



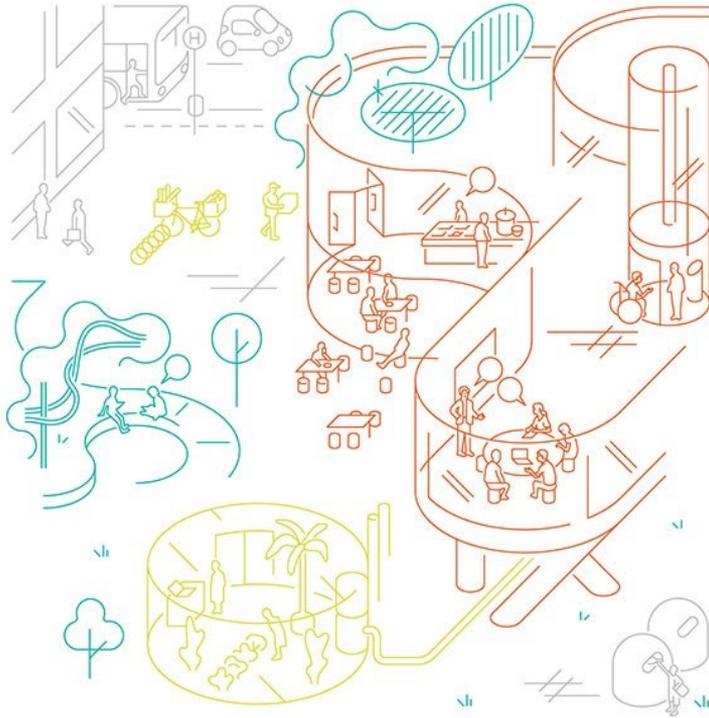
Learning venues and sustainable development

OECD/CEDEFOP Symposium, 21./22.10.2021



**Forschungsinstitut
Betriebliche Bildung**

Designing sustainability-oriented learning venues



- How can learners be enabled to act, in their professional working environment, with a sense of sustainability and economic, environmental and social responsibility? → **Sustainability-oriented professional competence**
- What are the starting points for the development of learning venues for sustainability?
- What is/can be a sustainable learning venue?

