

Mailing **enSI** Issue 66: 01.12.2013

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1. CoDeS final Conference in Barcelona (21-23 May 2014)

You are warmly invited to participate, registration is open now!



Final Conference - Barcelona, May 21-23th, 2014



All information about the conference as well as the registration form is found at: www.comenius-codes.eu

ENSI's WORK:

2. ENSI's proposal for a TVET project: 'Reorienting TVET through adjusting vocational qualification criteria towards sustainability'

a) Basic information about the project developing process:

The potential project partners are working on the basic papers being presented by ENSI (by Ton Remmers and Christine Affolter). Consultation phase ends mid of December. Afterwards the proposal will be completed and partners are invited to sign in to the new project. Please contact the ENSI secretariat now if you have any interest to join the project (secretariat@ensi.org).

b) Project proposal, basic paper:

'Reorienting TVET towards sustainable development through adjusting vocational qualification criteria towards sustainability'

Mainstays of a sustainable economy are education, research, innovation [for sustainable development], but also educational initiatives to allow companies to transform towards viable economic models. Vocational training and sustainable job qualifications are essential for welfare, to reduce poverty, to promote new sustainable jobs, and to fight (youth) unemployment. It is the intention of the project to implement qualification criteria on ESD in the Vocational Qualification Systems from the EU-countries and thus effect the respective vocational curricula.

Project aims

Cooperation between EU-partners coming from various TVET-schools, qualifying organisations and industrial/business branches, in order to develop

- **a framework of key questions:**
 - **addressing environmental, economic and social sustainability,**
 - **taking in account the needs of local, regional/national industries and individual learners in TVET and**
 - **extending qualification criteria in vocational education with the focus on sustainable development**
- **supporting tool for implementation of the new qualification criteria**
- **internal training-course for working with the above mentioned qualification framework and the implementation into existing curricula on TVET.**

Rationale: Re-orientation of TVET is a question of European interest

Sustainable economy is very prominent in the debate about solving Europe's economical crisis and the boosting problem of unemployment. One solution to fight unemployment is seen in the development of new jobs, build on 'Sustainable Skills'.

In 2012 UNESCO published an important brochure on this issue: “ESD¹ + TVET²: promoting skills for sustainable development”. It says that *“Sustainable development cannot be reached through technological solutions or financial instruments alone. Achieving sustainable development requires a change in the way people think and act. Education empowers people with the knowledge, skills and confidence they need to shape their future.”*

In her foreword by the CEDEFOP publication “Future skill needs for the sustainable economy – research paper” the director of CEDEFOP Ariana Bulagarelli asks for the links between education, training, employment and environment policies. *“Sustainable sectors will require new jobs, but they will also need to redefine many existing job profiles. The demand for new related skills will also rise in most occupations. To meet this challenge, education and training systems will need to supply a well-trained, highly skilled labour force. [...] Putting in place the right training programmes for employees in declining sectors will help European economies redeploy workers who are difficult to place. A well-trained and environmentally aware workforce will also be more innovative in improving resource efficiency. To achieve this we need comprehensive lifelong learning strategies and training systems that integrate sustainable development and ensure that the right skills are supplied. To discuss and explore these challenges Cedefop organised a workshop which showed that ‘sustainable skills’ are not only needed in the eco-industry itself. Practically all jobs will need to develop knowledge and skills related to the environment, such as the efficient use of energy. We will all need to learn how to think about the consequences of our work practices and types of adjustments required.”*

Sustainable Skills have been addressed in many publications and policy papers. The majority of these documents refer to new (sustainable) jobs and the (extra, new) vocational skills needed for them. Sustainable Skills (more or less meant as instrumental professional behaviour) are focused on sustainability and environmental and energy questions.

