



Greening TVET

FOENAKO

Submitted by BKAL, Germany

BILT Innovation and Learning Practice



FOENAKO addresses the need for developing demand-oriented knowledge in the field of sustainability for students, apprentices and teaching staff. Through close collaboration between TVET schools and the private sector, the project develops real-world learning situations that promote sustainability in the retail sector. These learning situations focus on environmental standards, fair trade products, pricing, goods procurement, and corporate goals.

- Start date: 2016
End date: 2019
- Type of implementing institution:
Municipal Vocational College
- Target group:
TVET students and apprentices of training occupations in the retail sector, and TVET teaching staff

BKAL, Germany

Berufskolleg an der Lindenstraße (BKAL) is a vocational college located in Cologne, Germany. The core feature of BKAL is the combination of general and vocational education. BKaL offers the following education and training paths: specialist classes of the dual system of vocational education and training (Berufsschule), pre-vocational training preparation, vocational school-based programmes (one-, two-, and three-year), upper secondary education programmes (Fachoberschule), general vocational education programmes (Berufliches Gymnasium), and the technical education programmes.

Description of activities

Fostering Sustainability in Vocational Training for the Retail Sector (FOENAKO) is an initiative that creates real-world learning situations that promote sustainability in the retail sector. These situations are created through the design of multimedia tools and support for teaching staff to implement the training. Through close collaboration between vocational schools and companies, FOENAKO improves the cooperation between partners in the German dual TVET system.

Added value

What current challenges does your initiative address?

Close cooperation between industry and the private sector is essential for the development of problem-oriented sustainable learning situations. Due to the rapid changes in the workplace and industry, vocational schools depend on the private sector to understand and respond to current developments in order to bridge the gap between theory and practice as closely as possible.

Why is this initiative a success?

FOENAKO is a success because it allows TVET schools to respond to industry demands quickly. Learning institutions with a focus on sustainability are more successful if they fulfil the requirements of the respective industry as closely as possible. The learning situations are curricula units didactically developed by teachers and in-company trainers. Each learning situation consists of three different documents:

- the description of a curricula-based learning situation;

- the documentation of the learning arrangements and the targeted results; and
- the predefined criteria for evaluating the solutions.

FOENAKO developed learning situations for the following 14 fields:

1. Representing the retail company
2. Conducting sales conversations in a customer-oriented manner
3. Serving customers in the cash desk service area
4. Presenting goods
5. Advertising and promoting sales
6. Procurement of goods
7. Accepting, storing and caring for goods
8. Recording and controlling business processes
9. Preparing and implementing pricing policy measures
10. Managing special selling situations
11. Success-oriented control of business processes
12. Winning and retaining customers with marketing concepts
13. Planning personnel deployment and managing employees
14. Managing and developing a retail business

What is the added value of this example?

The added value of FOENAKO is a successful response to demands of a fast-changing industry. A proven framework for cooperation and the implementation of industry-specific learning scenarios and tools has been created. This can serve as a model for other industries or sectors to analyse and follow.

Impact on curricula

What implications does this example have for current or future curricula?

In Germany, official curricula cannot be influenced by individual colleges, and any change must come from the government. However, within a specific curriculum, the learning situations developed by FOENAKO can be integrated easily for use by teachers and trainers. This allows some flexibility to address industry concerns.

How does this example impact TVET systems?

This example has impact at the local level in terms of incorporating industry-required training into TVET

curricula. Participation in the project by teaching staff at the vocational college, and educational training staff from the private sector, generated a stronger understanding of the benefits of incorporating sustainability into specific curricula. It also helped promote inclusion of sustainability into other TVET programmes outside of the retail sector.

How does this example respond to industry and social demands?

The development of the FOENAKO initiative was based on an analysis of the current challenges in the retail sector in Germany, with a focus on resolving the tension between ecology and economy, and changing customer requirements and habits.

Transferability

Which components of this practice may have practical value to other UNEVOC Centres/TVET institutions?

The results of the initiative are freely available to other institutions on FOENAKO's [homepage](#). This includes examples of the learning situations for students, materials for educational staff concerning the qualification modules, and the [FOENAKO Tool Kit](#) developed for the project.

What challenges do you see if transferred to another context?

