



Report

Development of Course 2

“Sustainable Business Models”

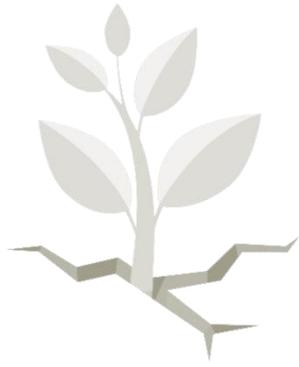
Kharkiv, December 2025

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the European Union





Development of Course 2

“Sustainable Business Models”

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LIST OF ABBREVIATIONS

Abbreviation	Full Term
C 2	Course 2
ESD	Education for Sustainable Development
EU	European Union
HNEE	Eberswalde University for Sustainable Development
KhNAHU	Kharkiv National Automobile and Highway University
NTU	National Transport University
NUOS	Admiral Makarov National University of Shipbuilding
OSENU	Odessa State Environmental University
PAEW	Professional Association of Environmentalists of the World
PRZ	Rzeszow University of Technology
PSTU	Pryazovskyi State Technical University
TUL	Technical University of Liberec
UNFU	Ukrainian National Forestry University
Vilnius Tech	Vilnius Gediminas Technical University
WP	Work Package
WP2	Work Package 2: Diagnostics
WP3	Work Package 3: Network Development
WP4	Work Package 4: Course Development
WP5	Work Package 5: Dissemination
ZPSU	Zhytomyr Polytechnic State University



1. Summary

This report has been prepared as part of the Erasmus+ Transformational Learning Network for Resilience (*TransLearnN*) project and is dedicated to the development, implementation and testing of the course 'Sustainable Business Models', which provides participants with an introduction to the fundamentals and real-world applications of sustainable business models. Students learn how businesses can create economic value addressing environmental and social issues at the same time, turning sustainability into a key strategic advantage. In this course, students learn to develop, evaluate and adapt business models that meet the demands of the future.

The aim of the course is the introduction to the current challenges, risks and opportunities facing businesses in the context of sustainable development, as well as studying frameworks, strategies and tools for transforming business practices into sustainable organisations.

Subject is theoretical and methodological foundations, methodological provisions of scientific directions for the development of strategies and tools for transforming business models into sustainable organisations at the current stage of development.

The main objectives of studying this academic discipline are:

- the substantiation and presentation of the main theoretical and methodological foundations for the implementation of sustainable development principles in business practices;
- studying the origins and genesis of sustainable development principles, building communications with internal and external stakeholders;
- developing skills to assess the prerequisites for implementing sustainable development principles in a business model.
- The practical piloting of the course included an online theoretical stage and an

intensive face-to-face programme during the summer school *TransLearnN* for the C2 course 'Sustainable Business Models' (Sustainable Business Models – SBMod), which took place from 30 June to 5 July 2025 at the Ignacy Łukasiewicz Rzeszów University of Technology, Poland. Students, lecturers-developers and international experts from Ukraine and EU countries took part in the pilot. The learning process was focused on solving practical cases and the sequential creation of business projects by teams, the results of which they presented at the final presentation.

Learning outcomes

- Knowledge about ways to transform from a 'business as usual' model to a sustainable development model.
- Ability to assess the prerequisites for implementing sustainable development principles in business processes and evaluate the sustainability of an organisation's business model.
- Ability to develop a sustainable development strategy for an organisation, from formulating ideas to communicating with various interest groups in different organisational contexts. Building communication with internal and external stakeholders.
- Ability to design solutions and develop plans for sustainable business actions and initiatives.

The pilot implementation of the educational course 'Sustainable Business Models' has proven its high relevance, practical value and full compliance with the modern challenges of training specialists in the field of sustainable entrepreneurship, circular economy and integration of ESG principles into business practice.

Feedback from the student participants, as well as expert assessments from lecturers and invited practitioners, confirmed the



effectiveness of the chosen methodology (a combination of theoretical analysis and case

studies of real Ukrainian and European companies).

2. Aims & Structure of this Report

The purpose of this report is to present the process of development, content and results of implementation of the course 'Sustainable Business Models', created within the Erasmus+ Transformational Learning Network for Resilience (TransLearnN) project. The report summarises the course objectives, methodological approaches, collective development process, piloting and learning outcomes.

The report aims to:

- describe the conceptual framework and learning objectives of the course;
- highlight the methodology and activities used in the development and piloting of the course;
- present the structure, content and formats of the course;
- summarise the results of the pilot implementation, including feedback from students and experts;
- formulate conclusions and recommendations for further improvement of the course and its integration into university education programmes.

The report has the following structure.

Section 1 provides a brief overview of the report's objectives, methods and main findings.

Section 2 defines the purpose of the report and explains its logic and structure. Section 3 describes the methodological approaches, course development process and main learning activities.

Section 4 provides a description of the course, expected learning outcomes, implementation experience and key results of the pilot implementation, in particular within the Summer School.

Section 5 summarises the main results and provides recommendations for the further development of the course and its use in higher education.

Section 6 contains supplementary materials, including excerpts from the course and summarised feedback from students and experts.

