



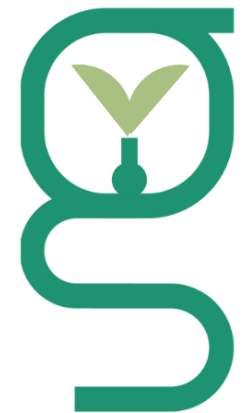
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Project presentation and introduction to the teaching activity

Teaching Activity 1

Trento, October 25, 2023



Our goal



GENERAL OBJECTIVE

To develop an open and interactive sustainability accounting online learning environment, **the Sustainability Accounting Learning Platform for a Green Economy**, to promote the integration of this topic into the business and accounting curricula in the European Higher Education Area and support the green transition of the EU economy

Operational objective 1

To produce **high-quality and structured learning materials & resources** on sustainability accounting

Operational objective 2

To implement the learning materials & resources in an **open and interactive online learning platform**

Operational objective 3

To foster the **use of the learning platform** in accounting graduate programs and professional training

The Partnership



UNIVERSIDAD
DE BURGOS



UNIVERSITÀ
DI TRENTO



Partners



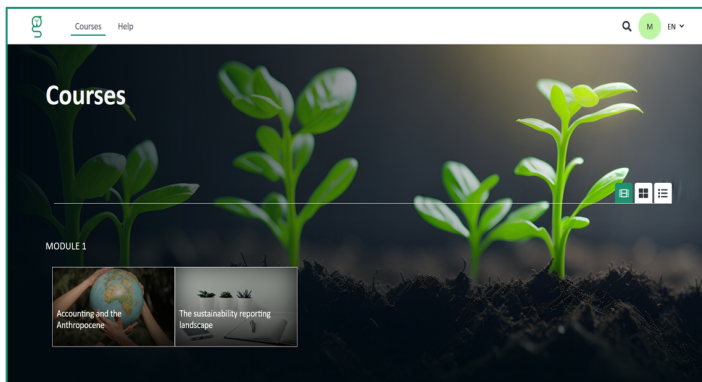
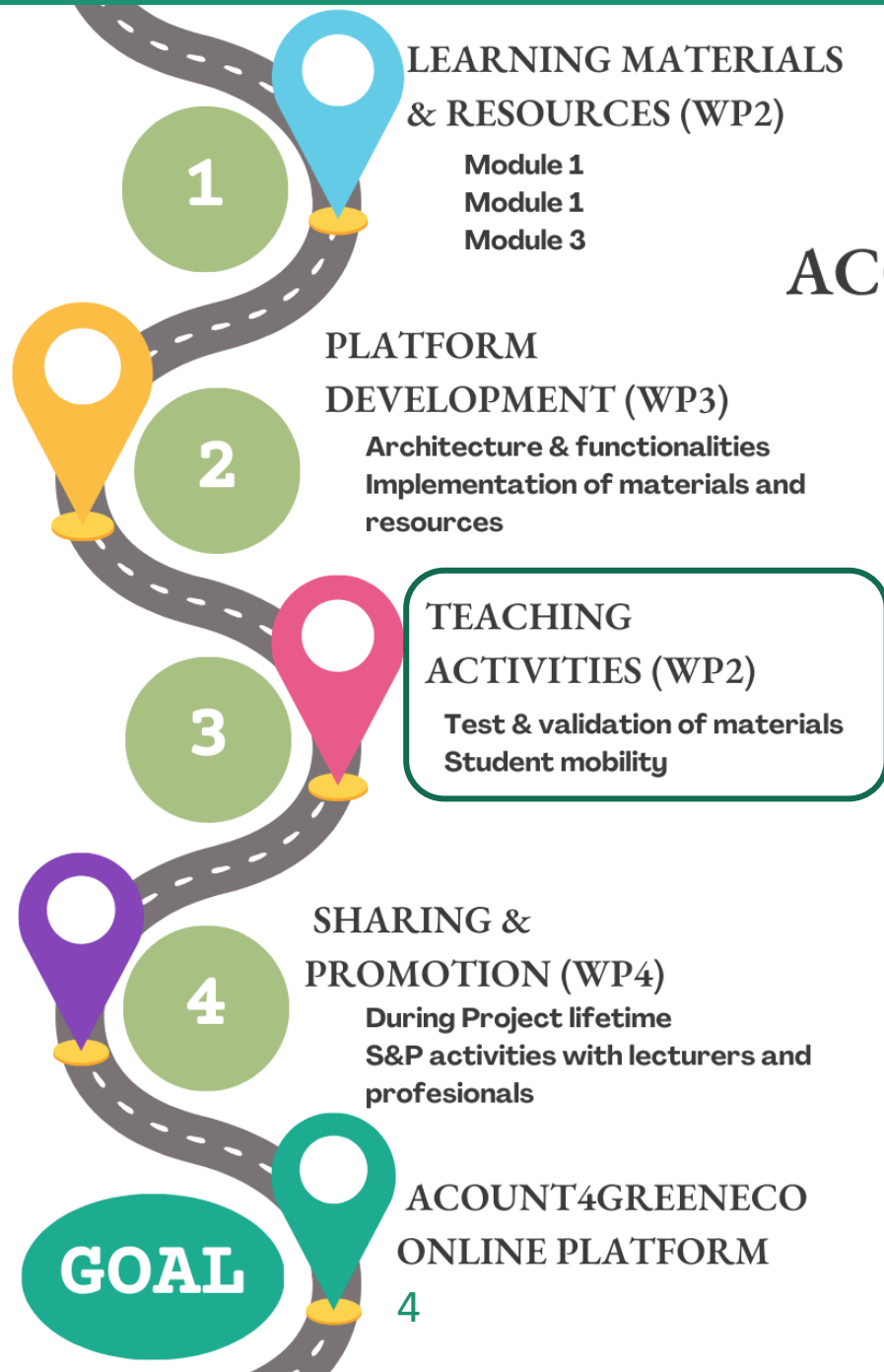
Associated partner



Our plan



ACCOUNT4GREENECO ROADMAP



The course structure

Module 1 Sustainability accounting in the 21 st century	Module 2 Sustainability accounting production	Module 3 Sustainability management accounting
Leading partner: UBU Supporting partner: MBS Feedback: Leuphana Delivered for implementation: Jul 23	Leading partner: UniTrento Supporting partner: MBS Feedback: UBU Delivered for implementation: May 24	Leading partner: Leuphana Supporting partner: Feedback: UniTrento Delivered for implementation: Mar 25
TA1: Trento (UniTrento, Oct 23)	TA2: Lüneburg (Leuphana, Sep 24)	TA3: Burgos (UBU, Jul 25)
Teaching activities		
U1.1. Accounting and the Anthropocene U1.2. The sustainability reporting landscape	U2.1. Sustainability accounting regulation U2.2. Sustainability reporting assurance	U3.1. Fundamentals of sustainability management accounting U3.2. Internal control for sustainability information



Goal of the teaching activities

For the project:

- To **validate** the resources and materials integrated into the online platform
- Gather students during the platform's development to test it and ensure its **usability and quality**

For the students:

- Develop knowledge on **sustainability accounting**
- Expose yourself to an alternative **form of (digital) learning**
- Interact in an **international environment**

The course structure

Year 1	Year 2	Year 3
Module 1	Module 2	Module 3
<p>Sustainability accounting in the 21st century</p> <p>Leading partner: UBU Supporting partner: MBS Feedback: Leuphana Delivered for implementation: Jul 23 TA1: Trento (UniTrento, Oct 23)</p>	<p>Sustainability accounting production</p> <p>Leading partner: UniTrento Supporting partner: MBS Feedback: UBU Delivered for implementation: May 24 TA1: Lüneburg (Leuphana, Sep 24)</p>	<p>Sustainability management accounting</p> <p>Leading partner: Leuphana Supporting partner: Feedback: UniTrento Delivered for implementation: Mar 25 TA1: Burgos (UBU, Jul 25)</p>
<p>U1.1. Accounting and the Anthropocene</p> <p>U1.2. The sustainability reporting landscape</p>	<p>U2.1. Sustainability accounting regulation</p> <p>U2.2. Sustainability reporting assurance</p>	<p>U3.1. Fundamentals of sustainability management accounting</p> <p>U3.2. Internal control for sustainability information.</p>
<p>Teaching activity 1</p>		



