



Reference framework

Excellent learning location cooperation in the context of vocational education and training shaping sustainable development VESD

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1. Objective of the framework and match to existing concepts

This reference framework is not designed according to the classical pattern of reference frameworks for school quality. These reference frameworks for learning place development are written with indicators from operational quality management and classically composed according to three major fields – framework conditions, processes, results.

The reference framework created by the members of the Network of Excellence on Vocational Education and Training for Sustainable Development (VESD) in European dialogue and discourse is a valuable addition to the DunE-BB-EU Guide. It is compatible with national reference frameworks on school quality, existing guidelines on learning site cooperation and thus contributes to further thematic national excellence discussions.

The design of excellent learning place cooperation in Europe and on other continents is organised by learning places of vocational education and training, this means also by vocational schools.

Our Network of Excellence partners Estonia, Italy, France, Malta, Austria and Germany have confirmed in the discourse that the networking of learning venues and the systematic quality discussion or cooperation in the context of the 17 UN Sustainable Development Goals is the essential success factor for the **design of excellent VESD** learning. The members of the Network of Excellence on Vocational Education and Training for Sustainable Development (VESD) have discussed excellent learning site cooperation in three hybrid network conferences (Tartu, Borgo San Lorenzo and Uelzen) and in various sustainability-oriented online dialogue forums, whereby the **three dimensions of sustainability** - social, economic and ecological - were debated.

The final demands for European vocational learning sites describe the results of the discourse in order to **realise excellent learning site cooperation**.

According to the members of the Network of Excellence on Vocational Education and Training for Sustainable Development (VESD), the **UN Sustainable Development Goal 17: "Partnerships to achieve the Goals"** is closely linked to the future competence of "communication", which must be



non-violent. This competence is the basic prerequisite for **excellent learning venue cooperation - Vocational Education and Training for Sustainable Development (VESD) (UN Sustainable Development Goal 4)** as well as for the implementation of the other UN Sustainable Development Goals. The "UN Sustainable Development Goal 1 No Poverty" and "UN Sustainable Development Goal 2 No Hunger" benefit from the success in achieving Sustainable Development Goals 17 and 4 as well as 5, 10 and 3.

The **patron of the Network of Excellence on Vocational Education and Training for Sustainable Development (VESD) and MEP Ms Lena Düpont** has made the following important statements in this regard:

"It is an important step on the way to harmonising and modernising vocational education and training in Europe that you want to take today. It's great because it's not only right and important, but it embodies a lot of what Europe as a whole stands for. Because what is Europe characterised by? Europe is a community. It is togetherness. It is future-oriented and modern. It is committed citizens and it is its high-quality products and services. The VET network unites exactly that. It represents the characteristics of Europe and it thus sets standards for a European education policy.

A new, globalised and networked Europe requires equally global and networked vocational education and training. This means that we must bundle competences, we must create centres of excellence and we must create partner institutions that can take on a pioneering role. This applies not only to training, but also to the learning environment in terms of sustainability, digital infrastructure and top trained and upgraded teachers.

A particular advantage with you is the bottom-up approach. You have the experts on site who are in charge of planning and development. You set the framework for future centres of excellence. The challenges here are known and can be addressed with precise proposals for solutions. The network and harmonisation must be needs-based and reality-based, and possible challenges along the way must be addressed. The differences between national education systems, do not allow a 'one size fits all' approach for all Member States. The differences and specificities mean that we need to be flexible in our approach, learn from each other and bring together the multitude of actors, sometimes in different countries".

Mathias Kollmann, Managing Director of Bohlsener Mühle, Uelzen - nationally awarded the German Sustainability Prize in 2015 - is a dual training partner of BBS I Uelzen and a member of the Network of Excellence on Vocational Education and Training for Sustainable Development (VESD)

"Our vision for the future

- **-Education must be offered holistically according to the principle of sustainable management. A link between ecology, economy and social responsibility must be visible.**
- **-Ecology: contents must be ecologically oriented**
- **-Economy: profit maximisation versus meaningful economic activity**
- **-Social: working conditions, etc.**
- **-Education in the triad of these 3 building blocks".**

The **sustainability-oriented family business Werkhaus**, Bad Bodenteich in the district of Uelzen, also continues to develop the company and its products in the context of the three dimensions of sustainability. At the third Excellence Network Conference in Uelzen, the innovative company, which

has also received several awards for sustainability, was visited and the discourse was held directly on the company premises and in the buildings. <https://ex-n-bbne.com>

The **Network of Excellence in Vocational Education and Training for Sustainable Development (VESD)** benefits from the individual expertise and used the multifaceted sustainability discourse for **excellent learning location cooperation in practice**.

