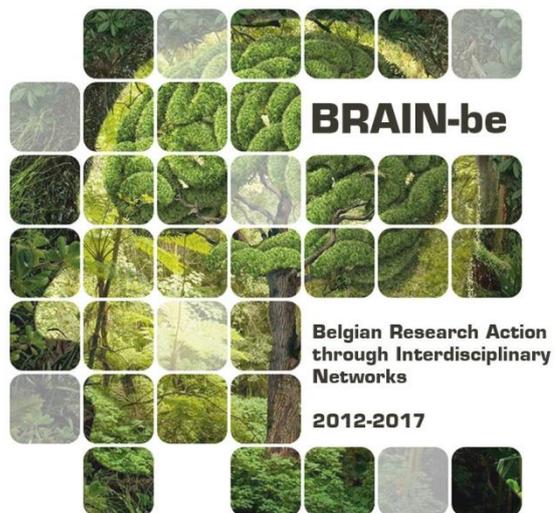


## VALORISATION PROJECT

### SusSocEnt

Sustainable Development and for-profit food companies:  
Who? What? How? Why?



VALORISATION PROJECT

**SusSocEnt**

**Sustainable Development and for-profit food companies: Who?  
What? How? Why?**

**FINAL REPORT**

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## 1. SUMMARY

The actual economic system is socially and environmentally unsustainable. In this scenario, some organizations have already initiated a shift towards a sustainable development in different ways. Understanding what motivates these organizations to move towards sustainability offers insights for accurate evidence-based policies. Thus, our research work has revolved on answering the following question: what motivates pro-social and pro-environment sustainable behaviours of for-profit organizations in the Belgian food system? In other words, what motivates them towards a sustainable development, framed on a social economy approach?

The SusSocEnt Action aimed at vulgarizing the research results obtained to make them accessible to a larger share of the population, extending the research benefits to the general public and building on previous findings. The main message is the relevance of pro-social and pro-environmental behaviours in for-profit organizations and social enterprises, with the aim of contributing to students' awareness on this matter. In particular, the project aimed at communicating the research findings on the motives that lead organizations towards sustainability.

The main target group of the project were high school students from the *Fédération Wallonie-Bruxelles*, but also students of the "agrégation de l'enseignement supérieur".

## 2. INITIAL OBJECTIVES AND VALORISATION FOCUS

The objective of this communication project was to raise awareness about organizations active in sustainable development practices. The main target audiences of this project were high school students (14-18 years old) from various areas in the French-speaking community of Belgium (both in unprivileged and well-off areas) offering economics or social sciences courses, but also to the students of the 'agrégation de l'enseignement supérieur' in economic sciences, who could later use the content of the communication in their courses also with a wider audience, and more widely, the general public. This communication was to be shared thanks to three main tools: (i) an interactive performance, presented in schools and higher education institutions; (ii) a pedagogical video, for schools and associations who work on sustainability related topics; and (iii) a dissemination video, summarizing the research results and meant to be an open source tool available for the general public (see *GENERATED PRODUCTS*).

The project also aimed at integrating new pedagogical content to enrich the pedagogical toolkit for the economic courses in French speaking Belgian schools.

### 3. OVERVIEW EXTERNAL COLLABORATION(S)

Thanks to the BRAIN-be funding, the performance has been played in the following schools: Collège Saint-Hubert Watermael-Boitsfort (21/11/2019), Collège Saint-Augustin (25/11/2019), Athénée Royale de Namur (18/02/2020), Sainte Marie Sint-Jan-Berchmans (2x) (04/03/2020), École Active Bruxelles (09/03/2020), Institut Reine Fabiola (30/11/2020). The three performances remaining have been delayed because of the crisis and will be played in the coming months.

In addition, 13 additional representations have been held thanks to the funding of other partners (ARES, the City of Brussels, ULB), and more are scheduled in the coming months.

### 4. GENERATED PRODUCTS AND IMPLEMENTED APPROACHES

#### **Theatre play**

An interactive performance has been created in collaboration with actor Martin Ophoven. The play has been presented a total of 20 times so far and will be played at least 15 more times in the coming months.

