



Knowledge hub
-
Collection of best practices

Summary of the best practice

1. Title of the best practice (e.g. name of policy, programme, project, etc.) *

BBNE-Modellversuche "Berufliche Bildung für eine nachhaltige Entwicklung" (ESD-pilot projects in the field of Vocational Education and Training VET)

2. Country or countries where the practice is implemented *

Germany

3. Please select the **most relevant** Action Track(s) the best practice applies to *

- Action Track 1. Inclusive, equitable, safe, and healthy schools
- Action Track 2. Learning and skills for life, work, and sustainable development
- Action Track 3. Teachers, teaching and the teaching profession
- Action Track 4. Digital learning and transformation
- Action Track 5. Financing of education

4. Implementation lead/partner organization(s) *

Federal Institute for Vocational Training and Education

5. Key words (5-15 words): Please add key descriptive words around aims, modalities, target groups etc. *

sustainable vocational skills, sustainable in-company learning environments, empowerment of apprentices, qualifications for in-company trainers, increasing attractiveness of VET, cooperation of learning venues

6. What makes it a best practice? *

ESD is integrated in VET (not add on), ESD is adopted for the regulated VET-competencies; learning venues are designed to learn, experience and try concepts for sustainable transformation in work life and companies

Description of the best practice

7. Introduction (350-400 words)

This section should ideally provide the context of, and justification for, the practice and address the following issues:

- i) Which population was affected?
- ii) What was the problem that needed to be addressed?
- iii) Which approach was taken and what objectives were achieved? *

i) Initial and continuing vocational education and training plays a key role in implementing the 2030 Agenda for Sustainable Development. The idea is to help apprentices and employees better reflect upon the ecological, economic and social impacts of their actions. Vocational training for sustainable development (VETSD) supports competencies for sustainable working and economic activity in order to secure natural living conditions for all generations. This demands the best possible alignment of economic, social and ecological responsibility.

ii) However, Education for sustainable development has still not been sufficiently established in every area despite multifarious project activities. In light of this, Germany formulated the objective in 2015 that sustainability should be placed on a firm structural basis across all education sectors as part of the implementation process for the UNESCO Global Action Programme (GAP) on Education for Sustainable Development (ESD) for 2030. There is increasing recognition that sustainability requires a firm structural basis in vocational education and training rather than being restricted to individual projects. Nevertheless, one issue which largely remains unclear is how sustainability can be specifically integrated into company-based training.

iii) The BIBB-Modellversuche (pilot projects) VETSD are delivering concepts in this regard. The BIBB has a statutory mandate to support Modellversuche including their scientific supervision. These Modellversuche serve to develop and test innovations in the field of vocational education and training and to prepare them for implementation. They contribute to the qualitative improvement of vocational education and training. Pilot projects are an instrument for the development and testing of new, innovative methods by way of transdisciplinary research, which contributes to improving the quality of vocational education and training and provides practical tested tools for supporting its modernisation. In the area of VETSD, BIBB-Modellversuche (pilot projects) have been accorded an especially crucial role over recent decades in programmes for reappraising and implementing the guiding principles of sustainable development. The BIBB-Modellversuche are facing the task of processing the research findings and practice-oriented results acquired so as to help to close the gap between the aim of integrating sustainability in a structurally robust way and actual occupational training practice in the companies. Sustainable development requires a paradigm shift in trade and industry and within the world of work. There is a clear need for a change in attitudes and for organisational competencies and employability skills that are geared towards sustainability. Modellversuche have been instigated with the aim of developing possible solutions for this purpose. The objective is for these to act as a vehicle which will enable awareness of and responsibility for sustainable development in the world of work to inform occupational activity and professional identity, thus helping to secure both the modernisation and attractiveness of vocational education and training and a supply of skilled workers.

8. Implementation (350-450 words)

Please describe the implementation modalities or processes, where possible in relation to:

- i) What are the main activities carried out?
- ii) When and where the activities were carried out (including the start date and whether it is ongoing)?
- iii) Who were the key implementation actors and collaborators? (civil society organizations, private sector, foundations, coalitions, networks etc.)?
- iv) What were the resources needed (budget and sources) for the implementation?

*

i) The main activities of the Modellversuche are aimed on empowering apprentices to take responsibility for sustainable development in the world of work in order to inform occupational activity and professional identity. To achieve these goals, Modellversuche develop and implement a didactical approach for VETSD and specific curricula for occupations supporting the transformation towards sustainability in the companies with skilled workers. The Modellversuche therefore put particular significance to the structural establishment within the VET system of these concepts. The intention was (and still is) to adopt the guiding principles behind the World Action Programme "From Project to Structure". Modellversuche focus on activities on

- vocationally specific competencies for sustainable development (mainly: commercial occupations; skilled crafts in food production)
- didactic guidelines for VETSD (all sectors)
- sustainable design of learning venues in the companies (as whole institution approach; in all sectors)

- qualification of in-company trainers (mainly: commerce; food sector)

ii) BIBB-Modellversuche have a long tradition within the VET sector to develop innovative solutions for VET in practise, the first Modellversuche to support sustainable development started early in the 1990-years, based on the Rio Declaration on Environment and Development. The current funding focus "VET for Sustainable Development" was established 2015 in the context of the UNESCO World Action Programme for Education on Sustainable Development. This funding focus will end 2022 and will be carried forward with a new funding focus "sustainable on the job - future-oriented VET", starting with a new funding guideline in November 2022.

iii) The special strength of BIBB-Modellversuche is that they are based on a partnership between practise and science. VET-researchers, scientists in the different fields of sustainable sciences together with practitioners in companies and schools develop, test and evaluate concepts, methods, curricula and training materials. With this transdisciplinary, coproductive and iterative approach, the results are scientifically and practically proved. The collaboration is mandatory for the funding of the projects.