2. Structure of the reference framework

The discourse was based on the **"three-pillar model of sustainability"** and also aligned with the **17 Sustainable Development Goals of the United Nations**. Since for the members of the Network of Excellence on Vocational Education and Training for Sustainable Development (VESD) the human being has to be at the centre of consideration, the three-pillar model of sustainability does not start with the ecological dimension, contrary to the usual structure, but puts the social dimension first. The model is reversed:

The **social, economic and ecological dimension** are discussed and reflected upon one after the other and in the context of the 17 sustainability goals.

 **SUSTAINABLE DEVELOPMENT GOALS**

Source: [17 sustainability goals - \(un.org\)](https://un.org)

In the sustainability dimensions, the formulated "excellence indicators" are related to the respective UN Sustainable Development Goals.



3. Social dimension of sustainability

The social dimension of sustainability (**sustainable development goals 17, 4, 13 and the other 14 goals**) includes that

- students (learners) are enabled to learn in a socially sustainability-oriented manner in **successful international cooperation** and, in addition, the **personal development of the students as well as the teachers or training staff and other supporters is promoted.** (sustainability goals 1-17)
- **the excellent vocational learning sites 360 degrees sustainability and climate education are designed cooperatively.**
- **regional, national and international learning site cooperations** in the context of VESD **with sustainability management** are planned and implemented and reported (documented) in the **sustainability report.**
- **VESD learning material is shared by the VET partners. Dr. Scharp from the Project Agency VESD, also a member of the Network of Excellence VESD, presented on this topic his ideas for the cooperative implementation of VESD at the third hybrid network of excellence conference in Uelzen. Further information: [PA-BBNE | Web-Application](#)**
- - **excellent learning venue cooperation in the context of VESD** are also be implemented at the learning venue of vocational schools. Referring this topic, Greenpeace Germany, in **cooperation with academic and non-academic VET partners and learning venues**, has developed a handout: "Vocational schools on the way to climate neutrality and sustainability" - **Schools for Earth**. Greenpeace Germany, represented by Ms Stefanie Weigel, presented the handout at the third Hybrid Excellence Network Conference in Uelzen. [BBNE | Greenpeace](#)
- **more international VET partnerships are established and the diverse mobility programmes**, such as Erasmus Plus, AusbildungWeltweit, programmes by youth organisations and foundations. are shared. "**Intercultural education**" and "**international professional competence**" **have key functions in vocational education and training for sustainable development VESD. Foreign mobility and the acquisition of foreign competence are significantly shaped, among other things, by language instruction, which must also be designed to be occupation-related and practice-oriented and include the use of digital learning and cooperation platforms, also in preparation for foreign mobility.**
- **more networking and cooperative sustainability-oriented education and training are developed and practised**, e.g. in the global excellence network Vocational Education for Sustainable Development VESD.
- **all those involved in the process of learning cooperations**, including learning locations of companies and vocational schools - the dual training locations - do their part to ensure **that excellent guidance and systematic practice-oriented support succeed** (sustainability goals 17, 4, 5, 8, 10, 16).
- regional learning location cooperations are shaped by the VET partners and other supporters through **practical vocational and sustainability-oriented small projects with the use of digital possibilities** (metaverse technology, digital barrier-free and simple-language vocational or network portals, such as "Green Working World", ...) (Sustainability Goals 17, 4, 5, 8, 10, 11, 12, 13, 16).
- training staff, teachers and support staff **cooperate intensively** with learners and their families. It is necessary to organise oneself as a multi-professional learning support team and



to design the **joint task of excellent learning place cooperation** in the context of the 17 UN Sustainable Development Goals - focus on UN Sustainable Development Goal 17.

