



Co-funded by the
Erasmus+ Programme
of the European Union



Online International Teacher Training ESD & SDGs in VET


Welcome

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truth
truth
truth



10 min

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Please use the chat for questions or remarks
Please put your audio on mute when you are not
talking

Partners:



Erasmus+ KA2 Project: Stairway to SDG

- ✓ How to implement education for sustainable development and SDGs in VET?
- ✓ Local **workgroups**, **webplatform** for VET teachers with ESD-SDG activities to use in VET & **app** for students (preview in module 5)

**THURSDAY
25 FEBRUARY**MODULE 1
14:00 - 16:10

Implementing Sustainable Development Education and SDGs in vocational education: Why and How at Organizational & Individual level

Elien Crois & Bart Henssen - Odisee University of Applied Sciences (Belgium)

MODULE 2
16:20 - 18:20

Introduction to Systems Thinking and Future Thinking in vocational education

Bart Henssen - Odisee University of Applied Sciences (Belgium)

MODULE 3
18:20 - 19:00

What could you do, as a vocational teacher, to contribute to a more sustainable school? *Local discussions (Subscription for this module is only possible if you take part in module 1 & 2 and based on the number of participants)*

**WEDNESDAY
3 MARCH**MODULE 4
10:00 - 16:30

International Day @ Odisee on Global Engagement

Keynote on Global Engagement

Nick Meynen, European environmental bureau

Break-out sessions:

- SDGs in practice in the educational field
- SDGs in practice in the workfield

International mobility and SDGs

**THURSDAY
11 MARCH**MODULE 5
16:00 - 18:00

Preview & Introduction to SDG Stairway Platform & APP for vocational education

Peter Stevens - GRYD (United Kingdom)

Aim Module 1: Implementing ESD & SDGs in VET

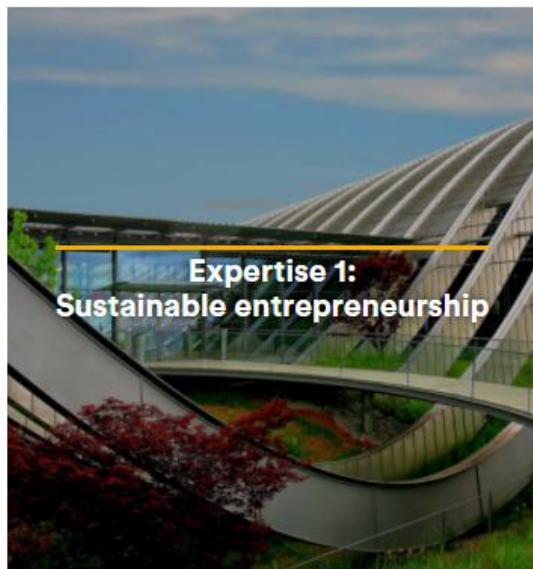
Why should we care about ESD in VET?

How can we contribute to ESD in VET?

As a vocational teacher: Sustainability competences, working with SDG's and teacher's approach

Organizational level: Approach to work on key action areas in your school

Our expertise in sustainable entrepreneurship



Center for
Sustainable
Entrepreneurship
www.odicense.be



Bart Hensen, PhD
Head of CenSE



Elien Crois
Researcher CenSE

What do you expect from this training?

Discuss in break-out rooms:
What do you expect from this training?

After 15 min.: 1 representative per group summarizes and shares your group's expectations in the general group chat



20 min.

THINK
ABOUT
THINGS
DIFFERENTLY

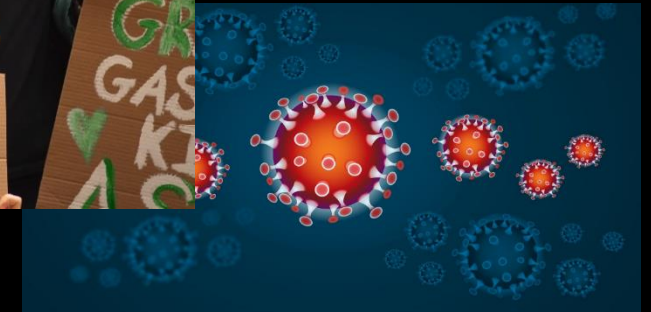
WHY?

NO
NATURE
NO
FUTURE



20 min.

Why should we care about ESD in VET?