Teaching Activity 1: University of Trento



Teaching Activity 1: University of Trento

Oct 24, Tue	Oct 25, Wed	Oct 26, Thu	Oct 27, Fri
<p>Morning/afternoon Travel to Trento</p> <p>7pm – 8pm Welcome reception</p>	<p>9 am-10 am Project presentation and introduction of TA1</p> <p>10 am-1 pm Unit 1.1. Accounting and the Anthropocene</p> <p>1 pm-2.15 pm Lunch</p> <p>2.30 pm-3.30 pm Seminar C. Larrinaga: Accounting and the Anthropocene</p> <p>4 pm-6 pm Museo Diocesano</p> <p>7.30 pm Dinner</p>	<p>9 am-10 am Seminar S. Schaltegger: sustainability accounting and reporting from a multi-level perspective</p> <p>10.15 am-1.15 pm Unit 1.2. The sustainability reporting landscape</p> <p>1.15 pm-2.30 pm Lunch</p> <p>2.45 pm-4 pm Seminar L. Parker: Writing research</p> <p>4 pm-4.30pm Student’s feedback</p> <p>4.30pm-5 pm Closing session</p> <p>7.30pm Farewell dinner</p>	<p>Travel back</p>



Teaching Activity 1: University of Trento

- **24 selected students**

- Six students from each university (Leuphana, MBS, UBU, UniTrento)
- Prior knowledge of/interest in (sustainability) accounting
- English skills

The floor is yours!

Some important information

- **Documentation**

- Attendance list per session
- Data protection document

- **Certificate of attendance**

- Attend all sessions
- Provide feedback by filling in the questionnaires in the specific session


- **Continue testing the platform after the session**

- The platform will be available for use during the next 10 days!



Teaching Activity 1: University of Trento

Oct 24, Tue	Oct 25, Wed	Oct 26, Thu	Oct 27, Fri
<p>Morning/afternoon Travel to Trento</p> <p>7pm – 8pm Welcome reception</p>	<p>9 am-10 am Project presentation and introduction of TA1</p> <p>10 am-1 pm Unit 1.1. Accounting and the Anthropocene</p> <p>1 pm-2.15 pm Lunch</p> <p>2.30 pm-3.30 pm Seminar C. Larrinaga: Accounting and the Anthropocene</p> <p>4 pm-6 pm Museo Diocesano</p> <p>7.30 pm Dinner</p>	<p>9 am-10 am Seminar S. Schaltegger: sustainability accounting and reporting from a multi-level perspective</p> <p>10.15 am-1.15 pm Unit 1.2. The sustainability reporting landscape</p> <p>1.15 pm-2.30 pm Lunch</p> <p>2.45 pm-4 pm Seminar L. Parker: Writing research</p> <p>4 pm-4.30pm Student's feedback</p> <p>4.30pm-5 pm Closing session</p> <p>7.30pm Farewell dinner</p>	<p>Travel back</p>

A C C O  N T
4 reen Eco



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Unit 1.1. Accounting and the Anthropocene

Teaching Activity 1

Trento, October 25, 2023



The course structure

Module 1 Sustainability accounting in the 21 st century	Module 2 Sustainability accounting production	Module 3 Sustainability management accounting
<p>Leading partner: UBU Supporting partner: MBS Feedback: Leuphana Delivered for implementation: Jul 23 TA1: Trento (UniTrento, Oct 23)</p>	<p>Leading partner: UniTrento Supporting partner: MBS Feedback: UBU Delivered for implementation: May 24 TA1: Lüneburg (Leuphana, Sep 24)</p>	<p>Leading partner: Leuphana Supporting partner: Feedback: UniTrento Delivered for implementation: Mar 25 TA1: Burgos (UBU, Jul 25)</p>
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Teaching activity 1



Course materials – online platform

1. Sustainability reporting as a corporate practice

1.1. Defining sustainability reporting

The emergence of sustainability reporting

Traditionally, companies have produced financial statements to provide information on their financial performance to their shareholder and investors. This practice reflects what is considered the common and widespread conception of accounting as financial accounting. However, the growing **societal concern for the impacts of corporations on the environment and society** has increased the pressure on them to report also on how they are managing and mitigating those environmental and social impacts (Gray, 2006). This situation recognizes that firms, and organizations in general, should be held accountable not only to their providers of financial capital, but also to those stakeholders to which they relate (Gray et al., 1996).

As a consequence of this recognition, some organizations have published reports covering aspects about their social and environmental impacts for almost five decades. However, the **form and content of these reports have evolved significantly** during this period. In the 1970s, firms published social reports that provided information around how they managed certain social issues. The practice changed into environmental reports at the end of the 1980s and beginning of the 1990s driven by the dramatic environmental disasters that happened around this time (such as the 1984 Bhopal disaster in India, or the 1989 Exxon Valdez spill in Alaska), which increased society's spotlight on environmental impacts. Since the late 1990s and beginnings of the 2000s, corporate reports have broadened their coverage to inform about the social, environmental and economic impacts of business (the understanding of the economy in these reports goes beyond financial performance, as they consider how companies broadly affect the economies in which they operate, for instance by creating jobs, paying taxes, or supporting infrastructure development). This form of reporting is the most common nowadays and it is usually known as sustainability reporting.

Sustainability reporting refers to the practice of producing reports that explain how organizations manage their social, environmental and economic dimensions of their businesses by informing about their priorities, policies and actions, as well as the impacts, both positive and negative, of their operations in those areas.

The main outcome of sustainability reporting is known as **sustainability report**. Yet, other labels may also be used to refer to these reports, such as corporate social responsibility report, CSR report, corporate citizenship report, non-financial report, among others. Usually, these are stand-alone reports that are published independently from the financial statements and accounts, although it is very common that both documents refer to the same reporting period (Tregidga & Laine, 2021). Regulation is driving such a greater alignment between sustainability and financial reporting. The

different sustainability reporting regulatory pieces that are being enacted worldwide, especially in Europe are promoting the role of sustainability reporting to be considered as of similar importance to financial reporting. Furthermore, regulation is also recognizing the interconnectivity between both reporting pillars. The requirements of regulation, which will be detailed in Module 2, are in some cases even mandating that the sustainability report should be provided as an element of annual reports.

Video about definition of sustainability reporting, anticipating purpose (see file XXXX.docx)

The purpose of sustainability reporting

Usually, sustainability reporting has been understood as a tool through which organizations are made accountable to their stakeholders for their impacts (Tregidga & Laine, 2021). However, the increasing awareness of financial capital providers about the potential effect of sustainability on firms' financial performance has determined other objectives that sustainability reporting may support. Therefore, broadly speaking, sustainability reporting may serve **three main purposes**: accountability, valuation, and stewardship (Cooper & Michelon, 2022).

Purposes of sustainability reporting

- From an **accountability perspective**, sustainability reporting aims to provide an organization's stakeholders with information that allows them to assess how it manages the social and environmental impacts that its business generates (Gray et al., 1997).
- From a **valuation perspective**, sustainability reporting aims to provide financial capital providers – namely, shareholders and investors – with information that allows them to evaluate their investments' future value.
- From a **stewardship perspective**, sustainability reporting aims to provide financial capital providers with information that allows them to assess the use of the capital they provided to the organization.

The three different purposes ascribe different **levels of organizational responsibility**. The accountability perspective conceives organizational responsibility broadly. An organization is not only expected to be responsible to those stakeholder providing financial capital, but also all to all of them that suffers from the impacts that its activity creates. Therefore, this approach recognizes that organizations relate to a variety of stakeholders, with different views and needs, that must be acknowledged and consider in the production of sustainability reports.

Purpose activity (see file XXXX.docx)



Course materials – online platform

The sustainability reporting landscape

☆☆☆☆☆ 0.0

This unit focuses on sustainability reporting as the main sustainability accounting practice nowadays to understand:

- What **sustainability reporting** is and the main features characterizing its current state.
- The importance of **materiality** in determining the coverage of sustainability reporting.
- The role of **sustainability reporting frameworks** in helping organisations produce their sustainability reports.