- **jointly coordinated excellent individual learning and support plans are drawn up up to the first day of training for both VET learning venues** in order **to avoid training drop-outs** and thus create the **conditions for excellent training**. The working time and personnel resources at the VET schools are to be designed for this purpose in a needs-based and reliable manner in order to provide the best possible entry into dual VET for the students or the adult retrainees. All those involved in VET **maintain close and binding cooperation**, e.g. on digital working and cooperation platforms, with sending schools, integration offices, the chambers, the national employment agency, training companies in the region and other supporting institutions, such as the regional education offices, youth welfare, the district adult education centres and the employment agencies, whose career portals for independent learning should be made more widely known and shared at all European learning locations. Tried and tested practice should be successively posted on the portal of the Network of Excellence on Vocational Education and Training for Sustainable Development (VESD) and shared internationally. (sustainable development goals 4, 5, 8, 10, 16, 17).
- joint, climate-friendly, healthy food and drinking that is affordable for everyone, including free drinking water, is made possible at the learning location/in a canteen (sustainability goals 2, 3, 4, 5, 6, 8, 11, 12, 13, 16, 17).
- **cooperative democratic practice** is also developed at professional learning locations in the context of the 17 UN Sustainable Development Goals (sustainability goals 1-17).
- the **sustainability-oriented and excellent learning location cooperations** at regional, national and international level and the associated expanded tasks of teachers, support staff and management staff must be identified in the **national school laws** (sustainability goals 4, 16 and the others 1-3, 5-15 and 17) .
- public and broadly effective **communication about VESD activities** in learning places and the municipality takes place together. This is supported by a national and regional sustainability council - systemic cooperation partners (sustainability goal 1-17).
 - National Sustainability Council in Germany: [Rat für Nachhaltige Entwicklung - \(nachhaltigkeitsrat.de\)](https://www.nachhaltigkeitsrat.de)
 - First example of a regional sustainability council - City of Freiburg: [Nachhaltigkeitsrat - www.freiburg.de - Rathaus und Politik/Gremien und Verwaltung/Nachhaltigkeitsmanagement/Nachhaltigkeitsrat](https://www.freiburg.de/Rathaus-und-Politik/Gremien-und-Verwaltung/Nachhaltigkeitsmanagement/Nachhaltigkeitsrat)
 - Second example of a regional sustainability council – [Nachhaltigkeitsrat Region Uelzen \(ue-n-rat.de\)](https://www.nachhaltigkeitsrat-region-uelzen.de)

4. Economic dimension of sustainability

The economic dimension of sustainability (assigned sustainability goals 17, 4, 8, 9, 10, 16) also means investing in improved framework conditions - positions, training and further education and in analogue or digital assistance systems:

- The politically responsible authorities must also provide the vocational schools with additional positions for teaching staff and support staff for the **design of reliable regional, national and international learning location cooperations**. Furthermore, additional working time quotas must also be allocated to the existing vocational training staff in order to ensure more information exchange and communication between all those involved in education and



vocational training, the prerequisite for **excellent cooperation**. (sustainability goals 4, 8, 10, 16, 17).

See the publication of the Federal Association of Vocational Training Teachers e. V. BvLB, also a member of the VESD excellence network: <https://www.bvlb.de/2020/11/20/acht-punkte-programm-europaeische-berufsbildende-schulen-nachhaltig-staerken/>