#### **Website**

A bilingual (French/English) SEMod (Sustainable Economic Models) website has been created. It presents the project and provides information about the goals, partners and different tools that have been developed.

The website also provides a wide overview of the various generated products of the project, featuring pictures of the theatre play, feedback from the schools as well as links to the videos and pedagogical content.

<https://semod.ulb.be/>

#### **Videos**

In collaboration with filmmaker Celine Vanden Eynde, two videos have been created (a pedagogical and a dissemination one). They are available in French, with Dutch and English subtitles, on the SEMod YouTube Channel.

[https://www.youtube.com/channel/UCWXq3rS2qy7SK4\\_8AjVU3xQ/featured](https://www.youtube.com/channel/UCWXq3rS2qy7SK4_8AjVU3xQ/featured)

#### **LinkedIn Profile**

In order to improve communication about the project, a SEMod profile has been created on LinkedIn.

<https://www.linkedin.com/company/sustainable-economic-models/>

## 5. IMPACT AND ADDED VALUE OF THE VALORISATION ACTION

### Impact assessment indicators

- Number of performances of the artist: A total of 20 performances have been held at the moment, and 15 more are scheduled in the coming months.
- Number of students that participated in the performance (direct outreach of the interactive performance of the artist): We estimate that at least 200 students have taken part in the representations and have therefore been directly attained by the project.
- Number of views on the website: 1700 visits on the website.
- Number of video viewers per video: 1000 views have been recorded on the Pizza Economy video (at the end of the project – report deadline) (\*)
- Number of active channels where the video is shared: two active websites have shared the video: La Libre and ULB.
- Number of press reports mentioning the activity: two: La Libre and BX1 with 15.000 visits to the article

NOTE: (\*) varies in each case, and it is promotion-dependent

### Feedback from schools

Overall, we received very positive feedback from the schools that hosted a representation. Both the teachers and the students were interested into the project. The students did not hesitate to participate during the representations and debates. Some of the feedbacks we received can be found below:

- Feedback from students

*"I really liked the fact that each character was associated with a different economic model. It allows students like me, who are not studying economics, to visualize topics that are unknown to us. Good luck with the project!"*

*"I enjoyed learning about the different economy types and the way they explained it through different characters."*

*"The different characters were well thought and explained it well".*

- Feedback from the teachers

*"After the first two performances, we, the teachers, didn't have to play a role... we just remained ourselves, that is to say very critical! Personally, I realized that afterwards. That's a bad habit from our profession: a teacher's eye is trained to spot any weakness. Leaving this teacher's posture aside, I'd like to thank you warmly for these two pleasant and content-rich performances!"*

*"Overall, they really liked the concepts that were brought with humour and on a pizza basis."*

*"In general, you bring in theory but also concrete examples for the pupils to work on by themselves or with us. Congratulations! I'm looking forward to working on these sheets with my pupils."*

## **6. MEASURES TO MAINTAIN THE COLLABORATION(S)**

[Update of *"How do you envisage the sustainability of the collaboration?"* section in file BRAIN\_be\_Project\_Submitted]

The project will survive the end of the funding in several ways:

1. The videos will remain available online after the end of the funding on the YouTube channel of the project. Hence, schools will be able to use it, as well as the general public. The video might be used by associations or different type of organizations wishing to debate about the alternative economic models as a discussion-triggering element.
2. The piece is already being reused in other projects in high schools and in higher education, as mentioned earlier. The artist has also been granted the rights to play the piece in other circumstances to promote discussion around the alternative economic models.
3. The pedagogical toolkit will continue to be used in the schools that have hosted a representation and will remain available online on the project's website. It will also continue to be used in other project where it will be proposed to the schools the piece will be played in.

## 7. TEAM

- Coordination
  - Marek Hudon - Professor at Solvay Brussels School of Economics and Management (ULB)
  - Alicia Dipierri - PhD researcher and ASP FNRS aspirant at ULB
  
- Creation
  - Martin Ophoven - Artist
  - Céline Vanden Eynde - Filmmaker
  
- Support
  - Théo de Schutter - Project assistant
  - Hélène Ewbank - Intern - Pedagogy
  - Juliette Michaud - Translation
  - Gilles Solé - Project Assistant