Comenzar ▶ 0 opiniones ⓘ 0 min ⌚

📘 Información General 📄 Contenido 💬 Opiniones

Sustainability reporting as corporate practice ▼

✓ Defining sustainability reporting	Activity: What is the purpose of sustainability reporting?	✓ Boundaries in sustainability reporting	✓ The state of sustainability reporting	🔒 Activity: What do you know about the state of sustainability reporting?
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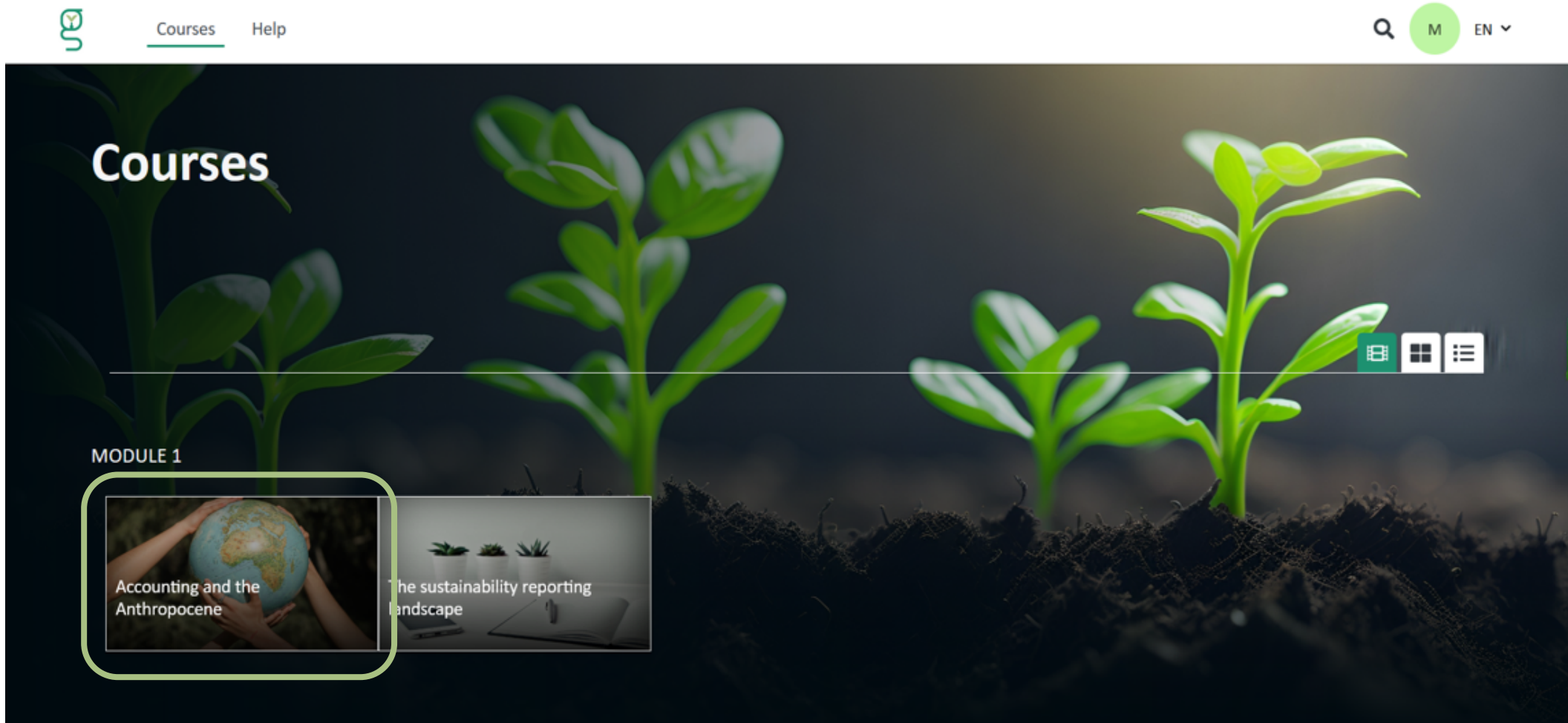
Online platform

Registration:

- Open your browser and visit: <https://pre-a4ge.gestionetdev.com>
- Push the "Sign up" button.
- Fill in the form and push the "Send" button.
- You will receive an email called "Activate account" (check Spam folder if you don't see it). Open the "Activate account" link inside that email and push the "Activate account" button on the browser.



Online learning platform



Online learning platform

The screenshot shows a course page on an online learning platform. At the top, there is a navigation bar with a logo on the left, the words 'Courses' and 'Help' in the center, and a search icon, a green circle with the letter 'N', and 'EN' with a dropdown arrow on the right. The main content area features a large background image of hands holding a globe. The course title 'Accounting and the Anthropocene' is prominently displayed in white text. Below the title is a star rating of 0.0. A descriptive paragraph states: 'This unit focuses on introducing key concepts and processes to understand the role of accounting in the current planetary context:'. This is followed by a bulleted list: '• The **Anthropocene** and why it relates to human activity.', '• The role of **accounting in recent history** to understand how this technique has contributed to driving the Anthropocene.', and '• **Alternative and novel concepts** and ideas that help inform changes in the role of accounting to support sustainability.'. Below the list are buttons for 'Start ▶', '0 opinions', and '0 min'. A navigation bar at the bottom of the main content area includes 'General Information' (highlighted with a green box), 'Content', and 'Opinions', along with icons for video, grid, and list views. A dropdown menu is open, showing 'Accounting and the emergence of the Anthropocene'. Below this is a carousel of five content items: 'Early modern accounting systems', 'Activity: Do you understand how early modern accounting appeared?', 'Accounting and Imperialism', '✓ Activity: Can you connect accounting and Imperialism?' (highlighted in green), and 'Industrial Revolution and its accounting dimension'.

Logo

Courses Help

Q N EN

Accounting and the Anthropocene

☆☆☆☆ 0.0

This unit focuses on introducing key concepts and processes to understand the role of accounting in the current planetary context:

- The **Anthropocene** and why it relates to human activity.
- The role of **accounting in recent history** to understand how this technique has contributed to driving the Anthropocene.
- **Alternative and novel concepts** and ideas that help inform changes in the role of accounting to support sustainability.

Start ▶ 0 opinions 0 min

General Information Content Opinions

Accounting and the emergence of the Anthropocene

Early modern accounting systems

Activity: Do you understand how early modern accounting appeared?

Accounting and Imperialism

✓ Activity: Can you connect accounting and Imperialism?

Industrial Revolution and its accounting dimension



Accounting and the Anthropocene

⌚ -- minutos de duración

Introduction

This unit defines the key concepts and processes that have motivated the emergence of sustainability accounting turn in the 21st century. If you are one of those who think that accounting can change the way we live, this is your course.

Unit 1.1 starts by defining the **Anthropocene**. This word means much more than climate change. Summers are more prolonged and dryer. Also, mosquitoes and wasps are disappearing. Scientists are worried about this. We live in an ecosystem, and *the flutter of a butterfly's wings can trigger a tornado on the other side of the world*. The human actions embedded in the economic system and our forms of organising are one of the main, if not the most relevant, drivers of sustainability problems.

This interaction between human actions and ecological problems points to **the social dimension of anthropogenic problems**, as it is impossible to separate the environmental from the social. The economisation of nature could only be possible through society's economisation. Both realities were built together, and if we want to face one of them, Humanity must take them into consideration jointly as both sides of a coin. This unit will provide some historical notions to understand how, after the Industrial Revolution, and specifically after the "Great Acceleration", **social inequality became conjoint with natural exploitation**.

Accounting is not a neutral technique. It is (and has been) different from the natural form of understanding and managing business. It is a social construction that is constitutive of society itself and of the way we perceive (and act on) reality. It is part of our social and cultural heritage and has contributed, in some ways, to the current planetary crisis we are facing. However, for the same reason, it could be a helpful tool to change the dramatic social and ecological situation we currently live in.

Intended learning outcomes and competences

At the end of this unit, you will be able to:

- Understand the implications of human economic activity in the environment on a planetary scale.
- Classify the different phases in the evolution of the relationship between human (economic) behaviour and the environment.
- Appreciate the historical roots of social and environmental problems in the Anthropocene.
- Identify the role of accounting in constructing past and present relationships between humanity and its environment.
- Reflect on other economic rationalities and the role of accounting in their enactment.
- Describe the current initiatives and concepts that can help change the role of accounting to a more sustainable path.