Furthermore, importance is being attached to ensuring that transfer stakeholders and process and power promoters are taking part in the BIBB-Modellversuche and contribute towards putting sustainable development on a firm footing in vocational education and training. The results of the Modellversuche are feeding educational policies, which includes national and regional VET boards, federal ministries, particularly the Ministry for Research and Education (BMBF), as well as boards of the social partners. Modellversuche are also integrated in the National Platform ESD in Germany and contribute to the National Action Plan ESD. Internationally, UNEVOC in UNESCO and CEDEFOP in the EU are relevant partners.

iv) The Modellversuche are statutory facilitated by the BIBB. Funding for the projects is provided by the BMBF. Since 2015 the funding for 25 Modellversuche with more than 100 grantees was about 15 Mio €.

9. Results – outputs and outcomes (250-350 words)

To the extent possible, please reply to the questions below:

- i) How was the practice identified as transformative? (e.g., impact on policies, impact on management processes, impact on delivery arrangements or education monitoring, impact on teachers, learners and beneficiary communities etc.);
- ii) What were the concrete results achieved with regard to outputs and outcomes?
- iii) Has an assessment of the practice been carried out? If yes, what were the results? *

Modellversuche have been instigated with the aim of developing possible solutions for transforming practise in the companies and VET-schools towards sustainable development.

i) More than 500 companies were directly involved in the BIBB-Modellversuche (without funding) as well as about 200 further strategic partners. However, it is impossible to measure the transforming impact of companies activities against objective criteria. (iii) Nevertheless, there is an evaluation of the Modellversuche in place that describes in a qualitative manner, that training practices in the companies have changed in way that

- sustainable development has become an important topic in in-companies training activities
- new cooperations between learning venues (or chambers or organisations of the civil society) have been established in order to foster sustainability in VET by common VET-projects
- apprentices have gained sustainable-orientated competencies and skills as well as awareness regarding the importance of sustainable development (including SDG)

ii) The main impact regarding the VET-System was the regulation on cross-cutting competencies in "Enironment and Sustainability", which became effective in August 2021. The regulation stipulates that sustainability has to be integrated in all new VET-regulations and is effective for the actual trainin practise as well. Hence, an important goal towards integration of ESD in the VET-System has been achieved, not only by the BIBB-Modellversuche for VETSD but surely that would not have been possible without the impact of them.

Particularly these results of the Modellversuche are highly effectice:

- VETSD-Compentency Framework (generic modell to identify sustainability orientated skills / Competencies for each vocation)
- Framework for the design of sustainable learning venues in the companies
- Didactical Guidelines for VETSD

Furthermore, the Modellversuche contributed to the development of (national) indicators for VETSD

iii) The evaluation / assessment has shown, that the trainers in companies and schools are the crucial factor in VETSD; therefore they have to be trained to foster VETSD

10. Lessons learnt (300 words)

To the extent possible, please reply to the following questions:

- i) What were the key triggers for transformation?
- ii) What worked really well – what facilitated this?
- iii) What did not work – why did it not work? *

i) The main triggers for VETSD are

- the need of companies to provide for more sustainable products or services in order to keep or increase competitiveness or competitive advantages (because of consumer wishes, regulations, stakeholders, fridays for future)
- the will of boards and management to transform the strategic direction towards sustainability
- the need to recruit apprentices (employer branding); increasing the attractiveness of VET by emphasizing sustainability as part of the training

ii) Measures that work well:

- orientation on specific companies needs
- integration in training routines
- low-threshold measures
- projects with schools and NGOs (cooperation of learning venues)
- projects driven by the apprentices (projects within the companies, audits, work experiences, constructivist methods)
- awards for VETSD in companies
- regional and sectoral networks

iii) what did not work

- overwhelming companies from outside with sustainability goals which are not in the strategic focus of the companies
- overstressing trainers with sustainability training contents and methods which they are not prepared for / used to
- time / resource consuming activities that even companies that are motivated cannot effort (in particular during the COVID pandemic)
- overload of apprentices with abstract norms and concepts of the idea of sustainable development (better: learning on precise objects / activities within their scope in work or life)

11. Conclusions (250 words)

Please describe why may this intervention be considered a "best practice".

What recommendations can be made for those intending to adopt the documented "best practice" or how can it help people working on the same issue(s)? *

Sustainable development requires a paradigm shift in trade and industry and within the world of work. There is a clear need for a change in attitudes and for organisational competencies and employability skills that are geared towards sustainability. Therefore, VETSD is not an add-on but has to be integrated into training routines. Furthermore, sustainable development need skilled workers, which is much more challenging than raising awareness. The BIBB-Modellversuche have developed concepts "to do sustainability at the workplace" and have proved that VET can be transformed into the direction of sustainable development. The main reason to recognise the Modellversuche as best practise is that it has opened up pathways of a win-win-situation: Sustainable development has been discovered as resource for the modernisation of VET and vice versa: VETSD is an ineluctable resource in achieving the SDG 2030

12. Further reading

Please provide a list and URLs of key reference documents for additional information on the “best practice” for those who may be interested in knowing how the results benefited the beneficiary group/s. *

A list of publications on the BIBB-Modellversuche for ESD can be found here:
<https://www.bibb.de/de/85132.php>