

Sustainability through Workshops: A Case Study of People's Campus

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Abstract

Sustainability is one, but not the only issue that has been identified as the major problem the world faces today. Nevertheless, business education in the poorest countries like Nepal often neglects sustainability topics and therefore cannot be considered effective. The present research uses People's Campus in Kathmandu as a case study to find out

if experiential workshops can be of great help in the case of teaching sustainable business practices. The study maps out the workshops in terms of content, delivery, engagement, learning outcomes, and logistics, it then assesses the effectiveness of each workshop through a descriptive survey method and a standardized questionnaire with a 5-point Likert scale. The author analyzed the quantitative data from participant comments by working with mean score evaluations and frequency distributions. The findings reveal that the workshops incredibly empowered the participants with great tools for sustainable business planning and also the communication of the relevant information. The tools received a rating more than 75% of the participants as beneficial and everyone considered the material to be appropriate. However, a lot of the ratings were implicit, reflecting that the areas of participation, facilitator communication, and session measurement are the ones where more attention should be given. A few people requested more detailed and personalized content but on the whole, the learning effects were very satisfactory and 68% of the participants stated they had become more confident. The logistics were rated the highest among the different aspects, for instance, the venue and the materials. The study confirms the role of experiential, active learning in business education and additionally contributes to the very limited literature on sustainability education in South Asia. It also presents the very useful recommendations for workshop design improvement, such as more efficient logistics, better interaction tactics, and flexible content delivery. The outcome of the research portrays the use of workshops as a large-scale method of incorporating sustainability into business education in Nepal and similar environments.

Keywords: *experiential learning, nepalese higher education, sustainable business education, pedagogy, workshop effectiveness*

Introduction

Although sustainability is currently the most important and pressing global issue, business education still does not necessarily cover it, notably in underdeveloped countries such as Nepal. Sustainable business practices are becoming increasingly crucial as Nepal experiences acute environmental problems such as deforestation, poor waste management, and climate vulnerability (Adhikari & Shah, 2021; Gupta & Shiwakoti, 2024). However, Nepal's conventional business school mostly concentrates on the profit model and does not consider social and environmental responsibilities, thus producing graduates who are not equipped with

the necessary skills for dealing with sustainability issues in the workplace (Shrestha, 2023; Gupta & Shiwakoti, 2024).

The paper investigates the impact of sustainability workshops to raise awareness among students and turn them into consumers with a sustainable business mindset at People's Campus, Tribhuvan University's partner institution.

MacVugh and Norton (2012) also talked about the active learning, notably through problem-based learning, as a way to address the challenges of including education for sustainability in the curriculum of business degree programs. The authors share their higher education experience applying such methods and draw on two years of combined action research and reflection. As per the outcome, active learning not only lessens the dependence on possibly unprepared instructors but also facilitates student autonomy and critical engagement with sustainability through its promoting nature.. Additionally, it gives students the capacity to understand sustainability in a variety of contexts, including conventional business frameworks.

Kolb, Frohlich, and Schmidpeter (2017) investigated how business schools' instructional programs might help achieve the Sustainable Development Goals (SDGs). Through action research and keyword analysis, the paper examines extracurricular, co-curricular, and curriculum-related activities associated with teaching sustainable management using a case study of a German business school. The report offers a conceptual paradigm for coordinating business education with the SDGs and describes useful implementation strategies. Its conclusions offer policy implications for frameworks like PRME as well as suggestions for other institutions looking to include sustainability into their programs

According to Hoveskog et al. (2018), business schools are using cutting-edge pedagogies that combine social and environmental goals in response to the rising needs of society for sustainability. In order to encourage undergraduate students to develop business models for a Swedish biogas cooperative, this article describes an experiential workshop that uses service-learning and the Flourishing Business Canvas. By taking on the roles of both problem-owner and problem-solver, students work together to create sustainable business models, fulfilling three important learning goals through independent study and real-world application. As a significant expansion of conventional Education for Sustainable Development, the study emphasizes the potential of Education for Flourishing.

A study by Landrum (2021)) examined how a Dutch university's curriculum included sustainability and the circular economy in order to provide guidance for curriculum creation at a business school in the United States. The author used a four-month ethnographic case study to identify the major success characteristics, which include teamwork, a focus on urban sustainability, a sustainability-oriented culture, legislative backing, and the implementation of Sustainable Development Goals (SDGs). Due to these realizations, the proposed course in the United States was changed from emphasizing the circular economy to a more comprehensive, multidisciplinary course on the SDGs, which is thought to be a more practical starting point for sustainability education at business schools. Although the study admits its limits due to institutional and cultural differences, it provides useful advice for overcoming opposition to the incorporation of sustainability in higher education.