List of acronyms



Online learning platform

The screenshot displays an online learning platform interface. At the top, a navigation menu is visible with the following items: "Choose an option", "A new geological epoch: the Anthropocene", "✓ Accounting and the emergence of the Anthropocene" (highlighted in blue), "Navigating back to a safe operating space for Humanity", and "Unit assessment". Below the menu is a carousel of activity cards. The first card is "Early modern accounting systems" with a background image of old books. The second card is "Activity: Do you understand how early modern accounting appeared?". The third card is "Accounting and Imperialism" with a background image of old documents. The fourth card is "✓ Activity: Can you connect accounting and Imperialism?" (highlighted in green) with a background image of a globe. The fifth card is "Industrial Revolution and its accounting dimension" with a background image of a steam train. Navigation arrows are present on the left and right sides of the carousel. In the top right corner of the interface, there are icons for a video player, a window, and a menu.

Online learning platform

General Information Content Opinions



Accounting and the emergence of the Anthropocene

Early modern accounting systems

Activity: Do you understand how early modern accounting appeared?

Accounting and Imperialism

✓ Activity: Can you connect accounting and Imperialism?

Industrial Revolution and its accounting dimension



EARLY MODERN ACCOUNTING SYSTEMS

✓ Early modern accounting systems

Nature, History and Accounting

Early modern accounting systems

To understand how we got into this situation is key to consider that the Anthropocene is a consequence of the accumulation of minimal changes. The Industrial Revolution led to the upsurge of factories and other (economic) organisations, imposing a new way of understanding the connection between society and nature. Planet Earth became a machine, but it is not. Accounting had a relevant role in the rising process of factories and, more generally, in the instauration of a rationality based on efficiency, profit and the mechanical view of life. **Making the planet Earth exploitable** was one of the causes of the rise of the Anthropocene.



Some philosophers and economic thinkers proposed that the turning point of the social and economic evolution to modernity was when humanity, especially European societies, started their efforts to **dominate Nature**. Fear passes from future salvation (Theology) to now (Science). Not only society but also Nature must be safe, which implies control and domination.

Strangely enough, it was in a **warm period** when this story began. Despite modernity referring to a kind of self-improvement, it started when nature showed its kindest face. Once again, remembering the connection between Nature and Humanity is essential.

Some key aspects of European history should be analysed as a reaction to environmental factors: **Humanity and planet Earth** are linked in a **bidirectional** way.

Next ▾

EARLY MODERN ACCOUNTING SYSTEMS

✓ Early modern accounting systems

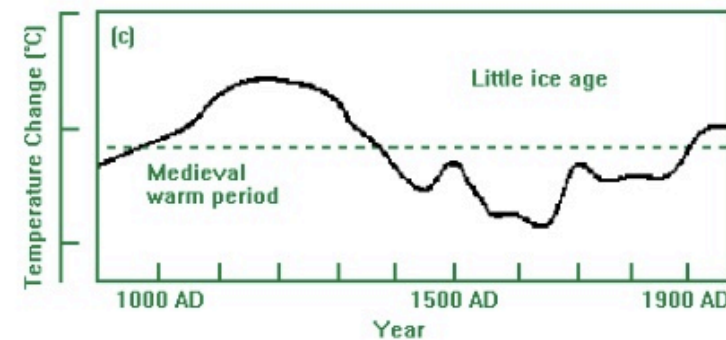
✓ Nature, History and Accounting

Nature, History and Accounting

Europe experienced in the Middle Ages a warm period that allowed a **more profitable relationship with Nature**. As far as we know, that warm period was motivated by natural dynamics. No human influence (as observable today) affected the planet's (specifically, European) climate. Nevertheless, **it did affect society**.

High temperatures promoted agricultural activity, which in turn allowed an increase in the population and, therefore, commerce and wealth. In the final Middle Ages (11th-15th centuries), despite some terrible situations, such as the black death epidemy or long wars (i.e., the Hundred Years' War), it was a period of **intensive economic growth**, supported (initially) by European resources.

Figure 8. Evolution of temperature in the last millennia.

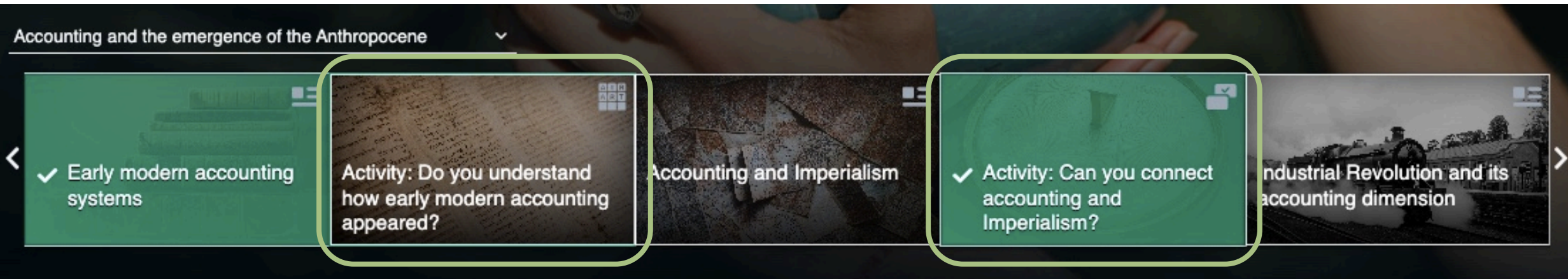


Source: Jones et al. (2007).

The first symptom of this evolution was the rupture of the regional circuits of commerce. Similarly, the states started their transition into what is known as *the Early Modern State*. Europe became the **very first global system**, reduced to itself and ego-centred, but a system nonetheless. The creation of markets on a large scale (fairs of Champagne, Lyon, North Italy, and at the end of the period, Spanish ones) demanded new instruments.

Bill of exchanges and credit solved some technical problems related to displacement, but they mainly addressed the **problem of (lack of) money**. We are not talking about the lack of precious metals, although they were equivalent terms. When American silver arrived in the 16th century, those instruments did not disappear but were perfectionated because society continued to demand more agile transactions. Many accounting methods tried to manage these quick exchanges by reinforcing reliability and trust and, eventually, creating the sense of control over business.

Online learning platform



Gamification

Online learning platform



You have to guess the hidden word in 6 tries. Each attempt must be a valid word

After each attempt the color of the boxes changes to show which letters are correct and which are also in the correct position.

START >

History ages with the last warm period before the Anthropocene

--	--	--	--	--	--

CONFIRM ✓

Q	W	E	R	T	Y	U	I	O	P
A	S	D	F	G	H	J	K	L	Ñ
Z	X	C	V	B	N	M	⌫		

Online platform

SORT LETTERS



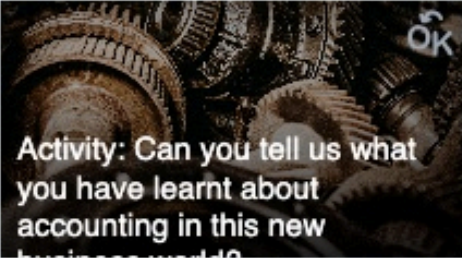
English philosophy linked to accounting changes in the 18th century.

Ecpisimirm

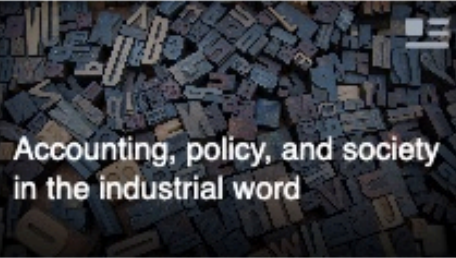
CONFIRM ✓

Online learning platform

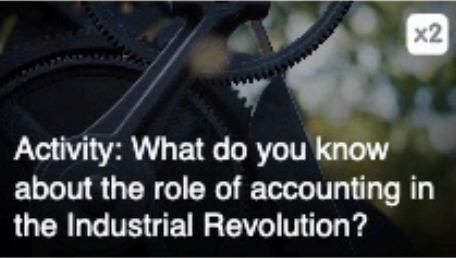
Accounting and the emergence of the Anthropocene



Activity: Can you tell us what you have learnt about accounting in this new business world?