But sustainability is more than that. Not all needed skills are technical. To make that clear we refer to the above mentioned UNESCO publication which says that *“Sustainable TVET should enhance learners’ skills in problem solving, analysing complexity, and exploring more sustainable forms of production and consumption. ESD and TVET are powerful forces that can help people to become active and ecologically responsible citizens, workers and consumer, able to address local and global challenge:*

- *Because ESD can help everyone to acquire the values, skills and knowledge needed to build a sustainable future.*
- *Because the transition to sustainable economies and societies requires informed citizens and consumers who can move the sustainable development agenda forward.”*

UNESCO gives a clear definition from Sustainable TVET and the need for it:

- *Sustainable TVET encompasses pre-employment education and training, learning in the workplace and further training that address environmental, economic and social sustainability, while meeting the needs of industries and individual learners.*
- *Sustainable TVET prepares people for jobs that contribute to preserving or restoring the quality of the environment, while improving human well-being and social equity.*
- *Given that all jobs can and should become more sustainable, there is a need to develop a wide range of relevant skills for sustainable jobs. Sustainable TVET should play a crucial role in enhancing learners’ creative, entrepreneurial and innovative skills. These skills need to be underpinned by the critical reflection on attitudes and values that is at the heart of ESD.*

¹ Education for Sustainable Development.

² Technical & Vocational Education and Training

About industrial developments, sustainability skills, general education and vocational education

Serving to business survival strategy is a basic reason for new employment. At the level of the individual worker sustainable skills are of decisive value in obtaining and maintaining work. But also it makes him or her thus competent that he/she is showing sustainable competencies. This project will therefore need partners in industry bringing in knowledge about new skills and competences and reflection on the outcomes/results of sustainable TVET.

Our economy is principally aimed to achieving quick growth and added value, based on rapid turnover and direct consumption. Sustainable development however focuses on the long term and strives to create and respect the needs of future generations. Business, and especially the large, global companies, is increasingly aware of this. Hybrid business strategies are developed, which must guarantee both the added value in the short term and the survival for the long term. Under the heading of Corporate Social Responsibility companies increasingly formulate a sustainable policy as a strategy to survive in the long term. These hybrid policies are demanding new competences.

Another important factor is the upcoming limitation of natural resources, which forces industries to change its supply chain and production process (cradle to cradle). As a result jobs are changing, demanding new skills and competences. Thus may lead to a new approach of Human Resources policy in industry and business.

ESD and Sustainable TVET complement each other

As the UNESCO brochure describes, TVET goes even beyond promoting skills development for employability. It empowers young people and adults to develop skills for work and life. Sustainable TVET therefore means more than developing technical skills for sustainable employment (such as eco-tourism, renewable energy and recycling). It also means developing 'soft' skills. There are thus considerable overlaps between ESD and Sustainable TVET. Like ESD, Sustainable TVET can include education for enhancing problem-solving skills in everyday situations (life skills education), education for sustainable consumption and lifestyles, and entrepreneurial learning. Sustainable TVET ensures that all workers are able to play appropriate roles, both in the workplace and the broader community, by contributing to environmental, economic and social sustainability. ESD is at the core of sustainable skills and provides a framework to reorient education and training at all levels towards sustainability.

Skills paradigm: generic vs specific

The skills associated with the emerging sustainable economy can be categorised into *generic skills* and *specific skills*. Together they produce sustainable behaviour. The latter are however particularly relevant for the sustainable economy. These create new skills that, in general, are more holistic in approach than the traditional ones.

These new skills set a new focus on designing multidisciplinary approaches and on working in multidisciplinary teams with a high degree of autonomy and responsibility. Work in progress often is bringing together professionals from diverse backgrounds such as for example engineers, planners and architects with ecologists and archaeologists.

This means that *generic skills* such as strategic leadership, communication and adaptability will be important in a sustainable economy. The *specific skills* associated with the merging sustainable economy are not entirely new skills; they are either an add-on or an amalgamation of existing skills. They differ per specific vocation or vocational branch.