The suggested course structure ensures a clear logic of presentation and consistent coverage of key topics in the discipline of 'Sustainable Business Models.' It contributes to the effective development of the competencies students need to develop and implement business models based on the principles of sustainability, the circular economy, and ESG criteria.

This structure of the discipline makes it possible not only to systematically master the theoretical foundations, but also to actively promote best practices of sustainable entrepreneurship in the educational environment, in particular:

- through the analysis of real cases of Ukrainian and European companies that are successfully transforming their business models in conditions of limited resources and crisis phenomena;
- by focusing on the adaptation of sustainable business models to the realities of Ukraine's post-war economic recovery;
- through the integration of practical modelling tools (Sustainable Business



Model Canvas with a focus on environmental and social value, etc.).

Thus, the course structure contributes to the formation of a new generation of specialists

capable of creating and scaling sustainable business models in conditions of uncertainty, resource constraints and increasing demands for environmental and social responsibility of business.

3. Methodology & Activities

The development and implementation of the discipline 'Sustainable Business Models' was based on the integration of interdisciplinary, competency-based and practice-oriented approaches to teaching and learning.

The methodological basis of the course includes:

- principles of sustainable development and circular economy,
- concepts of creating and scaling sustainable business models,
- risk-oriented management tools in conditions of uncertainty,
- transformational learning approaches,
- elements of transdisciplinary analysis of business ecosystems.

This methodological framework is fully consistent with the objectives of the TransLearnN project, as well as with the current challenges facing higher education in Ukraine in the context of multiple crises: the state of war, infrastructure destruction, resource constraints, the need for 'green' post-war recovery and accelerated European integration.

The course aims to develop students' ability to:

- develop business models that simultaneously create economic value, reduce environmental impact and promote social justice;
- assess and manage risks (environmental, social, regulatory, reputational, supply chain) in an unstable environment;

- adapt sustainable business solutions to the realities of limited resources and post-crisis recovery;
- use modern modelling tools (Sustainable Business Model Canvas, ESG analysis tools, etc.) for practical design and testing of sustainable business ideas.

Thus, the discipline 'Sustainable Business Models' is not only a response to the educational needs of the time, but also a tool for training specialists capable of creating and scaling business solutions that contribute to the sustainable development of Ukraine in conditions of prolonged crisis and transformational transition.

The process of creating the discipline 'Sustainable Business Models' took place in the mode of inter-university cooperation with the participation of representatives of all partner universities of the TransLearnN project.

The working group met regularly online to discuss the following topics:

- the overall concept and philosophy of the course,
- the logic behind the deployment of modules and their interrelationships,
- the formulation of expected learning outcomes,
- the selection of the most effective teaching and assessment methods.

During the online meetings, a structural and logical framework and sequence of modules were formulated, key didactic principles (competence-based, practice-oriented, transformational approaches) were agreed upon, a balance between theoretical blocks,



case studies, project work, and tools for modelling sustainable business ideas was determined, and the foundation for adapting the materials for implementation in the educational process of Ukrainian universities was laid.



Figure 1: Online meeting of working groups

Such an open, collegial and thoroughly documented development process ensured a high level of consistency, authenticity and practical relevance of the course for all universities participating in the project.

The methodology for teaching the course ‘Sustainable Business Models’ was based on an organic combination of theoretical foundations and practice-oriented learning. The theoretical component included lectures in an online format using presentation and illustrative materials with explanations of key concepts and open discussions.

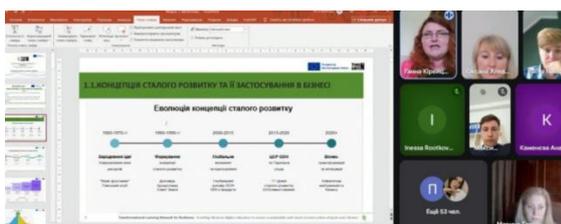


Figure 2: Conducting online lectures

The practical part of the course was delivered from 30 June to 5 July 2025 at the Ignacy Łukasiewicz Rzeszów University of Technology, Poland, during the face-to-face stage of the TransLearnN Summer School for the course C2, ‘Sustainable Business Models.’



Figure 3: Participants of the TransLearnN Summer School for the course C2 “Sustainable Business Models” (SBMod).

Practical training took place through the following active forms of work:

- seminar classes with in-depth study of topics,
- practical classes on modelling and testing business ideas,
- case studies of real companies (Ukrainian and European) that are successfully transforming their business models towards sustainability,
- group projects to develop fully-fledged sustainable business models (from an idea to a business plan and ESG assessment),
- use of specialised modelling tools (Sustainable Business Model Canvas, with an emphasis on environmental and social value),
- simulations of business scenarios in conditions of crisis, resource constraints and post-war recovery.





Figure 4: Students working in groups.



Figure 5: In-depth study of topics.

This balance of theoretical and practical methods allowed students not only to master the conceptual foundations of the circular economy, ESG principles, and sustainable entrepreneurship, but also to acquire real skills in creating, evaluating, and scaling business models that meet the challenges of modern Ukraine and global sustainable development goals.

An important element of the Summer School was the informal communication between students organised by the lecturers. This facilitated the social adaptation of the participants and helped them establish contacts with each other, which also improved communication during discussions about start-ups.

