

UNEVOC Global Forum, Skills for Work and Life Post - 2015

Bonn, 14-16 October 2014



United Nations
Educational, Scientific and
Cultural Organization

UNEVOC 

International Centre
for Technical and Vocational
Education and Training

Session: "Teaching, learning and training Green TVET"

Presenter:

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Guiding Idea of the UN World Decade (2005 to 2014) “Education for a Sustainable Development”

Findings:

- So far it was not possible to implement this guiding idea along with a general re-orientation of our lives and our economy.
- It has not yet been structurally implemented in vocational education and training (no shift of paradigm).

Source: different literature



Vocational education and training for a sustainable development (GTVET)

Question:

How should students be enabled to orient their

- private and
- professional acting

in a sustainable way, i.e. in terms of

- ecological compatibility
- economical performance and
- social responsibility.

Double requirements

- abstract and normative educational objective
- linked to concrete tasks.

Presented at Global Forum on
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Overall requirement

- **Concretization:** Interdependency of ecology, economy, and social responsibility
- **Link:** Work processes have to be in the center of GTVET!

What does this mean for the level of skilled work?

- **Examples: Wind energy:** How must the building site, the material flow, transportation, the use of machinery, and health protection be organized?
- **Building restoration:** Buildings must be handled as energetic systems

Work processes have to be shaped in a sustainable way!

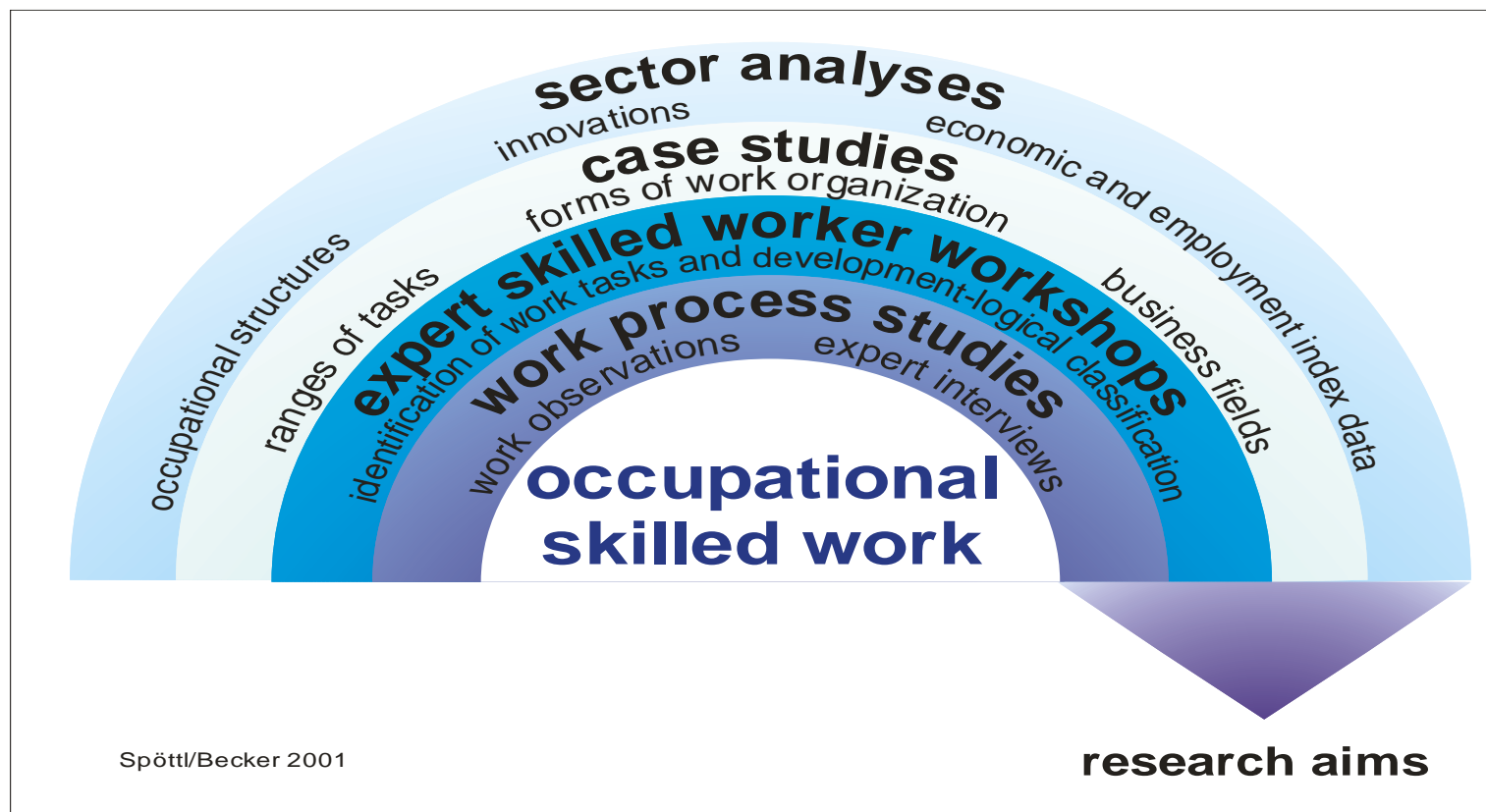


Research instruments of vocational scientific research

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Coverage of vocational skilled work from „inside“



