Learning venues and sustainable development

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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

Actors
- Management
- Human resource staff
- Training staff
- Heads of departments
- Training staff
- Skilled workers

Design areas and levels
- Meta-learning venue: enterprise
- Learning and working environments
- Teaching and learning situations
- Individual

Design approaches
- Educational management
  - normative
  - strategic
  - operative
- Design components
  - material-infrastructural
  - organisational-regulatory
  - personal
  - normative
- Didactic guidelines:
  - education for sustainable development

Context: corporate environment
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

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

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

Teaching and learning situations
12. Sustainability as a topic
13. Sustainable action in the learning process
## Indicators for sustainable learning venues (I)

<table>
<thead>
<tr>
<th>Corporate environment</th>
<th>Organisational level (enterprise)</th>
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<tbody>
<tr>
<td>▪ Regular briefings on work safety and health protection</td>
<td>▪ Mission statement that includes</td>
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<tr>
<td>▪ Information of employees about compliance with human</td>
<td>sustainability aspects</td>
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<tr>
<td>rights</td>
<td>▪ Criteria for high-quality vocational education and training</td>
</tr>
<tr>
<td>▪ Cooperation with external partners on issues related to</td>
<td>▪ Employee involvement in strategy</td>
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<tr>
<td>sustainability</td>
<td>development and goal definition</td>
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<td>▪ Vocational orientation for students in the region</td>
<td>▪ Regular monitoring of CPD needs</td>
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<td>▪ Support for regional projects for social, environmental</td>
<td>with regard to sustainability</td>
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<td>and cultural education</td>
<td>▪ Curricula for sustainability-oriented training units</td>
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</tbody>
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## Indicators for sustainable learning venues (II)

<table>
<thead>
<tr>
<th>Learning and working environment</th>
<th>Teaching and learning situations</th>
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<tbody>
<tr>
<td>Using learning and working environments to reflect on social, ecological and economic aspects</td>
<td>Routine work situations are used as examples to explain local, regional and global effects of one’s actions</td>
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<tr>
<td>Regular briefings of trainers on sustainability issues</td>
<td>Aspects of ecological sustainability are used as learning contents (e.g. product life cycle, circular economy, energy, water and emission)</td>
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<td>Promotion of conditions that support learning and removal of conditions that inhibit learning</td>
<td>Learners are enabled to recognise clients’ ecological preferences and to propose adaptations of business models</td>
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<td>Provision of opportunities to experience sustainability-oriented patterns of behaviour</td>
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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
Next steps

- 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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