Adhikari and Shrestha (2023) found that Nepalese higher education institutions (HEIs) lack effective integration of knowledge management (KM) into their structures, hindering Sustainable Development Goal (SDG)-aligned policy implementation. The researchers pointed

out the necessity of a KM cultural framework to utilize intellectual capital and shrink the knowledge-Action gap. They proposed a combination of disciplines, reforms in policies, and structures that spread across boundaries to bolster the societal function of HEIs and to enhance their performance on SDGs.

Alishibani et al. (2025) carried out a study on possible practices of agile start-up and traditional business planning methods by entrepreneurs holding more than five years of experience in the venture field. They managed to separate the entrepreneurs into three groups: "average" (the ones who use the method very inconsistently), "hybridized" (the ones who apply both techniques) and "super agile" (the ones who exclusively use agile). The authors conclude that the hybridized entrepreneurs who manage to make a good mix between rigidity and flexibility are winners in the end. The report is full of practical tips for enhancing venture sustainability and success which would be applicable for business owners, educators and legislators.

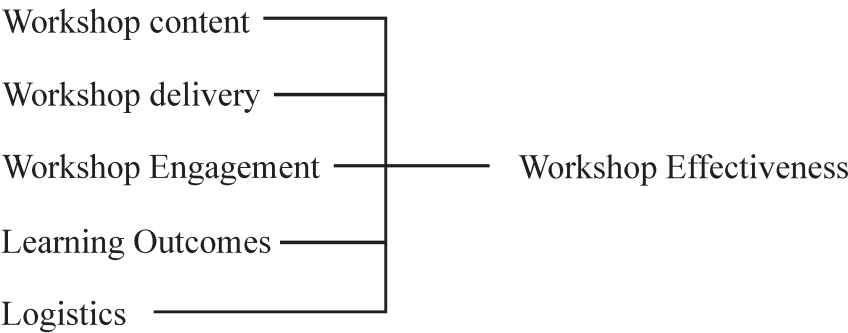
In the research of Bajracharya and colleagues (2025), a descriptive survey method was applied to evaluate the impact of the writing workshop organized by Academia International College. The research highlighted the strong participant engagement, the practical applicability of the workshop, and the considerable increase in writing confidence of the participants as the main results. The findings confirm the applicability of skill-based interventions in upgrading academic writing skills, particularly in less-researched private higher education institutions, as more than 90% of the participants surveyed declared the intervention to be worthy.

Fernandez and Albareda-Tiana (2025) presented a proposal for a curriculum that integrated sustainable living and healthy eating into teacher training for early childhood education students. The project-based learning methodology was used by the second-year students to develop and deliver nutrition programs for children. Over the three-year period of research, the experts' evaluations indicated that the participating teacher trainees had made medium-to-high progress in their sustainability competencies. The findings provide evidence for the positive impact of integrating sustainability in teacher training programs.

In line with the concepts of sustainable development, Jleekiha et al. (2025) propose a validated integrated technique for business planning among entrepreneurial ventures. It reviews in detail techniques and activities that are linked to sustainability-oriented entrepreneurship by systematically examining the main components and business planning formats. The research develops a systematic approach for the efficient use of entrepreneurship and elaborates on the business planning stages. What is most impressive is that the paper does not stay at the pure theoretical level but gives practical suggestions that are designed for a particular firm thus connecting academic theory with the real world. In a word, the paper is a major contribution to the area of study since it fuses long-established corporate planning methods with the new sustainability requirements.

Most of the studies that deal with sustainability education and are currently accessible focus on the Western contexts or theoretical frameworks, neglecting the hands-on, workshop-based approaches that are tailored to Nepal's specific difficulties. None of the research works such as MacVaugh and Norton (2012) focusing on active learning and Adhikari and Shrestha (2023) pointing out institutional weaknesses in Nepal have directly investigated how experiential workshops could sharpen sustainable business education in Nepalese business schools. The present research fills that void by evaluating the immersive sustainability workshops' impact on the People's Campus and considering Nepal's unique educational and environmental constraints.

Conceptual Framework



Objectives of the Study

The primary objective of this research is to evaluate the effectiveness of experiential workshops in enhancing sustainable business education in Nepal.

