

To support the call to, e.g., ‘rethink the (economics) curriculum’ and to ‘move from learning *about* to learning *for* and *as* sustainability’ – and for both to gain momentum – I want to open an **ACTION ATELIER** in which people reflect about themselves, their role(s), and what they truly stand for.

Universities are key locations to spark and work towards societal transformations. Imagine universities across Europe ‘showing their faces’ for what they stand for: Be it the importance of intra- and interpersonal competency (Brundiars et al. 2020) of faculty and students alike to face and embrace 21<sup>st</sup> century challenges together and without burn-out; new (economics) curricula; or co-creative and transformative learning spaces. As Meadows (1999) pointed out – VISIBILITY can be an enabler for systemic change. Here the arts come into play.

“So how do you **change paradigms?** [...] you keep pointing at the anomalies and failures in the old paradigm, you **keep speaking louder and with assurance from the new one**, you insert people with the new paradigm in places of **public visibility** and power.” (Meadows, 1999, p. 18; highlights by T.K.)

The *Inside Out Project*<sup>1</sup> provides support to turn yet untold or neglected stories into public art. Overdimensional portraits of stakeholders (instructors, business partners, students, university staff, ...) will be exhibited at the respective university and/or surrounding to bring attention to their most pressing concern; be it the re-design of (economics) curricula or fertile teaching and learning environments, etc.

The aim of the action atelier is to, first, engage in authentic conversations; second, bring shared thoughts and concerns as a joint action proposal draft to paper; and third, to start taking pictures for and to leave the room motivated to prepare for exhibitions at the different locations. The workshop will motivate self-efficacy and community building through personal connection and active participation.

The atelier has the potential for transformation by the creation of several publicly visible art exhibitions, co-facilitated by the audience in pursuit of the workshop. Together, we will provoke awareness that higher education institutions are not only investigating and supporting transformation, but are subject and location of transformation themselves.

What the economy and education have in common: Both are about people and the relationships they create. What we want to see in the classroom and the world, we role-model through this action atelier. Collaboration is key to move sustainable transformations forward.

The arts are a means to engage head, hands, and heart and to spark conversations. The session is a **co-creative and transformative learning environment** itself by engaging in both, reflection and action (Konrad 2021).

It is about time to give doughnut/circular/regenerative economy, and educational transformations, VISIBILITY through the people who make these fields alive. *What do you stand for?* Let us show it.

#### References

Brundiars, Katja; Barth, Matthias; Cebrián, Gisela; Cohen, Matthew; Diaz, Liliana; Doucette-Remington, Sonya et al. (2020): Key competencies in sustainability in higher education—toward an agreed-upon reference framework. In *Sustainability science (online)*. DOI: 10.1007/s11625-020-00838-2.

Konrad, Theres (2021): TIME for REFL-ACTION. Interpersonal Competence Development in Project-based Sustainability Courses. Doctoral thesis. Leuphana University of Lüneburg.

Meadows, Donella (1999): Leverage Points. Places to Intervene in a System. Hartland: The Sustainability Institute.

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<sup>1</sup> <https://www.insideoutproject.net/en/> [08.03.22]