Used literature:

ESD+TVET- promoting skills for sustainable development:

www.unesco.org/education, 2012

Green skills and environmental awareness in vocational education and training:

www.cedefop.europa.eu/EN/publications/20092.aspx

Future skill needs for the green economy:

www.cedefop.europa.eu/EN/Files/5501_en.pdf

Skills for green jobs:

www.cedefop.europa.eu/EN/publications/16439.aspx

Building on skills forecast – comparing methods and applications:

www.cedefop.europa.eu/EN/advanced-search.aspx?text=future+skill+needs+for+the+sustainable+economy&showresults=true

A strategy for green skills?:

www.cedefop.europa.eu/EN/Files/9067_en.pdf

Skill mismatch – the role of the enterprise:

www.cedefop.europa.eu/EN/Files/5521_en.pdf

EBC*L-S: Learning Objectives Catalogue Sustainability

www.ebcl.eu

3. 'Greening TVET for Sustainable Development (UNESCO-UNEVOC)

A report in close relation to ENSI's work

The UNESCO International Centre for Technical and Vocational Education and Training (UNESCO-UNEVOC) assists Member States in greening TVET with special attention to TVET teacher education, curriculum development, learning resource development and enhancing multi-stakeholder partnerships to integrate ESD in Technical Vocational Training (TVET).

From 22 October to 2 November 2012, a moderator-driven discussion was held on the topic of [greening TVET for sustainable development](#). Moderated by Mr Kai Gleissner from the Otto von Guericke University, Magdeburg, Germany, a UNEVOC Centre, the virtual conference brought together almost 150 participants from more than sixty countries.

Various issues in greening TVET for sustainable development were discussed during the twelve-day conference. The discussion identified the relationship between sustainable development and green development, and clarified different definitions of green jobs and green skills. Participants also shared different examples of greening TVET, and highlighted that greening TVET does not only consist of developing green jobs and greening TVET concepts, but that it should also incorporate societal and cultural aspects.

The full report with a special focus on 'Lessons learned' (p19) 'Recommendations' (p21) is relevant for ENSI's project development in TVET!

[Read the report](#)

4. ENSI and Sorrila school: Reflections on embedding ESD projects in the school year (from Mervi Aineslahti, Sorrila school))

Sorrila school in Valkeakoski has taken part in several projects over ten years. We have had two Comenius-projects, school environment developing project etc. The background has always been ENSI in one way or another. The Finnish ENSI-network has been an empowering group. A few active schools from different municipalities have been able to work by the grant the Finnish Department of Education has given for international networking. We have arranged national meetings, teacher education and a study trips abroad. January 2013 our group headed for Denmark and Sweden visiting several nature schools, environmental schools and kindergartens in Copenhagen, Odense and Malmö. This time our destination will be Germany, Frankfurt area. Our ENSI-friend Reiner Mathar has promised to make the arrangements for the study visit. It is planned to take place in February 2014. The theme for this year is active citizenship and participation. We will be networking with the Finnish schools as well as the schools we are going to visit abroad. Our first national meeting was arranged along with the Environmental conference in October 2013.

Over the years Sorrila has implemented ESD by the headlines of ENSI, being an environmental school of its own kind. Making its own targets by its own needs. However last year was the first we took part in the Eco-school program. Our theme was reducing waste. All year groups had special tasks: for instance visiting the recycling center and craft works made out of recycled material. The special aim was to reduce bio waste in the school lunch and reduce mixed waste in the school. We succeeded in the work and the green flag was given to us. Beside that the whole school had common activities arranged by local waste company and 4H-organization. Every year we also have 'tidy the school surroundings' campaign.

This year our theme for the ECO-school program is saving energy. Eco council of the students planned questions for the poll and a research concerning the lighting in the classrooms during the breaks. We aim to get better results by the end of the school year. Students also made drawings connected to the theme. During the energy saving week in October we arranged an assembly in the school gym where we had a visitor from the local energy company. Students sang the new green flag song and the substitute of Aunt Green explained the results by the starting poll and our targets we are heading at. Also this year we have tasks for each year group as well as common activities. In January a local parliament member is going to visit our school, since the theme for ENSI-network is active citizenship and participation.

In Sorrila we are on the path of ongoing process. Many layers of cooperation and networking gives us opportunities if we only take our chance. ESD is always working together, give all participants of the school community the possibility to be part of the work: students, staff members and parents as well as the local citizens. We have implemented the whole school approach introduced by ENSI. Aunt Green has been a positive role model for the whole school community over the years.