Accounting, policy, and society in the industrial world



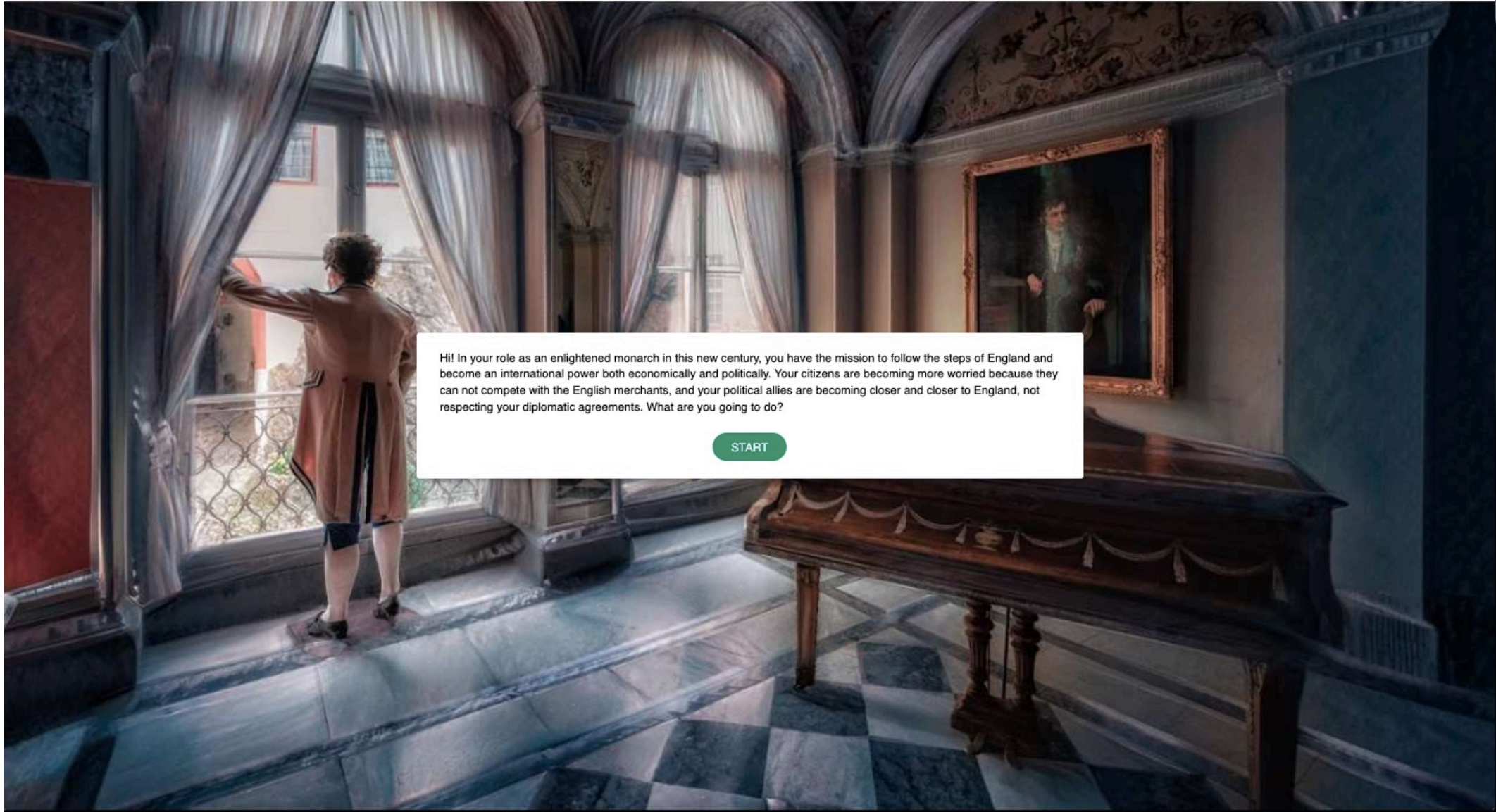
Activity: What do you know about the role of accounting in the Industrial Revolution?



Colonialism, globalization, and the role of natural resources

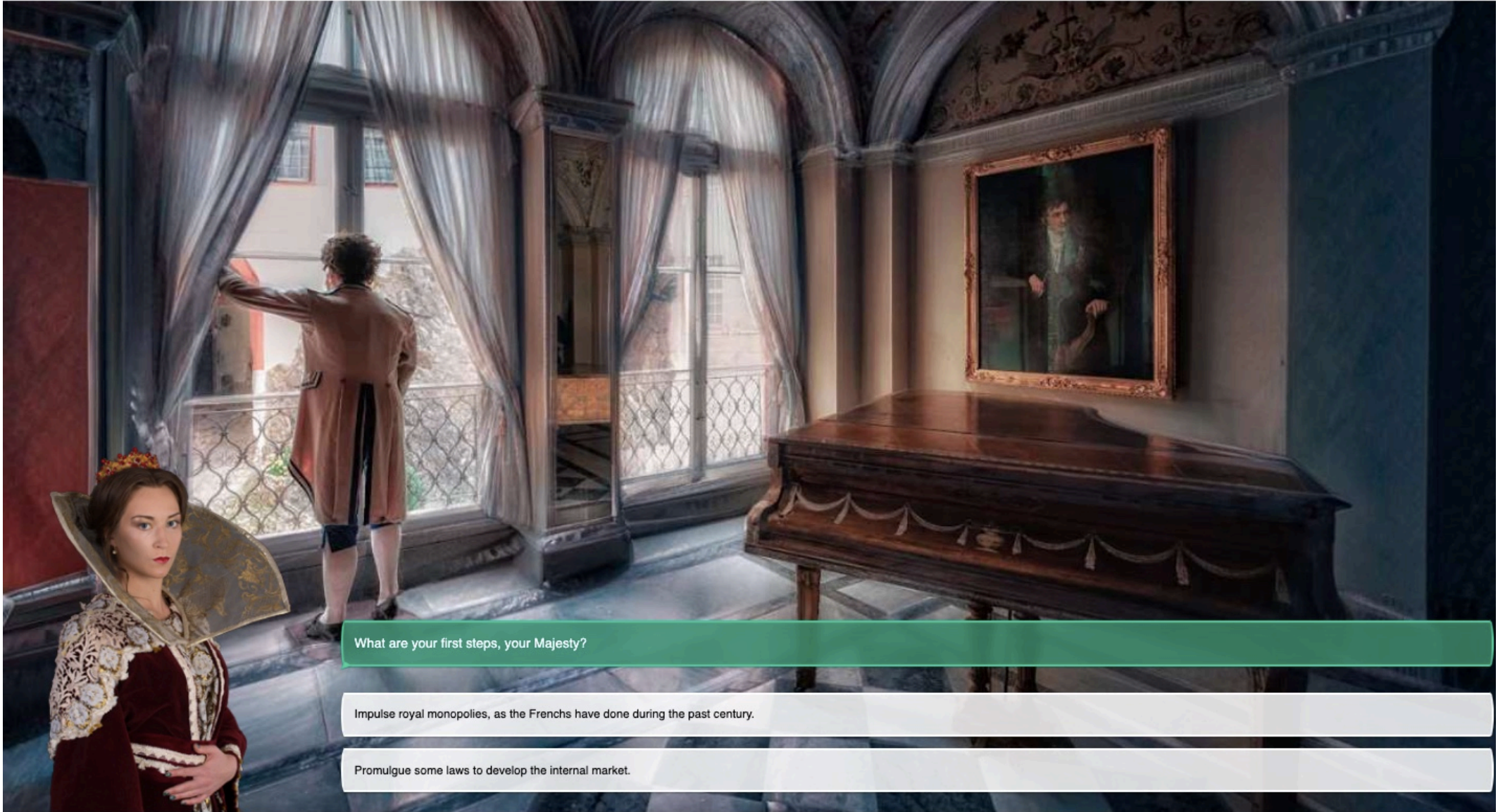


✓ Case Study: Imperialism and Industrial Revolution



Hi! In your role as an enlightened monarch in this new century, you have the mission to follow the steps of England and become an international power both economically and politically. Your citizens are becoming more worried because they can not compete with the English merchants, and your political allies are becoming closer and closer to England, not respecting your diplomatic agreements. What are you going to do?

START



What are your first steps, your Majesty?

Impulse royal monopolies, as the Frenchs have done during the past century.

Promulgue some laws to develop the internal market.

Online learning platform

The screenshot displays a user interface for an online learning platform. At the top right, there are three icons: a film strip, a window grid, and a list icon. A dropdown menu is open on the left, titled "Choose an option", with the following items: "A new geological epoch: the Anthropocene", "✓ Accounting and the emergence of the Anthropocene" (highlighted in blue), and "Navigating back to a safe operating space for Humanity". Below the menu is a "Unit assessment" section. The main content area features a horizontal carousel of activity cards with left and right navigation arrows. The cards are: "Early modern accounting systems" (with a book image), "Activity: Do you understand how early modern accounting appeared?" (with a document image), "Accounting and Imperialism" (with a document image), "✓ Activity: Can you connect accounting and Imperialism?" (highlighted in green with a document image), and "Industrial Revolution and its accounting dimension" (with a steam train image).

