

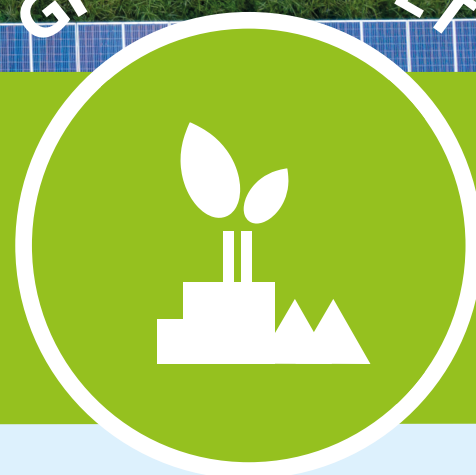


Greening TVET

Certified GoGreen Specialist

Submitted by DPDHL, Germany

BILT Innovation and Learning Practice



The Certified GoGreen Specialist training initiative contributes towards building a green and sustainability culture for DPDHL's global workforce. This is achieved by taking into consideration the different needs of employees and contextualizing training to their role and environment through a meaningful curricula, promoting specific actions and mindset as a 'GoGreen Specialist'.

-
- Start date: 05/2019
 - Type of implementing institution:
Private sector
 - Target group:
All employees of Deutsche Post DHL Group (DPDHL)

DPDHL, Germany

Deutsche Post DHL Group (DPDHL) is a German multinational logistics company headquartered in Bonn. With about 550,000 employees in 220 countries and territories worldwide, DPDHL connects people and markets and drives global trade. DPDHL contributes to sustainable development through responsible business practice, corporate citizenship and environmental activities.

Description of activities

The Certified GoGreen Specialist initiative provides a relevant curriculum to nurture a specialist culture where employees are inspired to adopt a green and sustainable mindset, capable of supporting the achievement of Deutsche Post DHL Group's GoGreen Mission 2050 in practice.

Added value

What current challenges does your initiative address?

Globally, DPDHL group employs more than half a million people. Each person contributes towards the success of achieving DPDHL's environmental targets and fulfilling the stated company purpose, 'Connecting People, Improving Lives'. As part of this, DPDHL created an in-house training programme and curriculum that actively involves employees to embed and drive greening, sustainability, and improved efficiency in their roles.

Why is this initiative a success?

The core learning modules developed for the training programme are relevant across the entire DPDHL business. These include tailored modules for specific job groups, for example couriers, warehouse staff, delivery drivers, administrative roles and the sales force. The training programme has a modular structure, allowing each business unit to have the most relevant content for their workforce. The foundation module of this curriculum is the same for all business units, providing basic knowledge on climate change, its impacts, and what DPDHL is doing to mitigate the climate crisis. This training module is online, can be updated easily, yet does not need frequent change for example in reference to specific parts of the organization.

The foundation module consists of six learning components:

- Introduction to DPDHL's Mission 2050 - the goal to reach zero emissions by 2050
- What is climate change?
- The impact of climate change
- What we are doing at DPDHL
- What can you do?
- Recap and knowledge check

What is the added value of this example?

This training programme is a group-wide initiative that is comparable across different business units while being flexible in addressing the specific needs of each unit. The process involves creating one foundation module applicable to all parts of the company, and then specialist modules for each unit as needed. This reduced the overall time and effort needed to create the training programme.

Impact on curricula

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

The training programme can serve as a blueprint for future curricula or training modules that are flexible enough to take into consideration local environments and requirements. When conveying knowledge on sustainability, the format should reflect the topic and goals, for example by being an online programme and paperless.

How does this example impact TVET systems?

The Certified GoGreen Specialist programme is a global DPDHL Group initiative providing innovative learning formats for green knowledge transfer. The initiative works at the local and global levels, taking into consideration the local intercultural and role requirements as part of a global workforce.

How does this example respond to industry and social demands?