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WindEnergy (Offshore)



Requirements for an Economy in Terms of a Sustainable Development (GTVET)

ECONOMIC PERFORMANCE

- Long-term business development
- Safe supply of electricity
- Customer satisfaction based on high quality
- Growth of the sector
- Risk management
- Strategic planning
- Work satisfaction
- Personnel development from Onshore to Offshore
- Flexibility on the wind power market
- Efficient forms of work organisation

Cf.: Grantz, Torsten; Molzow-Voit, Frank; Spöttl, Georg:
Offshore Kompetenz – ein Beitrag für eine nachhaltige Berufsbildung.
In: Berufsbildung 67 (2013) S. 8–10

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**Skills
for work
and life**



WindEnergy
(Offshore)

Georg Spöttl

Requirements for an Economy in Terms of a Sustainable Development (GTVET)

ECOLOGICAL COMPATIBILITY

- Use of hazard-free materials, e.g. in protection of corrosion
- Use of recyclable materials, above all fibre reinforced materials
- Waste avoidance, environment management
- Environmentally-friendly, pollutant-free production
- Reduction of energy consumption
- Ecologic responsibility also for business partners and suppliers
- Noise reduction, e.g. by less sound emission in the foundation structure
- Conservation of the environment

Cf.: Grantz, Torsten; Molzow-Voit, Frank; Spöttl, Georg:
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Requirements for an Economy in Terms of a Sustainable Development (GTVET)

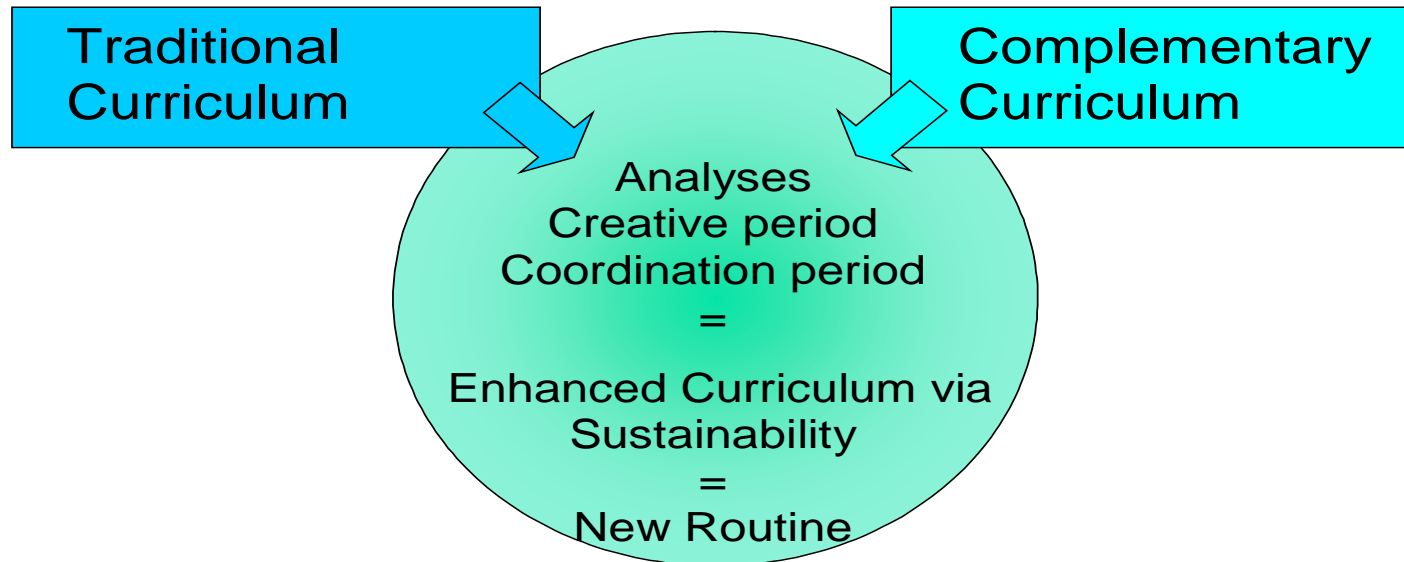
SOCIAL RESPONSIBILITY

- Health protection, work safety
- Human Rights in the world of work, no exploitation and discrimination
- Education/ qualification according to uniform standards in vocational education and training
- Right to self-determination
- Social responsibility also by suppliers, business partners
- Sustainable-linked salaries and wages
- Employment guarantee
- Compatibility of career and family
- Equal rights for women