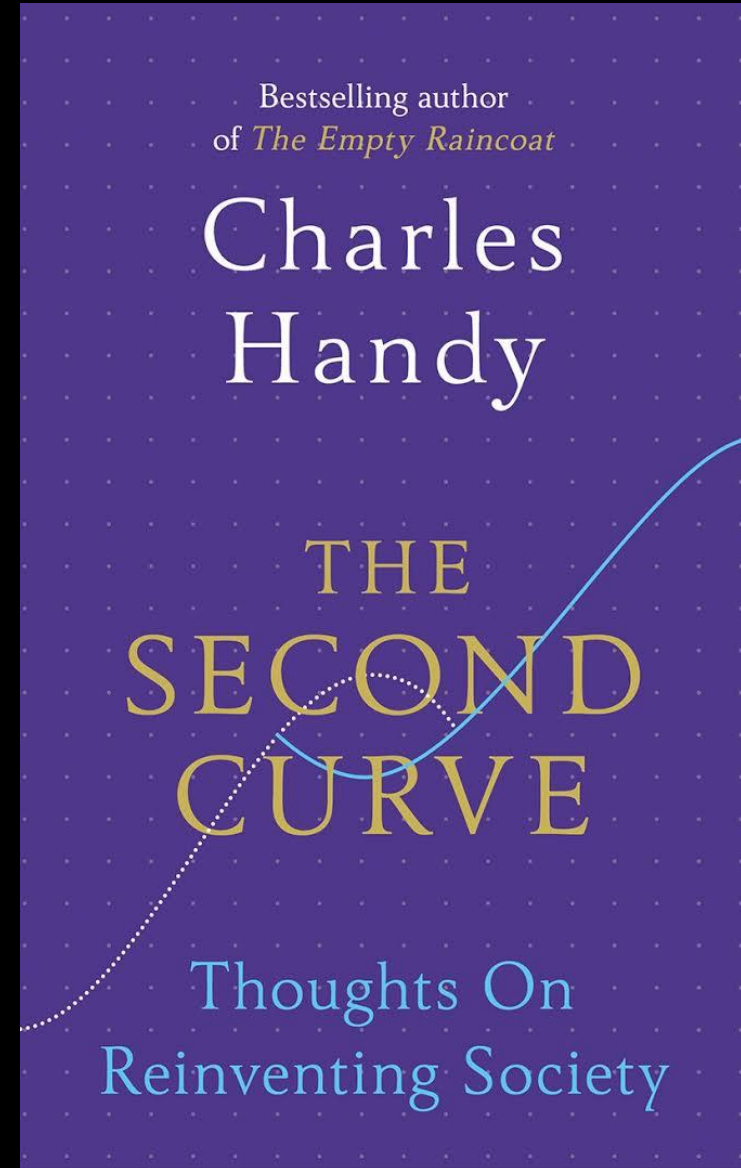
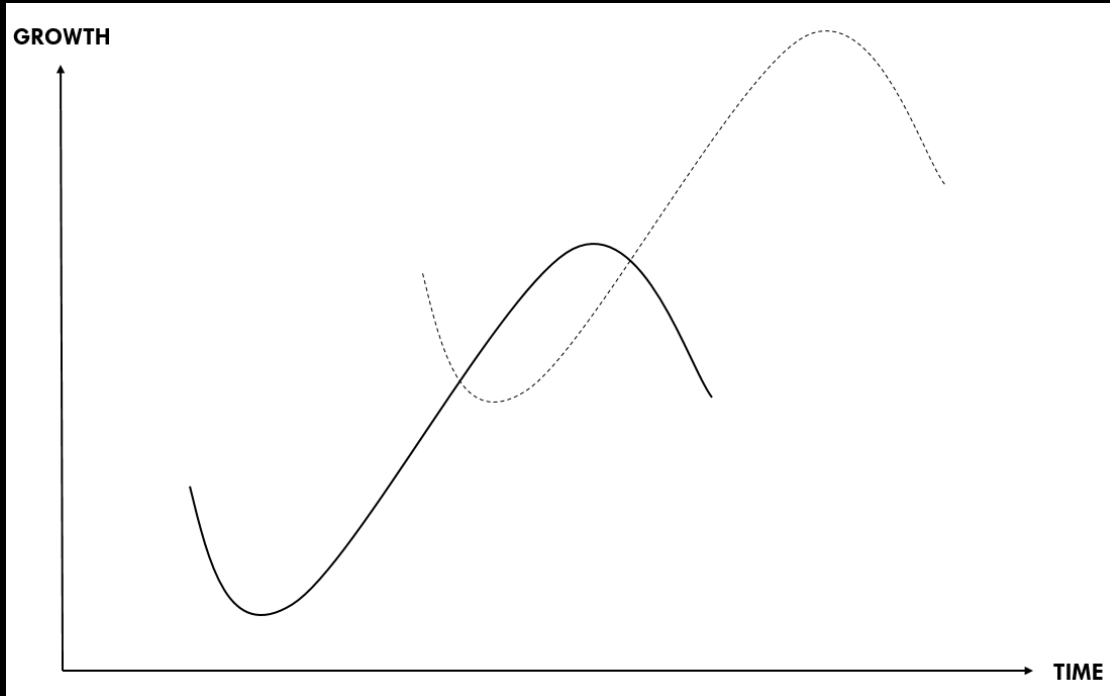