The current global warming period:



- A It has been common and similar in previous periods of the planet.
- B It is one of the fastest recorded in the history of the planet.
- C It is the first recorded in the history of the planet.
- D It is one of the lowest recorded in the history of the planet.

Goals of this session:

Unit 1.1. Accounting and the Anthropocene

1. Improve your knowledge of:

- What the Anthropocene is.
- The role that accounting played in contributing to socio-ecological problems in the latest centuries.
- Initiatives that can help imagine alternative forms of accounting to promote sustainability.



[Courses](#)

[Help](#)



M

EN

Courses



MODULE 1



Accounting and the
Anthropocene



The sustainability reporting
landscape



Goals of this session:

Unit 1.1. Accounting and the Anthropocene

1. A new geological epoch: the Anthropocene

Defining the Anthropocene

Scientific positions and evidence for the geological inflection

2. Accounting and the emergence of the Anthropocene

Early modern accounting systems

Industrial revolution and its accounting dimension

Colonialism, globalization, and the role of natural resources

3. Navigating back to a safe operating space for humanity

Accounting and economic growth

Planetary boundaries

Science-based targets

Degrowth

The Sustainable Development Goals

Activities and role plays



Goals of this session:

Unit 1.1. Accounting and the Anthropocene

1. Improve your knowledge of:

2. Feedback on:

- The pedagogic approach embedded in the online learning platform
- The easiness to learn
- The dynamism of the content
- The accessibility of the materials
- Most importantly: if you can learn through it!



Dynamic of the session

1. Individually **work on unit 1.1** on the platform (until 12.15 pm).
 - Feel free to ask us any questions.
 - You can talk to your peers.
 - Prepare for the feedback: comments, suggestions, errors, etc.

Dynamic of the session

1. A new geological epoch: the Anthropocene

Defining the Anthropocene

Scientific positions and evidence for the geological inflection

2. Accounting and the emergence of the Anthropocene

Early modern accounting systems

Industrial revolution and its accounting dimension

Colonialism, globalization, and the role of natural resources

3. Navigating back to a safe operating space for humanity

Accounting and economic growth

Planetary boundaries

Science-based targets

Degrowth

The Sustainable Development Goals

Activities and role plays

Continue after the TA

Dynamic of the session

1. Individually **work on unit 1.1** on the platform (until 12.15 pm).
 - Feel free to ask us any questions.
 - You can talk to your peers.
 - Prepare for the feedback: comments, suggestions, errors, etc.
2. Small **group work: What is the Anthropocene and how to face it?** (until 12.30)
 - Do you perceive we are in the Anthropocene?
 - What evidence do we have about the Anthropocene?
 - What individual and/or collective actions we can implement to mitigate Anthropocene's effects?
3. Presentation of **conclusions and debate** (3-4 minutes per group)




Dynamic of the session

Group 1		
Adam	King	Leuphana
Inna	Savchenko	Leuphana
Jade	Ligneres	MBS
Carlos	Alonso Delgado	UBU
Karen del Pilar	Chancafe Dominguez	UBU
Anna	Martinato	UniTrento

Group 3		
Elio	Llane	Leuphana
Polina	Kaliagina	Leuphana
Pinella	Nehme	MBS
Mario	Gómez Casanueva	UBU
Silvia	Prati	UniTrento
Valentina	Montrucchio	UniTrento

Group 2		
Asli	Gurbuz	Leuphana
Pauline	Alleaume	MBS
Veselin Veselinov	Valkanov	MBS
Carmen	Calzada Diez	UBU
Erika	Martini	UniTrento
Ilaria	Clementi	UniTrento

Group 4		
Divya	Tom	Leuphana
Sabah	Znassi	MBS
Jacob	Olivares Martín	UBU
Claudia	San Esteban Camarero	UBU
Valentina	Donini	UniTrento

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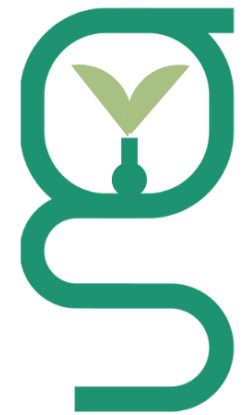
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Unit 1.2. The sustainability reporting landscape

Teaching Activity 1

Trento, October 26, 2023



The course structure

Module 1 Sustainability accounting in the 21 st century	Module 2 Sustainability accounting production	Module 3 Sustainability management accounting
<p>Leading partner: UBU Supporting partner: MBS Feedback: Leuphana Delivered for implementation: Jul 23 TA1: Trento (UniTrento, Oct 23)</p>	<p>Leading partner: UniTrento Supporting partner: MBS Feedback: UBU Delivered for implementation: May 24 TA1: Lüneburg (Leuphana, Sep 24)</p>	<p>Leading partner: Leuphana Supporting partner: Feedback: UniTrento Delivered for implementation: Mar 25 TA1: Burgos (UBU, Jul 25)</p>
<p>U1.1. Accounting and the Anthropocene</p> <p>U1.2. The sustainability reporting landscape</p>	<p>U2.1. Sustainability accounting regulation</p> <p>U2.2. Sustainability reporting assurance</p>	<p>U3.1. Fundamentals of sustainability management accounting</p> <p>U3.2. Internal control for sustainability information.</p>

Teaching activity 1



Course materials – online platform

1. Sustainability reporting as a corporate practice

1.1. Defining sustainability reporting

The emergence of sustainability reporting

Traditionally, companies have produced financial statements to provide information on their financial performance to their shareholder and investors. This practice reflects what is considered the common and widespread conception of accounting as financial accounting. However, the growing **societal concern for the impacts of corporations on the environment and society** has increased the pressure on them to report also on how they are managing and mitigating those environmental and social impacts (Gray, 2006). This situation recognizes that firms, and organizations in general, should be held accountable not only to their providers of financial capital, but also to those stakeholders to which they relate (Gray et al., 1996).

As a consequence of this recognition, some organizations have published reports covering aspects about their social and environmental impacts for almost five decades. However, the **form and content of these reports have evolved significantly** during this period. In the 1970s, firms published social reports that provided information around how they managed certain social issues. The practice changed into environmental reports at the end of the 1980s and beginning of the 1990s driven by the dramatic environmental disasters that happened around this time (such as the 1984 Bhopal disaster in India, or the 1989 Exxon Valdez spill in Alaska), which increased society's spotlight on environmental impacts. Since the late 1990s and beginnings of the 2000s, corporate reports have broadened their coverage to inform about the social, environmental and economic impacts of business (the understanding of the economy in these reports goes beyond financial performance, as they consider how companies broadly affect the economies in which they operate, for instance by creating jobs, paying taxes, or supporting infrastructure development). This form of reporting is the most common nowadays and it is usually known as sustainability reporting.

Sustainability reporting refers to the practice of producing reports that explain how organizations manage their social, environmental and economic dimensions of their businesses by informing about their priorities, policies and actions, as well as the impacts, both positive and negative, of their operations in those areas.

The main outcome of sustainability reporting is known as **sustainability report**. Yet, other labels may also be used to refer to these reports, such as corporate social responsibility report, CSR report, corporate citizenship report, non-financial report, among others. Usually, these are stand-alone reports that are published independently from the financial statements and accounts, although it is very common that both documents refer to the same reporting period (Tregidga & Laine, 2021). Regulation is driving such a greater alignment between sustainability and financial reporting. The

different sustainability reporting regulatory pieces that are being enacted worldwide, especially in Europe are promoting the role of sustainability reporting to be considered as of similar importance to financial reporting. Furthermore, regulation is also recognizing the interconnectivity between both reporting pillars. The requirements of regulation, which will be detailed in Module 2, are in some cases even mandating that the sustainability report should be provided as an element of annual reports.

Video about definition of sustainability reporting, anticipating purpose (see file XXXX.docx)

The purpose of sustainability reporting

Usually, sustainability reporting has been understood as a tool through which organizations are made accountable to their stakeholders for their impacts (Tregidga & Laine, 2021). However, the increasing awareness of financial capital providers about the potential effect of sustainability on firms' financial performance has determined other objectives that sustainability reporting may support. Therefore, broadly speaking, sustainability reporting may serve **three main purposes**: accountability, valuation, and stewardship (Cooper & Michelon, 2022).