An interesting element of communication and interaction between students and teaching staff was the round table discussion proposed by Yuliia Nikitchenko on the impressions, positive aspects and suggestions expressed by students after completing the course.



Figure 6: Informal communication between students through role-playing games

The course was placed on the TransLearnN platform in the section 'Sustainable Development in Learning, Teaching and Research' and was also made available on the Ukrainian-German Digital Teaching Network (DTN) platform, ensuring that the materials were accessible to a wide range of participants and providing support for blended and distance learning.



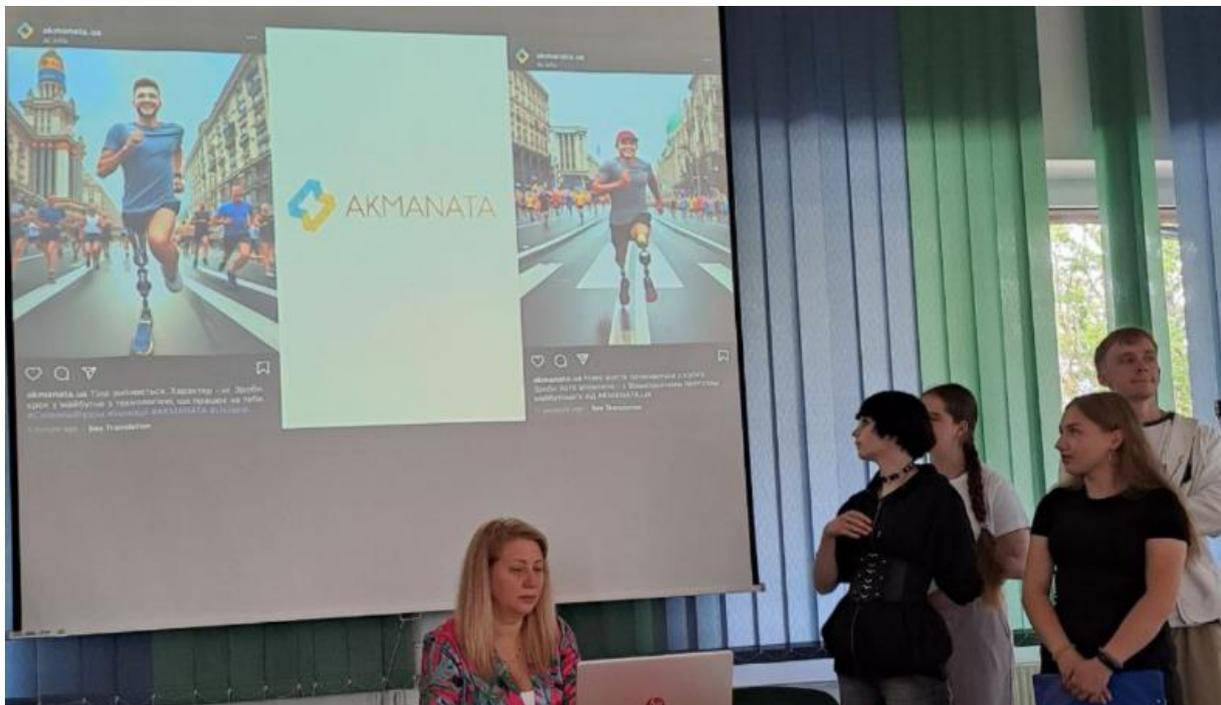


Figure 7: Final result presentations by students





Figure 8: Discussion of impressions after completing the course

Course Integration

As part of the grant project, the course has been introduced at seven Ukrainian universities in various specialities, for example:

- Kharkiv National Automobile and Highway University, the course was introduced into the educational process in the autumn semester of the 2025-2026 academic year as an elective discipline of professional training in the educational and professional programme 'Ecology and Environmental Protection' at the first bachelor's level. As a result of the selection, the discipline was chosen by 3 part-time students and 28 full-time students (<https://di2022.khadi-kh.com/course/view.php?id=6317>);
- Priazovskyi State Technical University (Dnipro) implemented a variable (elective) academic discipline, 'Sustainable Business Models,' in the first semester of the 2025-2026 academic year (https://sites.google.com/pstu.edu/fit/%D0%BA%D0%B0%D1%84%D0%B5%D0%B4%D1%80%D0%B0-%D0%BA%D0%BE%D0%BC%D0%BF%D1%8E%D1%82%D0%B5%D1%80%D0%BD%D0%B8%D1%85-%D0%BD%D0%B0%D1%83%D0%BA#h.qe8rxz1j36on_TransLearnN_-_ДБНЗ_«ПДТУ»). It

was offered as an elective course to second-cycle (master's) students of all specialities at the university. As a result, 18 students chose the course, 5 of whom were part-time students and the rest were full-time students. All students of the course are master's degree students and represent the specialities of Computer Science (CS), Biomedical Engineering (BME), Industrial and Civil Engineering (ICE) and Mechanical Engineering Equipment and Technologies (MEET) (https://drive.google.com/file/d/15i4_Wg_xAPm5Lv15kDOOZxEsyCjR8DpvA/view);