Methodology

The study assessed the effectiveness of the sustainability workshops through the descriptive survey method. The overall population was made up of 125 pupils who took part in the sustainability workshops at People’s Campus. Purposive sampling was performed to confer representation from across workshop sessions and academic levels. Hence, 112 people were picked out randomly from the entire body.

The researchers applied a 5-point Likert scale questionnaire consisting of the options “Strongly Agree” and “Strongly Disagree” to collect quantitative data from the attendees of the workshop. The study not only included the assessment of learning outcomes and engagement levels but also the participants' views on the practical relevance of the workshop. For this reason, the responses collected were meticulously arranged into frequency distribution tables and made available for mean score calculations. This quantitative method combined with strict adherence to the evaluation process' methodological rigor allowed the researchers to ascertain the participants' satisfaction and knowledge acquisition levels while simultaneously collecting real data on the workshop's educational impact. The analysis of mean scores rendered a definite picture of the participants' overall reactions and also pointed out which parts of the workshop were more effective compared to others.

Result

Table 1
Workshop Content

		%					
S.N.		Strongly Agree d	Agree	Neutral	Disagree	Strongly Disagree	Mean
1	The workshop content was relevant to understanding sustainable business planning.	44	56	0	0	0	1.56

2	The workshop provided practical tools for developing a sustainable business plan.	23.1	52.7	0	0	0	2.01
3	The depth of the content was appropriate for my level of understanding.	0	51.6	48.4	0	0	2.48

Note. People's Campus workshop 2025

The evaluation report confirms that the workshop has been very effective in providing knowledge that is very much needed for sustainable business planning. The average rating of only 1.56 from the respondents reflects the very positive reception, where 100% of the participants either strongly agreed (44%) or agreed (56%) that the workshop content was consistent with the objective of comprehending sustainable business planning. Likewise, with the mean score of 2.01, 75.8% of the respondents totally (i.e., 23.1% strongly agreed and 52.7% agreed) showed their agreement that the workshop gave helpful tools for crafting a company's strategy that is sustainable. Hence, the workshop was considered useful for practical entrepreneurial planning beside being just instructive. The feedback regarding the content's profundity, however, varied widely. The 48.4% who remained neutral and the 51.6% who agreed that the content was suitable for their level of understanding, indicated that there was some ambiguity or a discrepancy between the participant's expectations and the depth of information. The larger mean score of 2.48 further supports this. In summary, the workshop was clearly successful in terms of its applicability and relevance, but still there is more to be done in order to better align the breadth of the material with the participants' varying expertise levels.

Table 2
Workshop Delivery

		%					
S.N.		Strongly Agree d	Agree	Neutral	Disagree	Strongly Disagree	Mean
1	The facilitator(s) communicated the concepts clearly and effectively.	8.8	46.2	45.1	0	0	2.36
2	The use of visuals, examples, and case studies enhanced my learning experience.	19.8	51.6	28.6	0	0	2.09
		Too fast	Just Right	Too slow			
3	The pace of the workshop was	0	50.5	49.5			2.49

Note. People's Campus workshop 2025

The feedback from the participants regarding the workshop delivery was mainly positive but somewhat inconsistent as well. The 55 percent of the respondents (8.8% strongly agreed and

46.2% agreed) voted that the facilitators were effective and clear at presenting the ideas, while 45.1 percent were uncertain. This situation implies that of the more than half of the attendees who were happy with the facilitation, a large percentage was neither on the approval nor the disapproval side, which means that the communication techniques should be adjusted. The reactions were even more favorable towards the instructional aids such as case studies, illustrations, and visuals 71.4 percent of the participants said that these components were either very helpful or somewhat helpful to their learning experience, thus the mean score of only 2.09 was comparatively low. This points out how helpful and effective it is to employ different kinds of teaching resources in order to attract and help the learners understand. On the other hand, the views on the workshop's speed were nearly equally divided: 50.5 percent considered it "just right," while 49.5 percent said it was "too slow." The mean score of 2.49 implies that the overall pacing was perhaps slower than preferred by almost half of the participants, but at least they all agreed it was not too quick. To sum up, the workshop was conducted in a mostly effective way, above all as far as the use of instructional aids was concerned; however, the facilitators' communication could become more effective, and the session pace should be adjusted to better fulfill participants' expectations.

