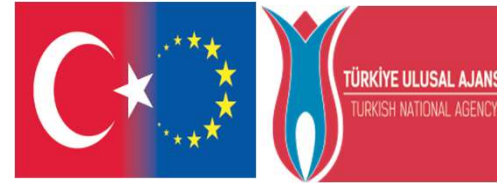




Pädagogische Hochschule Freiburg

Université des Sciences de l'Éducation · University of Education



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CirThink

Embedding Circular Economy Thinking in HEIs Through University and Industry Partnerships

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A definition for circular economy

- The “transition to a circular economy” entails a reduced demand for natural resources and the materials that are derived from them (McCarthy et al., 2018)
- Three main mechanisms for reduction of demand: (European Commission)
 - Creating material loops
 - Slowing down material flows
 - Narrowing material flows



Stakeholder Engagement Analysis

Description of the participants:

	University + Projects	Industrie + Politics	Total
England	19	13	32
Germany	9	2	11
Turkey	15	13	28
Denmark	10	5	15
Spain	10	17	27
Italy	25	5	30
Total	88	55	143



Barriers

to the implementation of the circular economy

- Lack of individual and organizational awareness/understanding of circular economy goals and practices (e.g., focus on circular economy in the context of waste reduction/management)
- Lack of a policy framework to implement circular economy practices
- High transaction costs for the implementation of circular economy practices
- Evaluation of tender offers for goods and services based on price
- Incentive distortion due to circular economy practices
- Organizational integration of circular economy for "greenwashing" purposes
- Small size of circular economy organizations and the scale of demand from businesses



Possibilities to the implementation of the circular economy

- Finding a unified definition of the circular economy and disseminating it through workshops and policy publications.
- Establishment of a political strategy regarding the circular economy
- Awarding prizes related to the circular economy
- Hiring staff to develop and implement circular economy practices in companies
- Efforts by companies to establish business partnerships with circular economy organizations
- Developing a joint, flexible network for companies, policy makers and universities
- Developing a curriculum to address the concept of circular economy for higher education institutions



Workshop: A general Higher Education CE-Curriculum

- Overall:
 - What competencies/learning objectives must a general HE CE-Curriculum include?
- Horizontal:
 - How/can these have a transdisciplinary form?
 - Is there a need for a differentiation, e.g. between natural sciences and social sciences – and who would get what?
 - Are there conceptual differences: materials, flows, waste, regulations, incentives ...
- Vertical:
 - Are there cognitive, topical or other general basic elements: distinction between linear/circular, product/material flow, ...
 - Has horizontal differentiation on introductory level to achieve at least some learning with limited learning time resources ...



Thank you very much

for your attention and your contributions!



If you have any further questions or concerns, we look forward to receiving your Email at:
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