- Odesa I.I. Mechnikov National University (Odesa State Environmental University (Odesa, Ukraine), The course is implemented at the second master's level of higher education in the spring semester in the specialty 101 Ecology (<https://onu.edu.ua/uk/structure/faculty/fges/navchalni-materialy-fges>);
- Ukrainian National Forestry University (Lviv, Ukraine) The discipline is implemented into the educational process as an elective course (<https://drive.google.com/drive/folders/1LUerRQpSoYReFPp6zBhrgDcza0SERfy6>) for two educational trajectories, 'International Management' and 'Organisational Management and Administration', 2 and 4 students registered to take the course, respectively (<https://ukrdigital.hnee.de/course/view.php?id=38>);
- National Transport University (Kyiv, Ukraine) The course has been introduced at the bachelor's and master's levels of higher education. The link to the catalogue of elective disciplines: http://vstup.ntu.edu.ua/vybir-univer-mizhnarodni_proekty.pdf. The link to the course: <https://do.ntu.edu.ua/course/view.php?id=1152>;

This course was also piloted in a self-study format for students at Ukrainian universities



who were interested in its content and thematic focus.

In order to provide wider access and familiarisation with the content of the educational course, the team of Kharkiv National Automobile and Highway University developed a presentation album consisting of 335 slides covering all modules of the course and placed it in a library repository with free access:

<https://dspace.khadi.kharkov.ua/handle/123456789/26975>

With the Ukrainian-German Digital Teaching Network (DTN) platform, there's cross-project

collaboration, the course 'Sustainable Business Models' is open to a wide audience and can be used for informal education in Ukrainian universities, especially considering the 22 universities that were involved in the Ukrainian-German Digital Teaching Network project and the 7 Ukrainian universities that participated in the TransLearnN project. In addition, since the course is available on the platform, it has become accessible to a wider circle of educators. The course is available in open mode and can be used by any educator and any student after self-registration (<https://ukrdigital.hnee.de/course/view.php?id=38>)

4. Description of the course

This course introduces participants to the fundamentals and real-world application of sustainable development models. It explores how businesses can create economic value while addressing environmental and social issues, turning sustainable development into a key strategic advantage. In this course, you will learn how to develop, evaluate, and adapt business models that meet the requirements of the future.

Course Description

Who is this course for?

This course is ideal for:

- Students and young professionals interested in business, sustainable development or entrepreneurship.
- Practitioners working in the field of green innovation, corporate responsibility, circular economy or sustainable development.
- Anyone who wants to integrate sustainable development into business planning, strategy and operations.

Learning Goals

- What makes a business model 'sustainable' — and how to build one.
- How to apply frameworks such as Business Model Canvas and ESG integration.
- How to combine sustainable development with business efficiency, innovation, and influence.
- How to navigate complexity and secure the future of your business strategy.

Brief description of the educational component: The aim of the course is to familiarise students with the current challenges, risks and opportunities facing businesses in the context of sustainable development. Students will study frameworks, strategies and tools for transforming business practices into sustainable organisations.

Subject: theoretical and methodological foundations, methodological provisions of scientific directions for the development of strategies and tools for transforming business models into sustainable organisations at the current stage of development.



The main objectives of studying this discipline are:

- substantiation and presentation of the main theoretical and methodological foundations for the implementation of sustainable development principles in business practices;
- studying the origin and genesis of sustainable development principles, building communications with internal and external stakeholders;
- developing the ability to assess the prerequisites for implementing sustainable development principles in a business model.

Competencies

- Ability to adapt and act in new situations.
- Ability to communicate with representatives of other professional groups at various levels (with experts from other fields of knowledge/types of economic activity).
- Ability to conduct research at the appropriate level.
- Ability to work in a team.
- Ability to participate in the management of environmental protection activities and/or environmental projects.

Learning outcomes

- Knowledge of ways to transform from a 'business as usual' model to a sustainable development model.
- Ability to assess the prerequisites for implementing sustainable development principles in business processes and evaluate the sustainability of an organisation's business model.
- Ability to develop a sustainable development strategy for an organisation, from formulating ideas to communicating with various interest groups in different organisational contexts. Building communication with internal and external stakeholders.

- Ability to design solutions and develop plans for sustainable business actions and initiatives.

Teaching methods: lectures; practical group classes; problem-solving classes; consultations.

Current and interim assessment: oral and written tests, quizzes, consultations to discuss the results of current and interim assessment.

Teaching methods

- verbal: traditional: lectures, explanations, etc.;
- visual: illustrations, demonstrations;
- practical: practical classes;

Thematic plan of lectures

- Fundamentals of sustainable business models
- Circular economy and business
- ESG implementation: integrating sustainable development principles into business strategies
- Visualisation of multidimensional data
- Environmental innovation and business planning
- Financial aspects of sustainable business models
- Sustainable business reporting and communication
- Corporate climate responsibility

Thematic plan for practical classes

- Diagnostics of business models (modules 1-2)
- Assessment of the reliability and transparency of ESG reporting (modules 3-4)
- Designing an ESG-oriented start-up (module 5)
- Financial plan for sustainable innovation (module 6)
- Crowdfunding campaign for climate eco-innovation (modules 7-8).