Purposes of sustainability reporting

- From an **accountability perspective**, sustainability reporting aims to provide an organization's stakeholders with information that allows them to assess how it manages the social and environmental impacts that its business generates (Gray et al., 1997).
- From a **valuation perspective**, sustainability reporting aims to provide financial capital providers – namely, shareholders and investors – with information that allows them to evaluate their investments' future value.
- From a **stewardship perspective**, sustainability reporting aims to provide financial capital providers with information that allows them to assess the use of the capital they provided to the organization.

The three different purposes ascribe different **levels of organizational responsibility**. The accountability perspective conceives organizational responsibility broadly. An organization is not only expected to be responsible to those stakeholder providing financial capital, but also all to all of them that suffers from the impacts that its activity creates. Therefore, this approach recognizes that organizations relate to a variety of stakeholders, with different views and needs, that must be acknowledged and considered in the production of sustainability reports.

Purpose activity (see file XXXX.docx)



Course materials – online platform

DEFINING SUSTAINABILITY REPORTING

- ✓ [The emergence of sustainability reporting](#)
- ✓ [The purpose of sustainability reporting](#)

The emergence of sustainability reporting

Traditionally, companies have produced financial statements to provide information on their financial performance to their shareholders and investors. This practice reflects what is considered the most widespread conception of accounting as financial accounting. However, the growing **societal concern for the impacts of corporations on the environment and society** has increased the pressure on them to report also on how they are managing and mitigating those environmental and social impacts (Gray, 2006). This situation recognizes that firms, and organisations in general, should be held accountable not only to their providers of financial capital but also to those stakeholders to which they relate (Gray et al., 1996).



Due to this recognition, some organisations have published reports covering aspects of their social and environmental impacts for almost five decades. However, the **form and content of these reports have evolved significantly** during this period. In the 1970s, firms published social reports that provided information on how they managed certain social issues. The practice changed into environmental reports at the end of the 1980s and beginning of the 1990s driven by the dramatic environmental disasters that happened around this time (such as the 1984 Bhopal disaster in India, or the 1989 Exxon Valdez spill in Alaska), which increased society's spotlight on environmental impacts. Since the late 1990s and the beginning of the 2000s, corporate reports have broadened their coverage to inform about the social, environmental, and economic impacts of business (the understanding of the economy in these reports goes beyond financial performance, as they consider how companies broadly affect the economies in which they operate, for instance by creating jobs, paying taxes, or supporting infrastructure development). This form of reporting is the most common nowadays and is usually known as sustainability reporting.

Sustainability reporting refers to the practice of producing reports that explain how organisations manage the social, environmental, and economic dimensions of their businesses by informing about their priorities, policies, and actions, as well as the impacts, both positive and negative, of their operations in those areas.

The main outcome of sustainability reporting is known as **sustainability report**. However, other labels may also be used to refer to these reports, such as corporate social responsibility report, CSR report, corporate citizenship report, non-financial report, among others. Usually, these are stand-alone reports that are published independently from the financial statements and accounts, although it is usual that both documents refer to the same reporting period (Tregidga & Laine, 2021). Although sustainability reporting emerged as a voluntary practice, the recent regulatory focus on this phenomenon is promoting a greater alignment between sustainability and financial reporting. The different regulations enacted worldwide, especially in Europe, are promoting the role of sustainability reporting to be considered as of equal importance to financial reporting. Furthermore, regulation is also recognizing the interconnectivity between both reporting pillars. The regulatory requirements, which will be detailly covered in Module 2, are in some cases even mandating that the sustainability report should be provided as an element of annual reports.



Goals of this session:

Unit 1.2. The sustainability reporting landscape

1. Improve your knowledge of:

- What sustainability reporting is.
- The concept of materiality as a fundamental element in sustainability reporting.
- Main sustainability reporting frameworks and standards that exists.



[Courses](#)

[Help](#)



M

EN

Courses



MODULE 1



Accounting and the
Anthropocene



The sustainability reporting
landscape



Goals of this session:

Unit 1.2. The sustainability reporting landscape

1. Sustainability reporting as corporate practice

Defining sustainability reporting

The state of sustainability reporting

2. Materiality in sustainability reporting

The concept of materiality

The materiality assessment process

Activities and role plays

3. Frameworks for producing sustainability reports

The Landscape of sustainability reporting framework

The Global Reporting Initiative

The International Sustainability Standards Board

The Sustainability Accounting Standards Board

The Integrated Reporting Framework

The Task Force On Climate-related Financial Disclosures

The Sustainable Development Goals Disclosure Recommendations



Goals of this session:

Unit 1.2. The sustainability reporting landscape

1. Improve your knowledge of:

2. Feedback on:

- The pedagogic approach embedded in the online learning platform
- The easiness to learn
- The dynamism of the content
- The accessibility of the materials
- Most importantly: if you can learn through it!



Dynamic of the session:

1. Individually **work on unit 1.2** on the platform (until 12.30 pm).
 - Feel free to ask us any questions.
 - You can talk to your peers.
 - Prepare for the feedback: comments, suggestions, errors, etc.

Dynamic of the session:

1. Sustainability reporting as corporate practice

Defining sustainability reporting

The state of sustainability reporting

2. Materiality in sustainability reporting

The concept of materiality

The materiality assessment process

Activities and role plays

Continue after the TA

3. Frameworks for producing sustainability reports

The Landscape of sustainability reporting framework

The Global Reporting Initiative

The International Sustainability Standards Board

The Sustainability Accounting Standards Board

The Integrated Reporting Framework

The Task Force On Climate-related Financial Disclosures

The Sustainable Development Goals Disclosure Recommendations



Dynamic of the session

1. Individually **work on unit 1.2** on the platform (until 12.15 pm).
 - Feel free to ask us any questions.
 - You can talk to your peers.
 - Prepare for the feedback: comments, suggestions, errors, etc.
2. Small **group work**: **What materiality perspective makes more sense to you?** (until 12.45)
 - Each group will be assigned a specific materiality perspective
 - Each group should build a case of why that perspective is more reasonable for a firm to apply, vs the alternative perspective.
3. Debate to argue and counterargue (4-3 minutes per group)



Dynamic of the session

- To which audience is each materiality perspective aiming to inform?
- That are the implications of that perspective?
- What is the representation of the “reality” that each perspective creates?
- In which way do you think that the information produced under each perspective is characterized?
- Is there a particular ideology behind each perspective?



Dynamic of the session

Group 1 – Impact materiality

Jade	Lignerres	MBS
Jacob	Olivares Martín	UBU
Carmen	Calzada Diez	UBU
Valentina	Montrucchio	UniTrento
Anna	Martinato	UniTrento
Elio	Llane	Leuphana

Group 3 – Impact materiality

Polina	Kaliagina	Leuphana
Karen del Pilar	Chancafe Dominguez	UBU
Veselin Veselinov	Valkanov	MBS
Pinella	Nehme	MBS
Ilaria	Clementi	UniTrento
Mario	Gómez Casanueva	UBU

Group 2 – Financial materiality

Inna	Savchenko	Leuphana
Sabah	Znassi	MBS
Divya	Tom	Leuphana
Carlos	Alonso Delgado	UBU
Erika	Martini	UniTrento
Silvia	Prati	UniTrento

Group 4 – Financial materiality

Claudia	San Esteban Camarero	UBU
Pauline	Alleaume	MBS
Adam	King	Leuphana
Valentina	Donini	UniTrento
Asli	Gurbuz	Leuphana

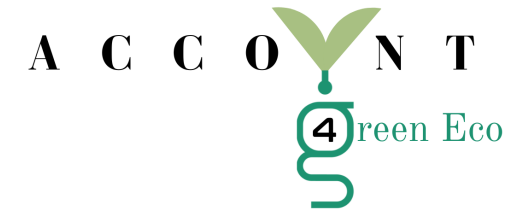
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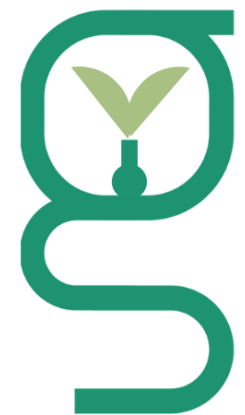
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Students' feedback

Teaching Activity 1

Trento, October 26, 2023



Use of the online learning platform

The screenshot displays the 'Courses' page of an online learning platform. The header includes a logo on the left, navigation links for 'Courses' and 'Help', a search icon, a user profile icon labeled 'M', and a language dropdown menu set to 'EN'. The main content area features a large background image of three green seedlings growing out of dark soil. The word 'Courses' is prominently displayed in white text on the left side. Below this, the text 'MODULE 1' is visible. Two course thumbnails are shown: the first is titled 'Accounting and the Anthropocene' and features an image of hands holding a globe; the second is titled 'The sustainability reporting landscape' and features an image of three small potted plants on a desk.