Political background

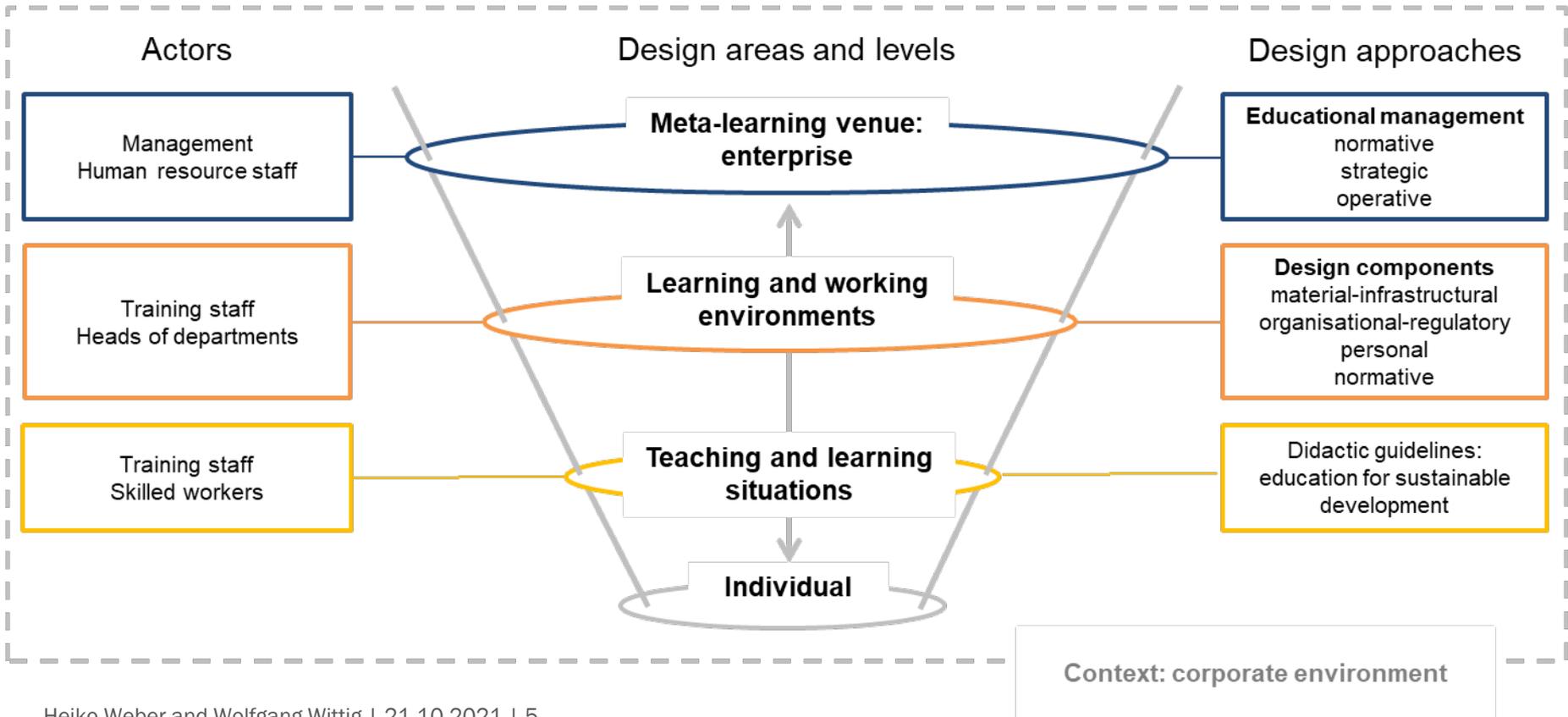


- 2030 Agenda and Sustainable Development Goals (SDG) (United Nations, 2015): member states are encouraged to ensure inclusive, equitable quality education and promote lifelong learning opportunities for all (SDG 4)
- UNESCO Global Action Programme (GAP) on Education for Sustainable Development (ESD) => Focus on holistic transformation of learning and training environments
- European Green Deal (European Commission, 2019): activation of education and training with a view to capacity building for sustainability
 - European competence framework on climate change and sustainable development
 - Reskilling and upskilling for the green economy

Methodology and data sources

- Findings relating from pilot projects on vocational education and training for sustainable development (VETSD) in Germany
- The shaping of sustainable company-based learning venues in dual training was a core focus of Funding Line II of the pilot projects from 2015 to 2019
- f-bb has evaluated six pilot projects (scientific accompaniment)
- Different tools and organisational concepts were assessed by describing an indicators-backed model for a sustainable learning venue

Framework for sustainable learning venues



Design areas and approaches



Corporate environment

1. Raising awareness of the legal framework
2. Cooperation of learning venues, partnerships for innovation
3. Extra-company involvement on ESD



Enterprise

4. Concept of sustainable learning venues
5. Strategy and objectives for ESD
6. Planning of ESD measures

Learning and working environments

7. Potentials for sustainability in L & W environments
8. Learning-supportive design
9. Trainers and superiors
10. Exchange and collaborative learning
11. Creative leeway

Teaching and learning situations

12. Sustainability as a topic
13. Sustainable action in the learning process

Indicators for sustainable learning venues (I)



Corporate environment

- Regular briefings on work safety and health protection
- Information of employees about compliance with human rights
- Cooperation with external partners on issues related to sustainability
- Vocational orientation for students in the region
- Support for regional projects for social, environmental and cultural education

Organisational level (enterprise)

- Mission statement that includes sustainability aspects
- Criteria for high-quality vocational education and training
- Employee involvement in strategy development and goal definition
- Regular monitoring of CPD needs with regard to sustainability
- Curricula for sustainability-oriented training units

Indicators for sustainable learning venues (II)



Learning and working environment

- Using learning and working environments to reflect on social, ecological and economic aspects
- Regular briefings of trainers on sustainability issues
- Promotion of conditions that support learning and removal of conditions that inhibit learning
- Provision of opportunities to experience sustainability-oriented patterns of behaviour

Teaching and learning situations

- Routine work situations are used as examples to explain local, regional and global effects of one's actions
- Aspects of ecological sustainability are used as learning contents (e.g. product life cycle, circular economy, energy, water and emission)
- Learners are enabled to recognise clients' ecological preferences and to propose adaptations of business models

Success factors

- **Needs orientation:** use organisational structures and challenges (e.g. quality or efficiency issues) as starting point
- **Low threshold:** small initial steps that are easy to implement
- **Holism:** organisational development looks at the organisation as a whole and takes all levels into account (whole institution approach, both-directions-approach)
- **Qualified staff:** train educational staff and skilled workers (“promoters”) to become sustainability experts

- Support for organisational development
 - Transformation of the framework into guidelines for enterprises and training providers
 - Easy implementation thanks to compatibility with existing CSR concepts
- Teaching and training
 - Promote integration of sustainability-oriented content into vocational curricula (e.g. units on environmental protection and sustainability)
 - Ensure coverage of sustainability issues in the continuing professional development of teachers and trainers
- Refinement of indicators for vocational education and training for sustainable development

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