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TEACHING AND LEARNING FOR SUSTAINABLE DEVELOPMENT GOALS (SDGs) THROUGH STUDY CASES²⁷

Assoc. Prof. Irina Kostadinova, PhD

Department of Management and Social Activities,

Faculty of Business and Management

University of Ruse "Angel Kanchev"

Phone: +359 888 102269

E-mail: ikostadinova@uni-ruse.bg

***Abstract:** The complex global economic situation, as a result of the Covid'19 pandemic, is reflected in various challenges facing the world economy. The education system has also been under pressure to live to the numerous obstacles. The aim of this paper is to present real case from the practice of Bulgarian companies in the field of the shoemaking production industry with its strengths and barriers faced in the process of its active work. The information on the industry profile, the specifics of the company data and the state of the company policy of the Government in Bulgaria is up-to-date and is extracted from official documents, company records and interviews during the survey. During the last two years of on-line education, giving the opportunity to students to be an active part in the developments of study case was one of the instruments partially to overcome lack of internships in firms. One of the case studies used was "Ingiliz Group" - luxury shoes that turn green", is going to be presented in the next pages.*

***Keywords:** Corporate Social Responsibility, Sustainable Development Goals (SDGs); Responsible Education*

INTRODUCTION

As it could be seen in various articles there are many ways of teaching interactively with students to improve their motivation and learning capacity (Venelinova, N., 2021); (Ruskova, S., & Ruseva, I., 2018). Introducing sustainability issues into the curriculum is not an easy task and using study case developed together with students gives a new perspective on improving their learning abilities. Our university has some cooperation's with businesses who are sustainable orientated in their strategy (Pavlov, D., 2022); (Ruskova, S., 2021); (Dimitrov, M., & Venelinova, N., 2019). Part of running a project like EduLab4Future presented in previous works of the author, was the establishment of Educational Laboratory. Its main goal was to enable us as teachers to test, implement, and improve the innovative Joint Learning Curricula for teaching and learning SDGs. Realizing this concept, several scientists work have been thoroughly researched in this regard (Kunev, S. 2010); (Gueorguiev, T., & Krasteva, M., 2014); (Popova, A., 2021); (Vélin, J., & Venelinova, N., 2022); (El Hayek, I., & Venelinova, N., 2022). This paper summarises the work of the team from Management and Social activities Department of University of Ruse "Angel Kanchev" (URAK) based on the analysis of feedback collected from students throughout the series of Educational Laboratory work going simultaneously in four European universities: University Politehnica of Bucharest- Romania; University of Lodz – Poland; University of Brno – Czech Republic.

Four EduLab sessions were the essence of Educational Laboratory. HE students (88 students altogether attended the sessions) from the University of Ruse "Angel Kanchev". The sessions were carried out between October-20 to May-22.

EXPOSITION

The framework of the Educational Laboratory

²⁷ The paper is an output of implementing a research project of the Faculty of Business and Management, "A study of regional potentials for development of socially innovative ecosystems in terms of digital transformation," financed under the Scientific Researches Fund.

The first questionnaire distributed to all partners gave us the opportunity to identify the learning needs of our students in order to develop the adequate materials for each session held in four semesters (as stated in previous paper).

The chosen topics for constructing the educational materials are the following:

Economic performance:

The students participating in the survey have chosen as their priority (these goals were least known): Goals - SDG1 No poverty; SDG8 Decent work and economic growth and SDG9 Industry, Innovation and Infrastructure as a result of their choice the following subjects were included in the Curriculum: Innovation & product responsibility; Social entrepreneurship; Green business, green finance and investments.

Environmental performance:

Here the students have been offered the following subjects in connection with the SDGs (SDG7. Affordable and clean energy; SDG12. Responsible consumption and production): Circular economy – green productions and waste to resources – secondary raw materials and water reuse, etc.

Social performance:

The students participating in the survey have shown little knowledge about (SDGs numbers - SDG10.Reduced inequalities; SDG11. Sustainable cities and communities; SDG16. Peace, justice and string institutions; SDG17. Partnerships for the goals (unknown by 57.14 % of respondents) and as a result have been offered the following subjects: Sustainable lifestyle and education; Occupational health and safety; Social and labour protection.

URAK’s team approach for case study work

After processing the data from the survey, we have chosen to develop different teaching materials; tests; quizzes and case studies. Working 70% of the time online with our students because of COVID-19 pandemic we have decided to include them into the development of case studies.

This case study has provided guidance for students/ practitioners on how to analyse and understand the GRI Sustainability Reports provided by companies on an annual basis. This approach have been used in the work of other authors as well. (Ruskova, S., & Kunev, S., 2022); (Antonova, D. 2022); (Popova, A., 2022).

The aim of the case is to present real scenarios from the practice of Bulgarian company in the field of shoemaking production industry with its strengths and barriers faced in the process of its active work. The complex global economic situation, as a result of the Covid’19 pandemic, is reflected in various challenges facing the world economy and our students have different options to run their investigations.

As example we could present the study case of "Ingiliz Group" - luxury shoes that turn green”, which started. It is a story of a small family shoe firm in Pestera, Bulgaria that company became one of the largest in Eastern Europe in shoe manufacturing. Today INGILIZ works with 100% recyclable materials and has sustainable approach in every process.