Cf.: Grantz, Torsten; Molzow-Voit, Frank; Spöttl, Georg:
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Curriculum Development for GTVE⁺

Underpinning of sustainability of a Shadow Curriculum

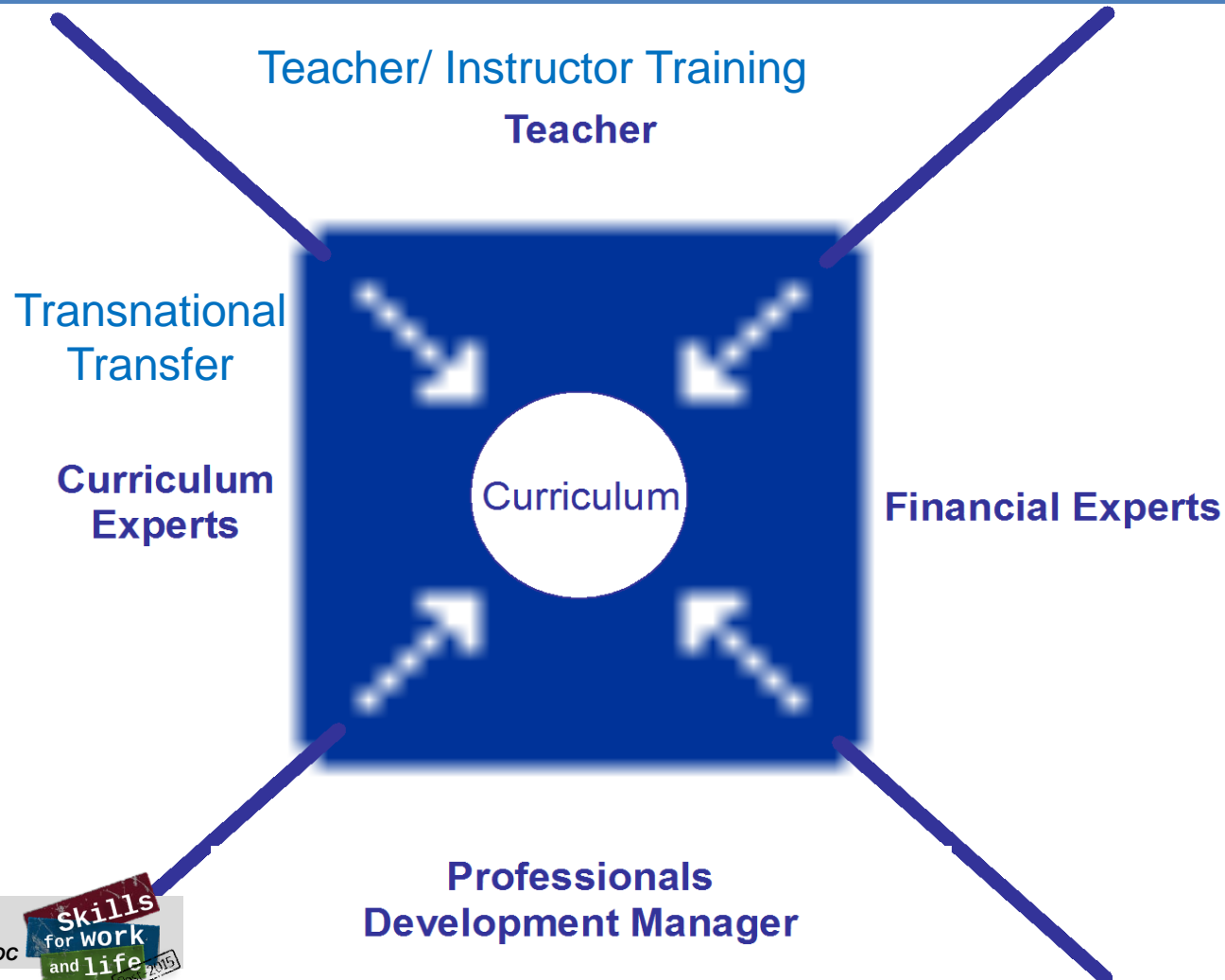


Curriculum development = new routine = new didactical routines (in teaching)

“Shadow Curriculum” as a Meeting Point



A “Shadow Curriculum” as a GTVET “Meeting Point”



Thank you very much for your attention!

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