The course is located on the TransLearnN platform in the section Sustainable Development in Learning, Teaching and



2) СТАЛІ БІЗНЕС-МОДЕЛІ

Цей курс знайомить учасників з основами та реальним застосуванням моделей сталого розвитку. Ви дослідите, як бізнес може створювати економічну цінність, одночасно вирішуючи екологічні та соціальні проблеми, перетворюючи сталий розвиток на ключову стратегічну перевагу. У цьому курсі ви дізнаєтеся, як розробляти, оцінювати та адаптувати бізнес-моделі, що відповідають вимогам майбутнього.

✓ Для кого цей курс?

Цей курс ідеально підходить для:

- Студентів та молодих фахівців, які цікавляться бізнесом, сталим розвитком або підприємництвом.
- Практиків, що працюють у сфері зелених інновацій, корпоративної відповідальності, циркулярної економіки або сталого розвитку.
- Усіх, хто хоче інтегрувати сталий розвиток у бізнес-планування, стратегію та операції.

✓ Чого ви навчитеся?

- Що робить бізнес-модель «сталою» — і як її побудувати.
- Як застосовувати такі фреймворки, як Business Model Canvas та інтеграція ESG.
- Як пов'язати сталий розвиток з бізнес-ефективністю, інноваціями та впливом.
- Як орієнтуватися в складності та забезпечувати майбутнє своєї бізнес-стратегії.

📄 Сертифікат

Учасники, які завершать усі модулі, зроблять внесок у групові завдання та проведуть підсумкову командну презентацію, отримають Сертифікат про завершення. Також обов'язковим є проходження рефлексивного опитування після курсу.

www.ukrdigital.hnee.de

Figure 9: The course “Sustainable Business Models” placed on the TransLearnN platform

Research (<https://ukrainian-oss.com/translearnn/>).

Access to the course via the platform **Ukrainian-German Digital Teaching Network** (<https://ukrdigital.hnee.de/>)

SUSTAINABLE BUSINESS MODELS 🔒 ➔



TransLearnN

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Викладач: [Tetiana LEVYTSKA](#)
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Figure 10: The course “Sustainable Business Models” on the Ukrainian-German Digital Teaching Network platform

This course is also available on the platforms and websites of each of the Ukrainian partner universities.

The course has been introduced into the educational process as an elective discipline at each of the Ukrainian partner universities at

various levels of study, such as I (bachelor's) and II (master's) levels of education.

Participants who successfully complete all modules, contribute to group assignments, and deliver a final team presentation will receive a Certificate of Completion. It is also mandatory to complete a reflective survey after completing the course.

Survey form and results

The survey form was presented in a test format using open-ended questions. A total of 9 questions were asked and 39 responses were received, namely:

1. How were you involved in the course?
2. How satisfied are you with the knowledge and skills that you acquired and developed during the course?
3. Please describe 2 examples of knowledge or skills that you acquired during the course and how you acquired them or how you will use them.
4. How relevant and necessary do you find the knowledge and skills that you acquired and developed during the course for the post-war restoration and reconstruction in Ukraine?



5. Please give 2 examples of knowledge or skills that you acquired that you find most relevant for the reconstruction process of Ukraine.
6. The course development is not yet finished and improvements or updates are of course always possible and important. Which topics or discussions were you missing and would you suggest to include in the course?
7. Which formats of teaching and learning did you experience during the course?
8. Which formats of teaching and learning did you find most useful?
9. How could the overall structure and the formats of the course be improved? Would you suggest more of some formats and maybe less of others? Do you have ideas for any other formats that were not yet used in the course? Please elaborate!

Here are some examples of the feedback received:

“It would be interesting to see examples of successful sustainable business models from different sectors, as well as practical tools for implementing these models in enterprises of various sizes. This would help to better understand how enterprises can not only reduce their negative impact on the environment, but also create additional value for society and owners”

“I don't have any specific suggestions. Perhaps when Ukrainian businesses begin to engage more actively in sustainable development and achieve positive results, it will be worth providing a little more explanation with examples of how they achieved these results. However, this is a long-term suggestion, as such development is ongoing and should be more fruitful in the future”

“It would be very useful to add more practical tasks and exercises that would help to better consolidate the theoretical material and apply it in practice. This would help course participants not only to understand the information, but also to use it confidently in

their work. In addition, it would be interesting to include interactive games or team exercises in the lessons so that participants could get together in groups, discuss tasks and compete with each other. This approach would create a spirit of competition and help participants to better absorb the material through lively communication and practical exercises”

“All the topics covered in the course are fine! I don't have any suggestions for new topics at the moment! I don't have any ideas for changes to the course yet!”