- Financing the cooperative organization of foreign mobility seems to be open only to “elites” (financially better-off trainees who are trained in large companies). The BMBF program “Education worldwide”, the “ENSA program” from Engagement Global and also the Herz Foundation or Mercator Foundation among others enable financial support for non-European mobilities. From 2021, Erasmus Plus will also provide financial support for global mobilities – internships abroad.
- Multi-professional organizational teams for learning location cooperation at vocational schools must be formed and cooperation with supporting institutions must be initiated and the appropriate human and financial resources must be made available for them. School sustainability management must be introduced and annual school sustainability-oriented learning location cooperation action plans must be drawn up, which are integrated into regional ESD action plans. In annual sustainability reports, career guidance services should be presented in accordance with data protection regulations (sustainability goals 4, 5, 8, 10, 16, 17).
- The learning location cooperation must be improved and joint research promoted. The systems and equipment of the vocational schools are to be made usable in coordination with other public education providers and supporting institutions, e.g. with colleges, universities, chambers for vocational training and further education as well as companies. In this way, underutilized parallel capacities can be avoided and resources can be shared, also in a cost-saving manner (sustainability goals 4, 5, 8, 10, 16, 17).
- In order to create excellent vocational training, there is a need for greater integration (cooperation) between all actors in vocational training and joint national and international vocational training research. Vocational schools must be research partners and receive better staffing (position A 15 for the coordination of ESD/BBNE research projects and regional, national and international network meetings) and financial support for research projects (sustainability goals 4, 5, 8, 10, 16, 17).
- The training and support staff must receive further training during regular working hours. The constant adaptation of training to the more rapidly changing professional and living environments increases the training needs of training staff in cooperative formats, also in matters of ESD or VESD project management. In addition to theory, there is also an exchange of experiences in expert circles necessary, including teachers of general education schools and their support staff. Cooperative - multi-professional - training events must be made possible for them at regular intervals (at least once a month, better every fourteen days), i.e. by teachers from general education and vocational schools with company training staff and other support staff, within the framework of their company and vocational school working hours (sustainability goals 3, 4, 5, 8, 10, 11, 12, 16, 17).
- Vocational training Sustainable development VESD is a location factor for municipal development. The assumption of structural design responsibility usually lies at the municipal level. Financial investments are therefore needed in sustainable buildings and learning spaces that enable excellent learning location cooperation. (Sustainability Goals 17, 4, 11, 12, 3, 16)



- Public and broadly effective communication about VESD activities in learning places and the municipality must be financed regionally and nationally. (sustainability goal 1-17)

5. Ecological dimension of sustainability

The ecological dimension of sustainability also means investing in improved framework conditions - climate-neutral or climate-positive and barrier-free buildings - at the learning locations for career orientation (sustainability goals 17, 3, 4, 6, 7, 9, 11, 13, 16).

- The buildings and learning rooms/laboratories and workshops must be planned barrier-free and earthquake-proof (resilient) with very high structural standards concerning climate-promoting measures and in the spirit of sustainability goal 3 “Health and well-being” - designed safely, with the best functional acoustics and air quality as well as ergonomic equipment. In accordance with sustainability goals 11 and 13, the school authorities must also equip the rooms with energy-efficient digital systems, e.g. energy monitors and energy-saving technical systems (sound technology, PC, LED lighting systems or powerless lighting technology, etc.).
- The structural investments in renewable energy systems (PV systems, geothermal energy, biogas and domestic wind turbines) and rainwater use or smart irrigation technology have a multivalent effect, as these systems, provided they are barrier-free planned and built, can also be used as learning arrangements for career orientation (strong focus on the sustainability goals 4 and 13) and “3. Educator”. Moreover they can also be used in the context of the sustainability goals 17, 3, 6, 7, 9, 11, 16.
- When purchasing ergonomic equipment (chairs, tables, furniture, etc.), climate-neutral and fairly produced products in C2C design or with a sustainability certificate - compliant with the supply chain law - should be selected. Further procurement measures for technical systems, building materials and consumables should also be carried out in a sustainability-oriented manner. (strong focus on sustainability goals 12 and 13, but also in the context of sustainability goals 1, 2, 8, 3, 6, 11, 14, 15)
- Public and broadly effective - digitally supported - communication about VESD activities in learning places and the community should be carried out in a climate-friendly manner using energy-efficient green IT and green cloud systems (sustainability goal 13).

6. Outlook

The above described sustainability-oriented excellence features and design requirements offer **valuable guidance** to learning places ready for transformation for professional sustainable development VESD. In addition, institutions responsible for national and European politics (school authorities/municipalities, authorities and ministries), companies, vocational schools and vocational training institutions, parents and students/trainees can use these sustainability-oriented excellence features and requirements for the joint design of **excellent learning location collaborations** in the **context of Vocational Education and Training Sustainable Development VESD**.

The following information is relevant to the topic of “Excellent learning location collaborations”:

[BIBB / Osnabrücker Erklärung zur beruflichen Bildung](#)

Designing 360 degree sustainability education at learning sites

<https://www.unesco.de/bildung/hochwertige-bildung/lernorte-nachhaltigkeit-rundum-im-blick>



<https://www.bne-portal.de/bne/de/einstieg/bildungsbereiche/whole-institution-approach/whole-institution-approach>

https://www.unesco.de/sites/default/files/2020-04/BNE_Handreichungen%20Bildungsbereich%202018_Nachhaltigkeit_berufliche%20Bildung_2019.pdf

https://www.unesco.de/sites/default/files/2020-04/BNE_Handreichungen%20Bildungsbereich%202018_Nachhaltigkeit_fruehkindl.%20Bildung_web.pdf