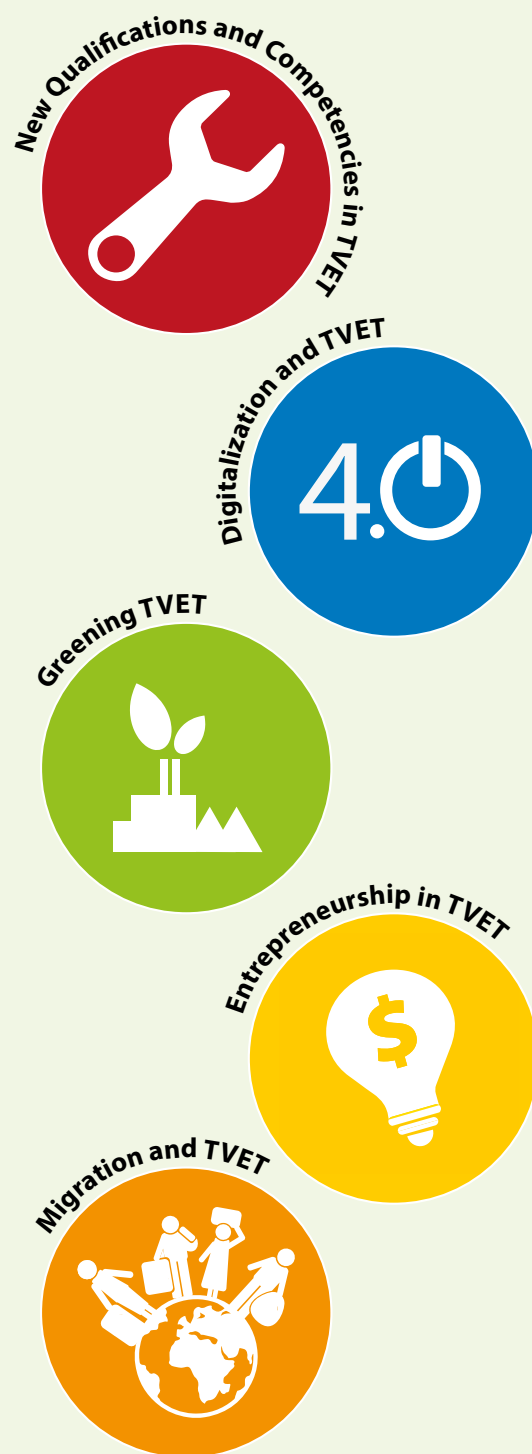
Currently, the results are only available in German, so translation must be considered for use elsewhere. Regarding learning situations, these were developed for specific challenges in the retail sector. If applied to other sectors, an adaptation would be necessary to take into account different sector-specific challenges.

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 - For more information about this practice:
www.bkal.de
www.handle-nachhaltig.de
www.handle-nachhaltig.de/lernfelder

Learning situations for teachers:
www.handle-nachhaltig.de/lernsituationen/fair-organic-textilien

Part of the BILT project involves collecting Innovation and Learning Practices that address systemic challenges within the five work streams of the project, with the purpose to understand what elements lead to their success and can be transferrable to other contexts.*

Access more BILT Innovation and Learning practices in the thematic areas of:



*UNESCO-UNEVOC does not endorse any of the practices included in this database and is not responsible for their management or implementation.



The Bridging Innovation and Learning in TVET (BILT) project provides TVET stakeholders with a platform for exchange and supports them to address current challenges in TVET systems, which arise due to technological, social, environmental, and workplace changes.

Within BILT, the overarching thematic area is New Qualifications and Competencies in TVET, which is supported by four work streams:

- Digitalization and TVET,
- Greening TVET,
- Entrepreneurship in TVET, and
- Migration and TVET.

Through regular knowledge exchange, thematic project activities, and expert working groups, BILT offers opportunities for collaboration between UNEVOC Centres and TVET stakeholders in Europe, and a platform for bridging of innovation and learning between European UNEVOC Centers and TVET stakeholders in the Asia-Pacific and Africa regions.

The results of ongoing activities are accessible on BILT's web page and will be disseminated during a BILT Learning Forum.

The BILT project is carried out in collaboration with UNEVOC Network members, coordinated by UNESCO-UNEVOC with support of the German Federal Institute for Vocational Education and Training (BIBB), and sponsored by the German Federal Ministry of Education and Research (BMBF).

For more information, please visit www.unevoc.unesco.org/bilt or contact us at unevoc.bilt@unesco.org

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