Good Health and Well-Being              | Direct and indirect strategies for health promotion, pollution of air, water and soil, communicable and non-communicable diseases ...   |
| SDG 5: Gender Equality                         | Gender and labour, gender and education, gender and poverty ...   |
| SDG 6: Clean Water and Sanitation              | The impacts of pollution on water quality, water scarcity, efficient water-use, recycling and reuse technologies ...  |
| SDG 7: Affordable and Clean Energy             | different energy types, the environmental impacts of energy production, bridging technologies   |
| SDG 8: Decent Work and Economic Growth         | Models of economic growth, financial systems and their relation to economic growth, entrepreneurship, social innovation, labour rights ...  |
| SDG 9: Industry, Innovation and Infrastructure | Information and Communication Technologies (ICT's) in supply chains, sustainable innovation and industrialization, sustainable infrastructure development ...   |
| SDG 10: Reduced Inequalities                   | Fiscal, wage and social protection policies, global trade systems and regulations, international development aid ...  |
| SDG 11: Sustainable Cities and Communities     | Sustainable energies and transportation, sustainable food, waste generation and management ...  |
| SDG 12: Responsible Consumption and Production | Environmental and social impacts of production and consumption, food production and consumption, concepts of green economy (e.g. circular economy approaches) ...   |
| SDG 13: Climate Action                         | Greenhouse gases and their emissions: energy, agriculture and industry-related greenhouse gas emissions, impacts on ecosystems ...  |
| SDG 14: Life Below Water                       | Oceans pollutants, the relationship of climate change and the sea, sustainable marine energy ...  |
| SDG 15: Life on Land                           | Various threats to biodiversity, the extinction of species, desertification and deforestation, climate change and biodiversity ...  |
| SDG 16: Peace, Justice and Strong Institution  | Climate justice, child labor, corruption ...  |
| SDG 17: Partnership for the Goals              | Global systems and power structure, global trading systems, global governance and policies, international development aid ...   |



# The Future Art Model: A Guideline to implement innovative teaching formats for long-term sustainability



- Need for (international) collaboration of HEIs for format and curriculum development
- Need for building bridges to businesses and politics to successfully implement Agenda 2030
- Need for adopting an outside-in perspective that goes beyond the triple bottom line
- Need for changing cultural aspects of our current economic system and all its stakeholders



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# The Future Art Model: A Critical-Insights



## Technological:

### Explore new potentials

Create global awareness for sustainable topics and establishing innovative formats through leveraging new technologies (virtual roundtables, visual field trips, gamification)

## Economic:

### DBS new vision

Find ways to establish a new economic order by using innovative responsible management education methods to encourage new business models and a paradigm shift in management

Transformation aspects in HEI context a DBS case

## Cultural:

### Promote Mind-set shift

Cross-country, interdisciplinary corporation on future-oriented topics (renewable energy, healthcare, smart agriculture) as well as fostering of self-reflective practices

## Institutional/Political:

### Cooperate across sectors

Bring together different sectors and institutional actors to implement interdisciplinary programs and to facilitate social innovation