21.298.516 ton
Increasing pile of waste

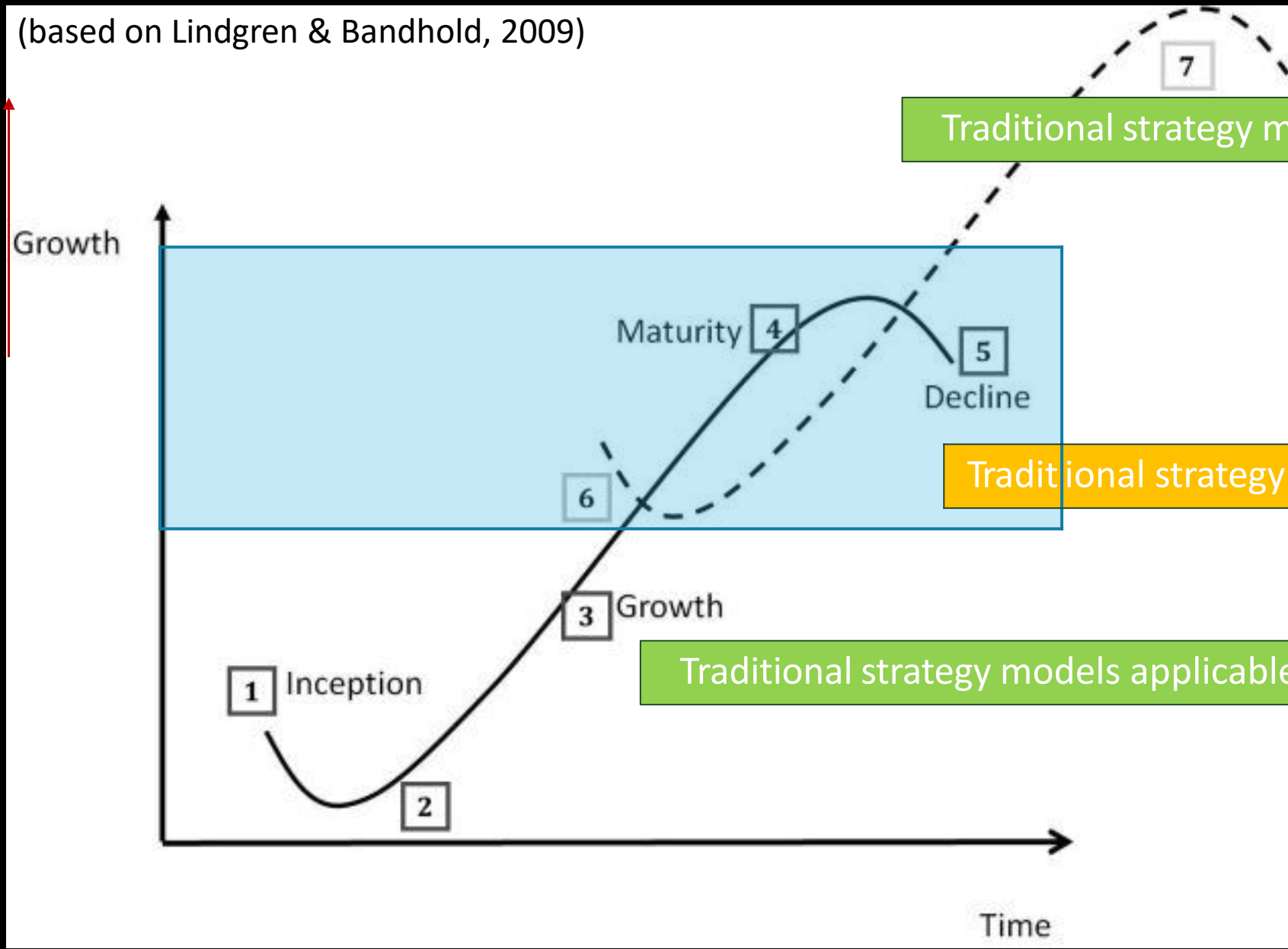
2008 2010 2012

Source: Interreg NWE project entitled FCRBE - Facilitating the circulation of reclaimed building elements in Northwestern Europe.