Goal of the teaching activities

For the project:

- To **validate** the resources and materials integrated into the online platform
- Gather students during the platform's development to test it and ensure its **usability and quality**.

For the students:

- Develop knowledge on **sustainability accounting**
- Expose yourself (perhaps) to an alternative **form of (digital) learning**
- Share experience in an **international environment**

We want your feedback

Online platform assessment - Teaching Activity 1



Account4GreenEco Teaching Activity 1

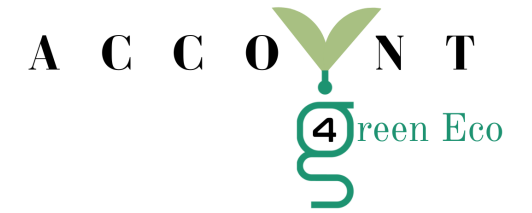


Send your notes: account4greeneco@ubu.es

merci
graciñas
eskerrik asko
gracias
danke
grazie



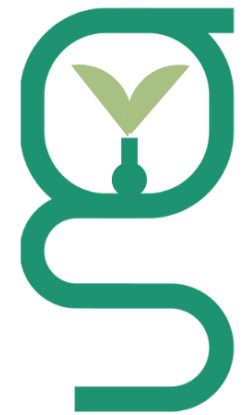
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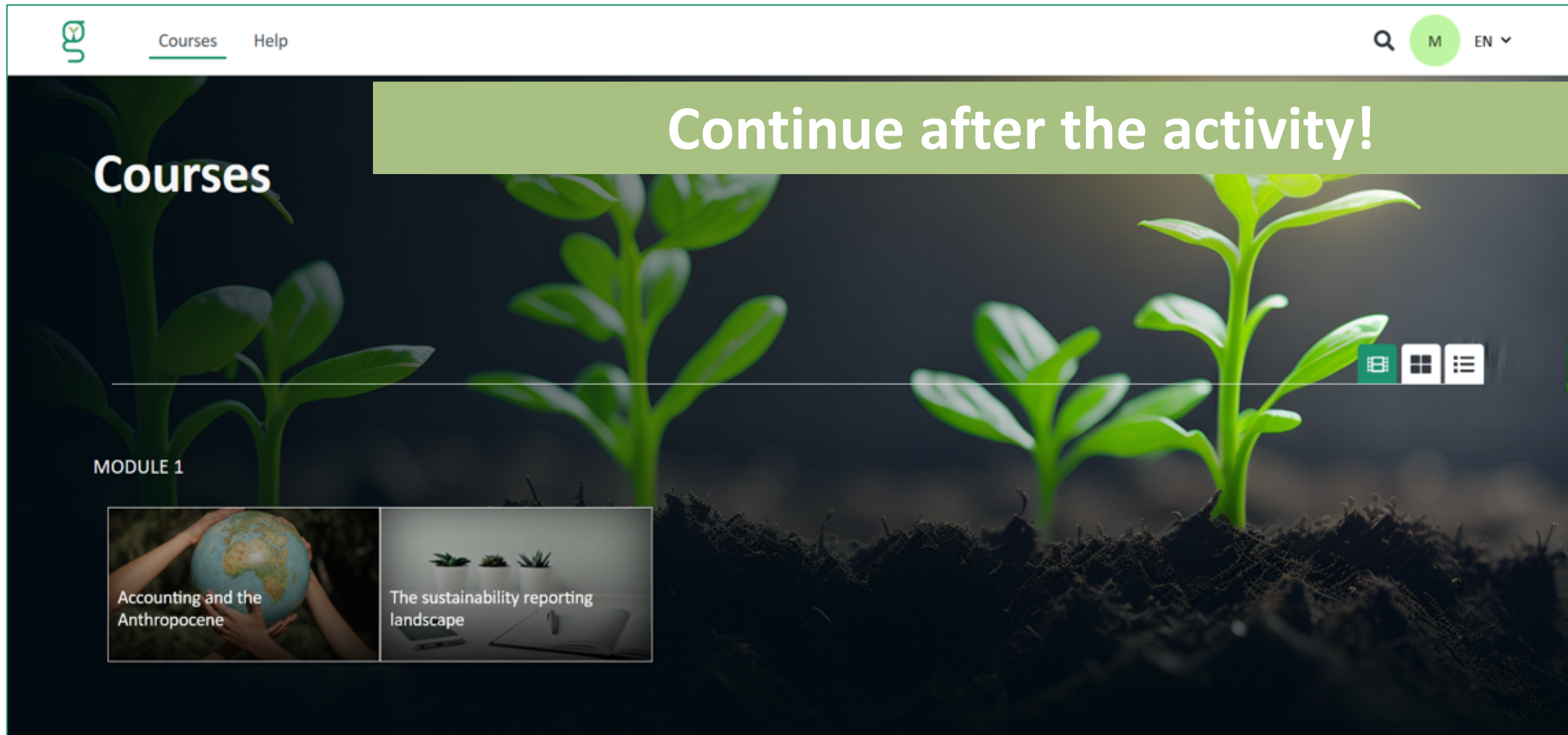
Closing session

Teaching Activity 1

Trento, October 26, 2023



Use of the online learning platform



The screenshot shows a web interface for an online learning platform. At the top left is a logo with a stylized 'Y' and 'S'. To its right are the links 'Courses' and 'Help'. On the top right, there is a search icon, a green circle with the letter 'M', and a language dropdown menu showing 'EN'. A large green banner with the text 'Continue after the activity!' is overlaid on the right side of the page. The main content area has a dark background with a green plant growing from soil. The word 'Courses' is written in large white text on the left. Below it, 'MODULE 1' is displayed. Two course thumbnails are shown: 'Accounting and the Anthropocene' (featuring a globe) and 'The sustainability reporting landscape' (featuring potted plants and a laptop). On the right side of the main content area, there are three small icons: a film strip, a window, and a list.

Certificates of attendance

Requirements

- Attend all sessions
- Provide feedback by filling in the questionnaires in the specific session

Reception

- Email with which you register for the activity.
- Next Monday morning.

Many thanks

UniTrento team:

- Michele, Ericka and Caterina
- Supporting staff

Rest of the partners:

- Academic partners: Selection of students and development of content
- Gestionet: design and implementation of the online platform

To all of you!

- Montpellier Business School
- University of Burgos
- University of Leuphana
- University of Trento

merci
graciñas
eskerrik asko
gracias
danke
grazie

Moving to the next phase

“Living” course under development

Module 1	Module 2	Module 3
Sustainability accounting in the 21st century	Sustainability accounting production	Sustainability management accounting
<p>Leading partner: UBU Supporting partner: MBS Feedback: Leuphana Delivered for implementation: Jul 23 TA1: Trento (UniTrento, Oct 23)</p>	<p>Leading partner: UniTrento Supporting partner: MBS Feedback: UBU Delivered for implementation: May 24 TA2: Lüneburg (Leuphana, Sep 24)</p>	<p>Leading partner: Leuphana Supporting partner: Feedback: UniTrento Delivered for implementation: Mar 25 TA3: Burgos (UBU, Jul 25)</p>
<p>U1.2. The sustainability reporting landscape</p>	<p>U2.1. Sustainability accounting regulation</p> <p>U2.2. Sustainability reporting assurance</p>	<p>U3.1. Fundamentals of sustainability management accounting</p> <p>U3.2. Internal control for sustainability information.</p>

Integrate your feedback!

Further updates

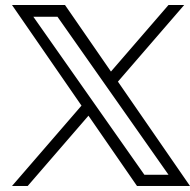


Dissemination

CSEAR Education Community of Practice

- April 25, 2024, 4 p.m. (zoom)
- View of students
- account4greeneco@ubu.es, before November 30, 2023.



Keep updated on the project development



@a4ge_EU



@Account4GreenEco project

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