Table 1. Key factors in the development of INGILIZ Group

№	Some key moments in the development of INGILIZ Group	Zone of performance
1	1976: The family discovers the handcraft of shoe manufacturing for the first time. Fatma Ingilizova starts working as a seamstress in a state-owned shoe factory Vassil Muletarov, where she joins the footwear department.	Economic performance
2	1983: Gyursel Ingilizov gets a degree in specialized shoe education and joins the fashion design team at the Vassil Muletarov shoe factory	Economic performance
3	1976: The family discovers the handcraft of shoe	Economic performance

	manufacturing for the first time. Fatma Ingilizova starts working as a seamstress in a state-owned shoe factory Vassil Muletarov, where she joins the footwear department.	
4	1996: Gyursel Ingilizov founds a small handcrafted shoe manufacturing company under the family name INGILIZ.	Economic performance
5	2000: Shoe manufacturing operations at INGILIZ are extended with shoe lasts production.	Economic performance
6	2010: Remsi Ingilizov joins the INGILIZ family company.	Economic performance
7	2011: The fresh, modern attitude of the INGILIZ brand is born. The company strives to create classic fashion products aligned with the dynamics in the industry while caring for the environment.	Economic; Environmental and Social performance
8	2013: The INGILIZ family is expanded via another branch; the production of handmade soles for shoes using natural materials is launched.	Economic; Environmental and Social performance
9	2014: INGILIZ boosts its digital presence. The brand's first online store launches.	Economic; Environmental and Social performance
10	2015: The brand's production capacities are expanded with a new branch. INGILIZ starts manufacturing insoles.	Economic; Environmental and Social performance
11	2016: The company implements a semi-closed production cycle to control the supply chain and monitor the processes involved in shoe creation.	Economic; Environmental and Social performance
12	2017: INGILIZ starts strategic planning and refocuses its production capacity on green economy principles and zero-waste technologies.	Economic; Environmental and Social performance
13	2019: The mold-forming manufacturing department is renovated and developed into the first mold factory with zero-waste technology and energy efficiency.	Economic; Environmental and Social performance
14	2021: INGILIZ invests in its energy independence. The company's production facilities are now completely based on green energy sources.	Economic; Environmental and Social performance
15	2022: The INGILIZ brand makes a breakthrough in the international market.	Economic; Environmental and Social performance

After finishing the initial investigation students identified the 3 different performance zones (See Tab.1). Each student has written its own mini case with examples regarding the chosen zone of performance he/she has chosen.

The next step in the development of study case undertaken by the students has been the identification of key success indicators and future targets of INGILIZ company according to the 3 performance zones. Some of their results are presented on Tab.2.

Table 2. Indicators used by the students in study case in regards of performance zones

Economic and Social performance	<i>Profile:</i> As an employer, INGILIZ is committed to guaranteeing equal opportunities for all, encouraging inclusion in the workplace, and at the same time supporting and endorsing individual growth. It is a company priority to make each employee, regardless of their gender, ethnicity, socio-economic status, sexual orientation, nationality, age, or disability (perceivable or covert), feel welcome and appreciated at the INGILIZ family.
Key success indicators:	Future targets:

69% female employees;	By 2023 - joining the WEPS (Women Empowerment Principles) organization under the aegis of the UN;
50% women in managerial roles;	By 2025 - launching a volunteer program on “Gender equality” and educating the audience.
Average age of employees is 46 years.	By 2023 – opening two shops in Milano and Torino (Italy)
Environmental performance	<i>Profile:</i> For INGILIZ everything begins from the designer table and the technological processes implemented in manufacturing. We strive to improve the processes related to the supply chain, as well as the effective use of materials so that we minimize, recycle and even eliminate waste. The generated technological loss is 100% recycled, the manufacturing process does not generate waste, and the amortized shoe molds are recycled.
Key success indicators:	Future targets:
100% LED lighting at the INGILIZ organization;	By 2024, INGILIZ plans to minimize oversupply via more efficient supply chain management processes, as well as by limiting the number of models in collections and by maximizing the life of products and raw materials according to the principles of the circular economy;
6 INGILIZ-owned roof photovoltaic power plants	By 2026, INGILIZ plans to offset 100% of the world's remaining emissions throughout the supply chain within Scope 3. Future initiatives to build additional capacity for renewable energy sources will ensure carbon neutrality in the company contractors' supply chains.
100% green electricity from INGILIZ-owned renewable energy sources;	It is a principle of INGILIZ to never use exotic furs. The company believes this would not comply with the ethical standards and potentially endangers the wilderness.
486 tons of CO2e emissions saved by the installation of owned photovoltaic power plants; 100% use of recycled and certified paper;	INGILIZ is committed to continue using materials from suppliers that abide by the principles and standards of animal welfare. INGILIZ acquires raw materials primarily from members of the Leather Working Group



Fig. 1. INGILIZ’ family

CONCLUSION

Instead of conclusion we could use INGILIZ’ moto to summarize our thoughts: "Our vision for the future is linked to our heritage! We want to leave a clean and viable planet to our children and grandchildren, without limiting our views on fashion and without compromising on quality!"

At the end of the four EduLab sessions and our whole work on the project, we could state that the changes we made in our curriculum and the recommendations have led to a better quality in our work as teachers and practitioners as well.

After finishing with the analysis of our students’ feedback, we could clearly summarise that our curriculum in sustainability-related directions has improved substantially as a result from our work in EduLab4Future project.

URAK students have gained some valuable experience developing study cases as part of their course. They have improved their analytical thinking and solving problems; working successful under stress during these two years of pandemic have given them the assurance that they can tackle any complex issues in their future professional career.

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