Table 3
Workshop Engagement

		%					
S.N.		Strongly Agree d	Agree	Netual	Disagree	Strongly Disagree	Mean
1	The activities and exercises were engaging and interactive.	0	54.9	45.1	0	0	2.45
2	The workshop encouraged participation and discussion	16.5	49.5	34.1	0	0	2.18
		Too fast	Just Right	Too slow			
3	The workshop encouraged participation and discussion	18.7	52.7	28.6			2.10

Note. People's Campus workshop 2025

According to the data on workshop engagement, the responses of the participants were mainly positive, especially in terms of participation and conversation. A little over half (54.9%) of the respondents, while 45.1% were neutral, thought the exercises and activities to be interesting and participatory. Although there were no negative replies, the high neutrality rate suggests that even though the activities were appropriate, not all the participants' interest or involvement might have been properly captured. This is reflected in the average score of 2.45 which represents moderate pleasure. With an average score of 2.18, 66% of the people replied (16.5% strongly agreed and 49.5% agreed) that the workshop was trying to promote participation and dialogue.

However, 34.1% were neutral which would suggest that the levels of comfort or participation among the participants differed. A total of 71.4% of the respondents (18.7% strongly agreed and 52.7% agreed) said that the session encouraged their involvement which is why a lower mean score of 2.10 was given to the second item on participation. Even though the constant lack of dissent on every point can be viewed as a positive sign, the large number of neutral responses indicates that future workshops might employ more vibrant, inclusive, and participant-centered strategies to further raise participation.

Table 4
Learning Outcomes

S.N.		% 					Mean
		Strongly Agreed	Agree	Netual	Disagree	Strongly Disagree	
1	I feel more confident in creating a sustainable business plan after attending this workshop	20.9	47.3	31.9	0	0	2.11
2	The workshop met my expectations in terms of learning outcomes.	0	54.9	45.1	0	0	2.45
3	I would recommend this workshop to others	28.6	47.3	24.2	0	0	1.96

Note. People's Campus workshop 2025

The analysis of learning outcomes indicates that the workshop has been positively received overall and, in particular, it has led to a marked increase in participant satisfaction and confidence. At the end of the workshop, 68.2 percent of the attendees (20.9 percent strongly supported and 47.3 percent supported) reported a higher level of self-confidence regarding their abilities to devise a sustainable business strategy, while 31.9 percent remained neutral. This implies that the majority of the participants benefited, but the workshops' ability to impart practical confidence among all participants should be enhanced. Likewise, whereas 45.1 percent gave no comment, 54.9 percent concurred that the workshop was effective in meeting their learning goals. This suggests that while the content may have partially met expectations, it might still be improved to fully engage and satisfy all participants. Despite this, a significant majority of respondents 75.9 percent, said they would suggest the session to others, with 28.6 percent strongly agreeing and 47.3 percent agreeing. This item's low mean score of 1.96 indicates that it is highly endorsed and valued. Although most participants reported good learning results from the workshop, the sizeable percentage of neutral responses points to the possibility of improving the delivery and content to have a more profound and reliable learning impact.

Table 5
Logistics

S.N.		%					Mean
		Strongly Agree d	Agree	Neutral	Disagree	Strongly Disagree	
1	The workshop venue and facilities were suitable.	28.6	59.3	12.1	0	0	1.84
2	The workshop materials provided were useful	20.9	53.8	25.3	0	0	2.01
3	The registration and communication process for the workshop was smooth.	1.1	65.9	33	0	0	2.32

Note. People's Campus workshop 2025

A high degree of participant satisfaction, especially with the location and facilities, is shown by the workshop logistics statistics. With a low mean score of 1.84, indicating strong approval, a total of 87.9 percent of respondents (28.6% strongly agreed and 59.3% agreed) thought the site and facilities were appropriate. Similar to this, 74.7 percent of respondents (20.9% strongly agreed and 53.8% agreed) said the workshop materials were beneficial. However, 25.3 percent gave a neutral response, indicating that although the materials were generally helpful, there might be space to increase their applicability or relevance. 67 percent of participants were satisfied with the registration and communication procedure (1.1% strongly agreed and 65.9% agreed), compared to 33% who were ambivalent. Substantial improvements in the administrative and communication procedures could be made, which would not only make the process easier but also make people more inclined to comment about it. This is highlighted by the greater number of indifferent remarks made and the slightly higher average of 2.32. Participants did not express any dissatisfaction with the workshop's logistics overall but their experience could still be improved with some minor adjustments to the materials and communication.