The training programme is a direct result of social demands due to the increasing global relevance of climate change and its consequences. From an industry perspective, this training assists DPDHL to become more competitive and raises its profile as a responsible actor. The training modules respond to different levels of knowledge, work settings, and

prerequisites of employees. This reflects the design, length, and key content of the learning modules and was achieved via extensive internal collaboration with stakeholders from the business, learning and development functions, and the works council.

Transferability

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

What could be instructive is the process of comprehensive stakeholder engagement that was a key component in designing a successful training programme. Stakeholder consultation was instrumental during consultation, design, and testing. This structured process ensures that relevant modules are included that address all stakeholder groups and convey accurate and credible information that contributes to the sustainability of learning.

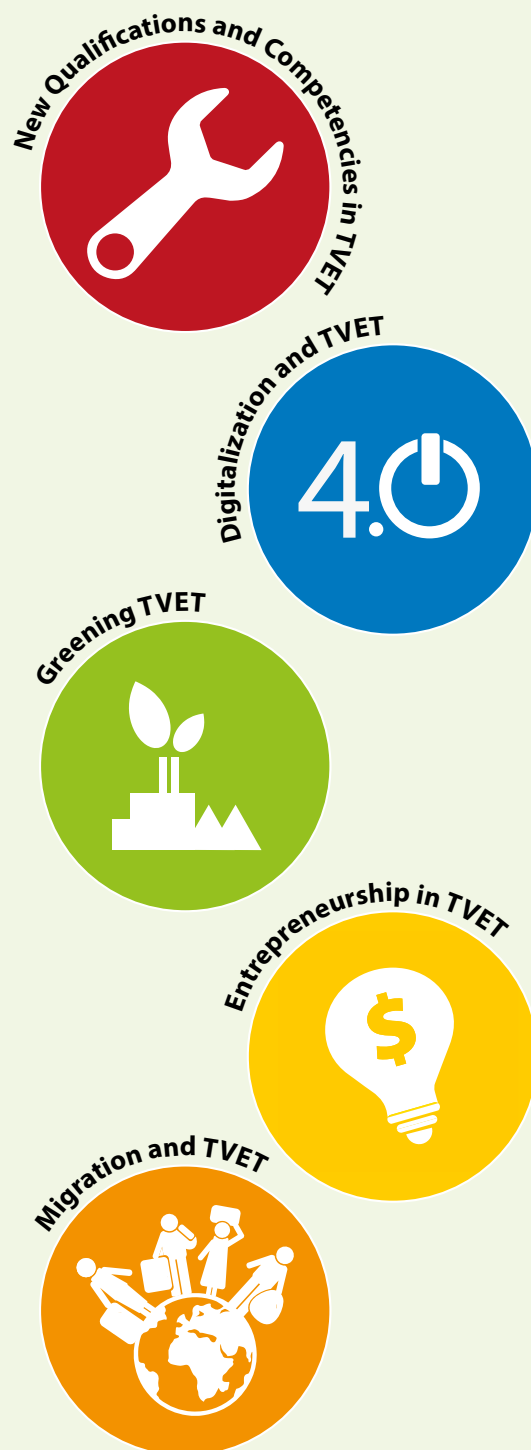
What challenges do you see if transferred to another context?

A key challenge of this initiative was in identifying and including all relevant stakeholder groups in the design process. This was time consuming, as is the implementation of the training across the entire organization. Stakeholder mapping and engagement should be carefully addressed if this were to be transferred elsewhere.

-
- Contact person:
Helene Arz, Deutsche Post DHL Group
helene.arz2@dpdhl.com
 - For more information about this practice:
<https://www.dpdhl.com/en/sustainability/environment-and-solutions/gogreen-program.html>
 - DPDHL Mission 2050:
www.dpdhl.com/content/dam/dpdhl/en/media-center/responsibility/dpdhl-flyer-gogreen-zero-emissions.pdf

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

COORDINATED BY



WITH SUPPORT OF



SPONSORED BY THE