<https://www.dkjs.de/kommune360/>

https://www.bne-portal.de/bne/shareddocs/downloads/files/bne_handreichungen-bildungsber-2018_nachhaltigkeit_schule_web.pdf?_blob=publicationFile&v=1

<https://nachrichten.idw-online.de/2021/11/30/leuphana-leitet-kuenftig-neues-unesco-netzwerk-fuer-nachhaltigkeitsbildung-und-sozialen-wandel/>

https://www.bne-portal.de/bne/shareddocs/downloads/files/bne_handreichungen-bildungsber-nachhaltigkeit_hochschule_web.pdf;jsessionid=B30A2D10B7C0A41DA0ABEAC6B9406582.live471?_blob=publicationFile&v=1

https://www.bne-portal.de/bne/shareddocs/downloads/files/bne_handreichungen-bildungsber-les-und-informelles-lernen_web.pdf;jsessionid=B30A2D10B7C0A41DA0ABEAC6B9406582.live471?_blob=publicationFile&v=1

https://www.bne-portal.de/bne/shareddocs/downloads/files/bne_handreichungen-bildungsber-tigkeit_fruehkindl-bildung_web.pdf;jsessionid=B30A2D10B7C0A41DA0ABEAC6B9406582.live471?_blob=publicationFile&v=1

<https://www.bne-portal.de/bne/de/bundesweit/kommunen/kommunen.html>



https://www.bne-portal.de/bne/shareddocs/downloads/files/210118_positionspapier_ff_schulen_kommunen_final.pdf;jsessionid=7520814A4D5DC3E64A6D9C5A72ED8400.live092?_blob=publicationFile&v=1

https://www.bne-portal.de/bne/shareddocs/downloads/files/wap_bne_executive_summary_kommunen.pdf;jsessionid=7520814A4D5DC3E64A6D9C5A72ED8400.live092?_blob=publicationFile&v=1

<https://www.bne-portal.de/bne/de/bne-kompetenzzentrum-bildung.html;jsessionid=7520814A4D5DC3E64A6D9C5A72ED8400.live092>

“Learning from each other and with each other” also means making the respective design of the learning locations for vocational training and sustainable development transparent in the spirit of **living learning location cooperations**. Therefore, here is a reference from the Federal Institute for Vocational Training BiBB to another helpful 94-page publication from 2020 by Rolf Feichtenbeiner | Heiko Weber | Robert Hantsch

“Designing sustainable learning spaces

Guide for training companies on the way to more sustainability” ISBN 978-3-8474-2955-5 (print), 1st edition 2020, publisher: Federal Institute for Vocational Training, Robert-Schuman-Platz 3, 53175 Bonn, Internet: www.bibb.de

The software manufacturer and IT service provider AixConcept is an excellent learning location cooperation partner and, as a member of the BBNE Excellence Network, contributed constructively and actively to the discourse on the topics of designing Green IT and Green Cloud at the 3rd Hybrid Conference in Uelzen with the following information: [Schul-IT: Professionelle IT-Lösungen für Schulen - AixConcept](#)

The technology didactics manufacturer FESTO is an excellent learning location cooperation partner and, as a member of the BBNE excellence network, contributed constructively and actively to the discourse at the 3rd Hybrid Conference in Uelzen with the following information:

[The Blue World approach from Festo | Festo FIBionicCellFactory | Festo DE](#)

[BionicCellFactory | Festo DE](#)

[didacta 2023 - Wir machen technische Bildung zum Motor für Innovationen \(festo.com\)](#)

The members of the Excellence Network Vocational Training Sustainable Development VESD will continue the European dialogue and discourse on a global level with learning locations in Africa, Asia, Australia, South and North America and continue to share their knowledge/experiences. The reference framework created is a valuable addition to the DunE-BB-EU guide on the website: www.ex-n-bbne.com and is also made available worldwide in English and thus contributes to the ongoing topic-related global discussion of excellence in **vocational training, sustainable development VESD**.



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Stefan Nowatschin, OSTD, Headmaster of the BBS 1 Uelzen

Head of Excellence Network Vocational Training Sustainable Development VESD



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