Discussion

The study has provided considerable understanding of the part played by experiential learning in the sustainability education at business schools in Nepal, particularly related to the workshops carried out at People's Campus.. The data has also shown the effective communication of these workshops in providing long-term company strategy-making information and resources with great relevance. In a scenario where 75.8% of the participants affirmed the provision of useful tools by the workshop and 100% the content's relevance, the workshop really matched its curriculum with the urgent requirement of Nepal's business education focusing on sustainability. This scenario, then, has evidenced the pedagogical methods of Hoveskog et al. (2018), Kolb et al. (2017), and MacVaugh and Norton (2012), who suggested experiential and active learning to bypass traditional barriers in sustainability education and thus, use-pedagogies.

Nonetheless, there were several important aspects recognized where innovations could amplify the effectiveness. One of such areas might be the difference between expectations of the participants and the delivery of the workshop, which is supported by the fact that a considerable

percentage of participants did not have any opinion about the facilitator's communication (45.1%) and the depth of the topic (48.4%). This pattern of results is in line with the findings of Landrum (2021) and Adhikari and Shrestha (2023), who point out the limitations imposed by the institutions and the need for curriculum design that links the context and considers different types of learners. On top of that, nearly half of the participants (49.5%) thought that the workshop was slow, which indicates that better time management or reorganization of the sessions could lead to higher participation.

Negative responses regarding engagement and interaction were not recorded, however, numerous participants provided neutral answers, especially in terms of the activities' involvement (45.1%) and the promotion of conversation (34.1%). The data indicates that comprehensive and active participation methods are a must in the classroom, a claim that has been backed by a range of studies among which are Fernandez and Albareda-Tiana (2025) and Hoveskog et al. (2018). Furthermore, 68.2% of those involved in the study said that they were more confident in the skill of creating a sustainable business plan, which is in line with the learning outcomes that gave overall positive impressions. Still, 31.9% did not express any opinion, which means that there is a need for more specialized material or follow-up activities to further develop and deepen the skills and understanding.

The logistical aspects were the stars of the workshop. 74.7% of people appreciated the materials, while more than 87% considered the place and the services as suitable. At the same time, 33% of the respondents rated the registration and communication process as neutral, which indicates that the effort put into organizing was appreciated, but still, some changes could be done in the process like communicating more clearly or making the digital access more user-friendly to further enhance the experience.

The different frameworks that were reviewed in the literature, such as PRME (Principles for Responsible Management Education) and Education for Sustainable Development (ESD), more or less matched the workshop. Experiential design played an important role in generating the gap between theory and practice when talking about the higher education in Nepal which is getting change but is still very conventional.

Conclusion

The research indicates that by holding such experiential sustainability workshops, students in Nepal's higher education would be able to grasp the concept of sustainable business planning much better. The focus of the workshop was on sustainability principles, ethical practices, and environmental responsibility; thus, it was judged highly and practically useful.

The evaluation of the workshop showed that the interactive pedagogical method of the teaching together with the case studies and visual materials was well received by the participants. There were suggestions from some of the respondents that the sessions could be improved by clearer facilitation and better pacing. A majority of the participants pointed out that active learning activities such as group discussions and problem-solving tasks were the main reason for their engagement, and hence, it helped them to feel more confident and to take greater ownership of sustainability projects. All those factors combined resulted in huge learning outcomes which were seen in the increased confidence of the participants, their satisfaction, and their making recommendations for similar programs. The organization of the whole thing was appreciated, too, but some of the participants recommended that there should be better communication before the workshop and more depth in the content. This aspect points out that learning through doing and being active is the most effective way to introduce sustainability to business

education and eventually to train capable professionals who can be involved in promoting sustainable development and responsible business practices.

The workshops previously mentioned, by applying robust educational models and teaching according to international standards, could serve as a model that other educational institutions in Nepal and similar emerging environments can replicate. It is recommended that the designers of the workshops prepare for the next round of workshops by doing the following: enhancing the training of the facilitators, controlling the speed of the sessions, tailoring the content to the different levels of knowledge, and involving the participants in activities more. Besides, the registration and communication procedures could be accelerated, which may consequently make the overall logistics more efficient.

The study has highlighted the importance of integrating hands-on learning with a strong sustainability focus in business education. It lays down specific methods to wireless the theoretical knowledge and practical application in the case of developing the future business leaders' confidence and competence that will be required to overcome complex social and environmental problems.

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