“It would be useful to include more practical examples of post-war reconstruction from other countries (e.g. Germany or Bosnia and Herzegovina), as well as topics related to the psychological recovery of communities and social cohesion. In addition, it would be appropriate to pay more attention to the digital transformation of municipalities and the use of modern technologies in reconstruction”

“The overall structure of the course was effective, but I would suggest including more interactive practical tasks and real-life case studies related to post-war reconstruction. Group work and joint discussions were very useful and could be used even more, especially in mixed international teams. On the other hand, some online tests seemed a little too theoretical — they could be shortened or made more practical. In terms of new formats, I would recommend adding simulation-based workshops or role-playing games to better understand the decision-making process in complex recovery situations. In addition, more field components or virtual site visits could significantly improve practical learning”

“Including more interactive discussions or examples from colleagues' practice can also enrich the learning experience and help apply concepts in different contexts. In addition, more local or small business cases can make the course more relevant to solving real problems in developing or recovering regions”

“I want to learn more about the practical implementation of green technologies and



their economic efficiency. It would also be better to pay more attention to post-conflict environmental restoration, which is relevant for Ukraine”

“I suggest adding virtual simulations with 3D models to improve understanding of the material through interactive visualisation”

“The course was well structured and varied in terms of teaching formats. However, I would suggest including more real-life case studies and simulations, particularly focused on post-war reconstruction and sustainable development in Ukraine. This would help to link theory with practical application. In addition, interactive workshops where students can work with mentors or experts to develop solutions can be very interesting and useful. Although the

lectures and videos were informative, increasing the number of practical assignments and collaborative projects would make the learning process even more effective. Finally, adding a final project or mini-assignment on implementation at the end of the course could help reinforce knowledge and see how it can be applied in real-life situations”

“The course is very informative, but it would be useful to include more practical examples of implementing sustainable business models in real Ukrainian companies. I also felt that there was not enough coverage of topics such as financing green projects and access to investment for small and medium-sized businesses. It would be great to look at more tools for measuring ESG impact and ways to integrate them into reporting.”



Figure 11: Participants of the Summer School



5. Course Development

Working group

The course development working group includes representatives from all partner universities:

- Pronina Olha, Tetiana Levytska State Higher Education Institution «Pryazovskyi State Technical University» (Mariupol, Ukraine)
- Nataliia Kriuchkova, Odesa Mechnikov National University (Odesa State Environmental University (Odesa, Ukraine)
- Alpatova Oksana, Kireitseva Hanna, Zhytomyr Polytechnic State University (Zhytomyr, Ukraine)
- Barun Maryna, Kharkiv National Automobile and Highway University (Kharkiv, Ukraine)
- Kharchenko Anna, National Transport University (Kyiv, Ukraine)
- Nikitchenko Yuliia, Eberswalde University for Sustainable Development (Eberswalde, Germany)
- Maksymets Olena, Ukrainian National Forestry University (Lviv, Ukraine)

The working group met regularly online every three weeks starting in September 2024. The developers discussed the course format, the structure of the teaching materials, presentation materials, topics, structural and logical framework, and all current issues that arose during the development process. They also discussed the methodological content that had already been created and its logical presentation.

Course development process

The development of the course began at the “Train the Trainers” training session held from 24 June 2024 to 28 June 2024 in Rzeszow-Bezmiechowa, Poland.

During online meetings and discussions, responsible persons were determined, requirements for methodological support of

the course, the syllabus form, the format of lecture and presentation materials, practical work, and the number of test questions for each module were established and posted on Google Drive (the number of test questions for each module, and these working materials were uploaded to Google Drive (https://drive.google.com/drive/u/0/folders/1Oz5je25sr15KDzh_J-jOJStUunmtmT0h) for free access by all educators. Subsequently, when implemented in the educational process of each Ukrainian university, these materials were used to form course resources and uploaded to university platforms.

Proposals for the structure and content of the course "Sustainable business models (SBMod)"/Пропозиції щодо структури та змісту курсу "Sustainable business models (SBMod)		
Модуль 1: Основні етапи бізнес-моделей	Зhytomyr Polytechnic State University (Zhytomyr, Ukraine)	https://docs.google.com/...
1.1 Концепція сталого розвитку та її застосування в бізнесі	Зhytomyr Polytechnic State University (Zhytomyr, Ukraine)	https://docs.google.com/...
1.2 Типи та характеристики сталих бізнес-моделей	Зhytomyr Polytechnic State University (Zhytomyr, Ukraine)	https://docs.google.com/...
1.3 Розуміння та функціональні аспекти сталих бізнес-моделей	Зhytomyr Polytechnic State University (Zhytomyr, Ukraine)	https://docs.google.com/...
1.4 Інтеграція сталих бізнес-моделей у стратегію компанії	Зhytomyr Polytechnic State University (Zhytomyr, Ukraine)	https://docs.google.com/...
Модуль 2: Циркулярна економіка та бізнес	Odesa J.I. Mechnikov National University (Odesa State Environmental University (Odesa, Ukraine)	https://docs.google.com/...
2.1 Основні характеристики економіки	Odesa J.I. Mechnikov National University (Odesa State Environmental University (Odesa, Ukraine)	https://docs.google.com/...
2.2 Циркулярні бізнес-моделі та їх впровадження	Odesa J.I. Mechnikov National University (Odesa State Environmental University (Odesa, Ukraine)	https://docs.google.com/...
2.3 (Циркулярні бізнес-моделі в умовах повільної економіки	Odesa J.I. Mechnikov National University (Odesa State Environmental University (Odesa, Ukraine)	https://docs.google.com/...
2.4 Принципи управління циркулярних бізнес-моделей	Odesa J.I. Mechnikov National University (Odesa State Environmental University (Odesa, Ukraine)	https://docs.google.com/...