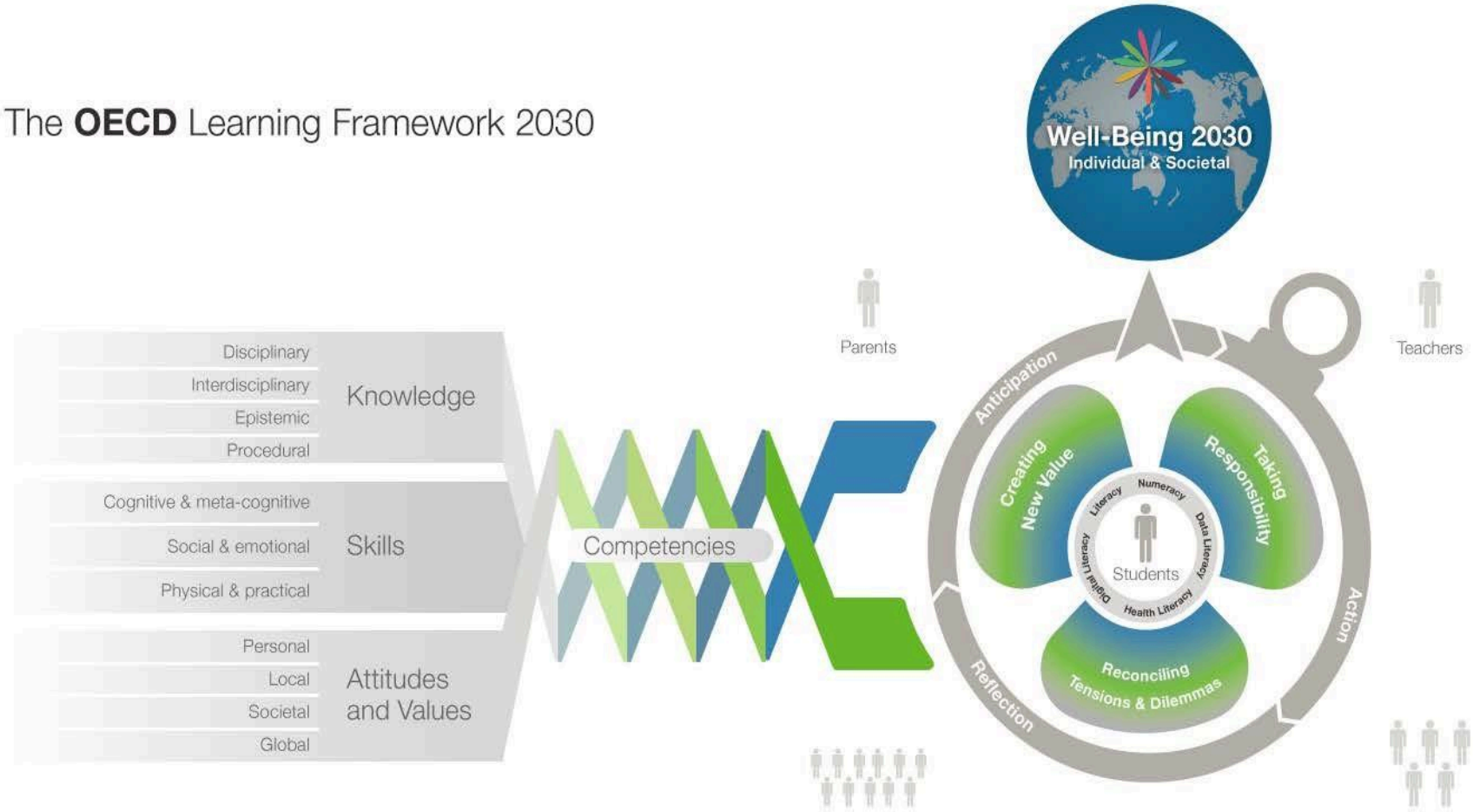
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# ECONOMIC DEVELOPMENT DUE TO THE INFLUENCE OF EDUCATION

The **OECD** Learning Framework 2030



# GLOBAL INSIGHT: DEVELOPED AND DEVELOPING COUNTRIES

Green Economy is a **new economic paradigm** that can drive growth of income and jobs, without creating environmental risks (Burkart, 2012)



## Some Challenges

- ✓ Access to jobs
- ✓ Income balance
- ✓ Equality
- ✓ Technology innovation and transfer
- ✓ Diversity
- ✓ Global poverty alleviation
- ✓ Equity



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# Some major challenges in developing nations are facing moving from fossil fuel to renewable energy



- ✓ **High levels of carbon emissions**
- ✓ **Relatively low investments in technologies**
- ✓ **More dependent on natural resources** → ecosystem degradation, resource scarcity and climate change challenges to ending poverty.
- ✓ **Investments, policy reforms and maximize local knowledge** are needed



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# GLOBAL CORDINATION BY UNESCO

Advancing **policy**

Transforming **learning and training environments**

Building capacity of **educators and trainers**

Empowering and mobilizing **youth**

Accelerating sustainable solutions at **local level**

# ... to make our world a better place!

According to Filho, *et al.*, 2021

- **You** will be better and your **family** will be better if you have quality education;
  - Your **town** will be better if you have quality education;
- Your **nation** will be better if you have quality education; and finally
  - **The world will be better if we have quality education“.**

# CONCLUSION



Let's join forces to tackle the educational challenges  
for sustainability!

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