Figure 12: Topics covered in the course modules for determining responsible parties

The first stage of the pilot course took place online from 16 June 2025 to 20 June 2025, where all interested applicants could familiarise themselves with lecture materials from leading experts at Ukrainian universities during daily classes.



Figure 13: Delivering lectures in online format

A total of 108 participants are registered for the course on the Ukrainian-German Digital Teaching Network platform (<https://ukrdigital.hnee.de/>), including 9 lecturers from Ukrainian universities, the heads of work package 4, Nataliia Vnukova and Angela Dichte, and 97 students.



As of now, 80 people out of all registered for the course have been awarded the certificate.

The second stage of piloting the course was the Summer School at the Ignacy Łukasiewicz

Rzeszów University of Technology, Poland, from 30 June to 5 July 2025, which was attended by a limited number of students and lecturers (11 lecturers and 13 students).



Figure 14: Educators of the Course with certificates



Figure 15: Students - Participants of the Summer School



5. Conclusions and Recommendations

In order to improve the quality and refine the course, a meeting and discussion with non-academic experts was held online on 15 July 2025.

The non-academic experts for the course 'Sustainable Business Models' were:

- **Vasyl Nagaychuk**, the Head of the Department of Advanced Training of

Specialists, State Enterprise "National Institute for Infrastructure Development", Candidate of Technical Sciences (PhD Engineering)

- **Tetyana Bozhko**, the Head of the Regional Water Resources Office in Kharkiv region
- **Mykola Kogut**, President of Association of Woodworkers and Lumber Processors of Lviv Region, NGO

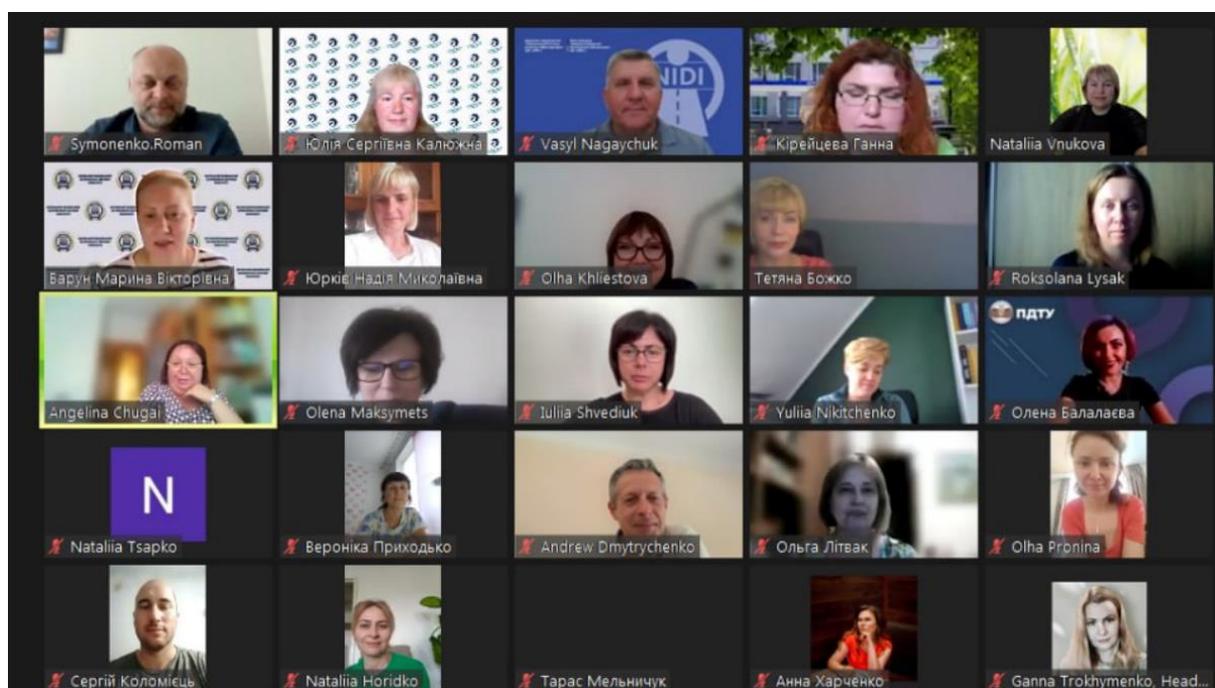


Figure 16: Online meeting with non-academic experts

Table 1: Recommendations given by the group of experts

<p>Vasyl Nagaychuk</p>	<p>Practical work 1 - Business model analysis (Module 1-2): Participants should be provided with the Business Canvas programme in digital form to ensure ease of use, feedback and further use in presentations and teamwork.</p> <p>Recommendation for practical work 3: It would be useful to provide a real-life case study of risk assessment for sustainable business models, particularly in the context of developing an ESG-oriented start-up. This would help higher education students better understand the importance of risk management processes. Effective management of these risks not only minimises potential threats but also strengthens the start-up's value proposition by demonstrating its commitment to sustainability principles both externally and internally. This is crucial to the success of an ESG-oriented business model.</p>
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	<p>Recommendation for Module 4. Visualisation of multidimensional data. The material should be presented in a more concentrated form for a deeper understanding. In practical work, tasks 4 and 5 should be merged by reducing the task.</p>
Tetyana Bozhko	<p>Recommendation for Module 8: Although international case studies (Patagonia, Google, IKEA) demonstrate a high level of maturity in climate strategies, it would be advisable to supplement Module 8 with 1–2 examples of Ukrainian companies or initiatives that are implementing elements of corporate climate responsibility or adapting to new regulatory requirements, in particular the CBAM mechanism or the European Green Deal, in order to enhance the local relevance of the material.</p> <p>Recommendation for Module 3: Most of the examples given in the presentation demonstrate the implementation of ESG at the level of large transnational companies, which might create a sense of unattainability for representatives of small and medium-sized businesses (SMEs). To increase the practical value of Module 3, it would be advisable to include a simulated case study of ESG integration into the activities of a small business, such as a coffee shop, local manufacturer or IT start-up. It is worth briefly showing what a basic ESG plan for such companies might look like, as well as outlining the typical barriers faced by small and medium-sized businesses (lack of resources, knowledge, personnel) and possible ways to overcome them. This approach will make the content of the lecture more relevant to the Ukrainian economic context and facilitate practical comprehension of the material.</p>

All suggestions and recommendations were taken into consideration when developing courses at every Ukrainian university.

The development, implementation and pilot testing of the ‘Sustainable Business Models’ discipline as part of the Erasmus+ TransLearnN project has become a successful example of international inter-university cooperation aimed at strengthening the capability of Ukrainian higher education to respond to the challenges of post-war recovery and transition to sustainable development.

Main conclusions

The course proves to be highly relevant and practically valuable in the context of modern needs for training specialists capable of integrating the principles of sustainable development, circular economy, and ESG criteria into business practice. The pilot implementation (online stage + summer school at the Rzeszów University of Technology, 30

June – 5 July 2025) confirmed the effectiveness of the chosen methodology — a combination of theoretical analysis, case studies of real companies, group project work and the use of modelling tools (in particular, the Sustainable Business Model Canvas).

Participants (students, educators, international experts) acquired specific competencies:

- understanding of ways to transform from a linear ‘business as usual’ model to sustainable business models;
- ability to assess the prerequisites and risks of implementing sustainability principles in organisations;
- the ability to design comprehensive sustainable development strategies — from idea to communication with stakeholders;
- skills in designing ESG-oriented solutions, financial planning for green innovations,



and crowdfunding campaigns for climate initiatives.

Participant feedback (39 responses to a reflective survey) and expert evaluation (including a meeting with non-academic experts on 15 July 2025) confirmed the strengths of the course: interdisciplinarity, practical focus, international context, and relevance to Ukraine's post-war recovery. At the same time, constructive suggestions for further improvement were made.

The course has been successfully integrated into the digital educational environment: it is available on the TransLearnN and Ukrainian-German Digital Teaching Network platforms (open access after self-registration), as well as on the resources of partner universities. This has made it possible to use the course as an elective at bachelor's and master's levels, as well as for informal education.

Recommendations for further development and scaling

1. Strengthening the practical component

- to increase the number of real-life cases of Ukrainian companies and initiatives that implement sustainable models in wartime and post-war recovery conditions;
- to add more examples of small and medium-sized businesses (coffee shops, local producers, IT start-ups), demonstrating realistic ways to overcome barriers for small and medium-sized businesses;
- to expand the use of digital tools (digital Business Model Canvas templates, simulations, virtual 3D visualisations, role-playing games, seminars with mentors).

2. Enriching the content

- to include examples of post-war recovery from other countries (Germany, Bosnia and Herzegovina, etc.) with an emphasis on social cohesion, psychological recovery of communities, and digital transformation of municipalities;
- to supplement the modules with topics on financing green projects, access to

investment, the economic efficiency of green technologies, and measuring ESG impact.

- to add local cases of adaptation to the European Green Deal.

3. Optimisation of formats

- to increase the proportion of interactive elements (team discussions, simulations, field/virtual visits, final mini-projects);
- to reduce excessive theoretical online tests in favour of applied tasks;
- to preserve and further develop the informal component (role-playing games, round tables, discussion of impressions) as an important factor in social adaptation and network interaction.

4. Scaling

- to continue open access to the course for all interested universities and educators in Ukraine;
- to promote the integration of the discipline into curricula as a compulsory or elective component at various levels of higher education.
- to develop inter-project cooperation (in particular with the Ukrainian-German Digital Teaching Network) to disseminate the course among partner universities.

The development and implementation of the 'Sustainable Business Models' course within *TransLearnN* confirms that transformational learning can be a powerful tool for training a new generation of specialists capable not only of rebuilding what has been destroyed, but also of building a sustainable, inclusive and 'green' economy in Ukraine in conditions of prolonged uncertainty and European integration. Further improvement of the course, taking into account the feedback and recommendations received, will maximise its impact on the higher education system and the real sector of the economy.



Let's build a resilient and sustainable future together!



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