(based on Lindgren & Bandhold, 2009)

OLD paradigm
NEW paradigm



Traditional strategy models applicable

Traditional strategy models NOT applicable

Traditional strategy models applicable



Preparing students
for the complex world of today and tomorrow

Questions



Coffee break



10 min.





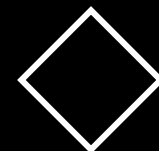
HOW?



As a teacher in VET



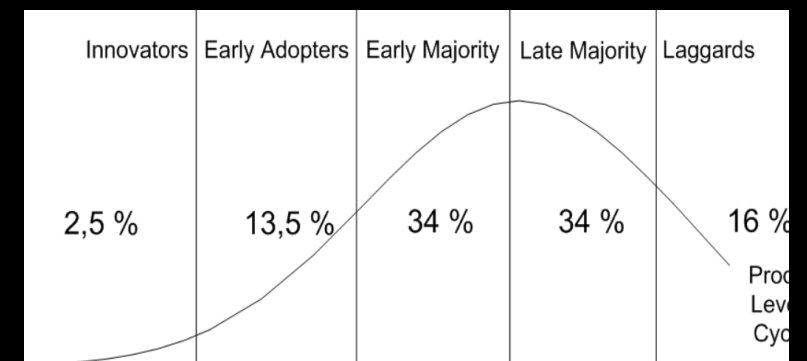
30 min.



How can your contribute to ESD in VET?

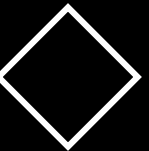
Preparing students for a changing world

1. Working on **sustainability competences** (and SDG learning objectives)
2. Adopting a **co-creative approach** in the learning process
3. **Ownership** and students as **change agents and ambassadors**





Sustainability competences



Sustainability competences

COMPETENCES

= A functionally linked complex of **knowledge, skills and attitudes** that enable successful task performance and problem solving... *

SUSTAINABILITY

... with respect to **real-world sustainable problems, challenges and opportunities** **

* Spady, 1994; Baartman et al., 2007

** Dale and Newman, 2005; Rowe, 2007; Barth et al., 2007

Systems-thinking competence: the ability to identify and **analyze** all relevant **(sub)systems across** different domains **(planet, people, prosperity)** and disciplines, including their boundaries.

Anticipatory competence: the ability to collectively analyze, evaluate, and **craft 'pictures' of the future** in which the **impact** of local and/or short-term decisions on environmental, social, and economic issues is viewed on a **global/cosmopolitan** scale and in the **long term**.

Normative competence: the ability to map, apply, and reconcile sustainability **values**, principles, and targets with **internal and external stakeholders**, without embracing any given norm, but based on the good character of the one who is involved in sustainability issues.

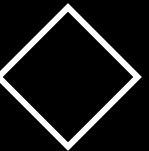
Strategic action competence: the ability to **collectively design projects, implement interventions, transitions, and strategies**, and translate these strategies to responsible **actions** for the improvement of the sustainability of social-ecological systems.

Interpersonal competence: the ability to **motivate**, enable, and **facilitate collaborative** and participatory sustainability **activities** and research.

Diversity competence: the ability to structure relations, spot issues and **recognize the legitimacy of other viewpoints** (i.e. stakeholders) in business decision-making processes, be it about environmental, social, and/or economic issues.



Teacher's approach



Co-creative teacher's approach

- ★ Transmissive learning
- ★ Teacher-centred approach
- ★ Individual learning
- ★ Theory dominated learning
- ★ Emphasis on cognitive objectives only
- ★ Institutional, staff-based teaching/learning
- ★ Low-level cognitive learning
- ★ Accumulating knowledge and content orientation
- Learning through discovery
- Learner-centred approach
- Collaborative learning
- Praxis-oriented learning (theory & experience)
- Cognitive affective and skills-oriented
- Learning with and from outsiders
- Higher-level cognitive learning
- Self-regulative learning and real issue orientation

Teacher's approach

Students should interact with other stakeholders and others stakeholders' visions when solving sustainability issues.

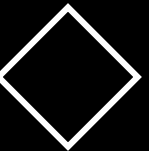
Schools should serve the needs of society and citizens, rather than serving the needs of companies, political parties or countries.

Schools should introduce 'real world problems' into the curriculum.

Students should learn to support their arguments and statements with relevant sources and empirical proof.



Ownership and students as
change agents



Real world
problem-based
learning activities

Intensive 10
days training
course (5 + 5)

Developing
sustainability
competencies

Started as
Erasmus+ HfE
pilot in 2016

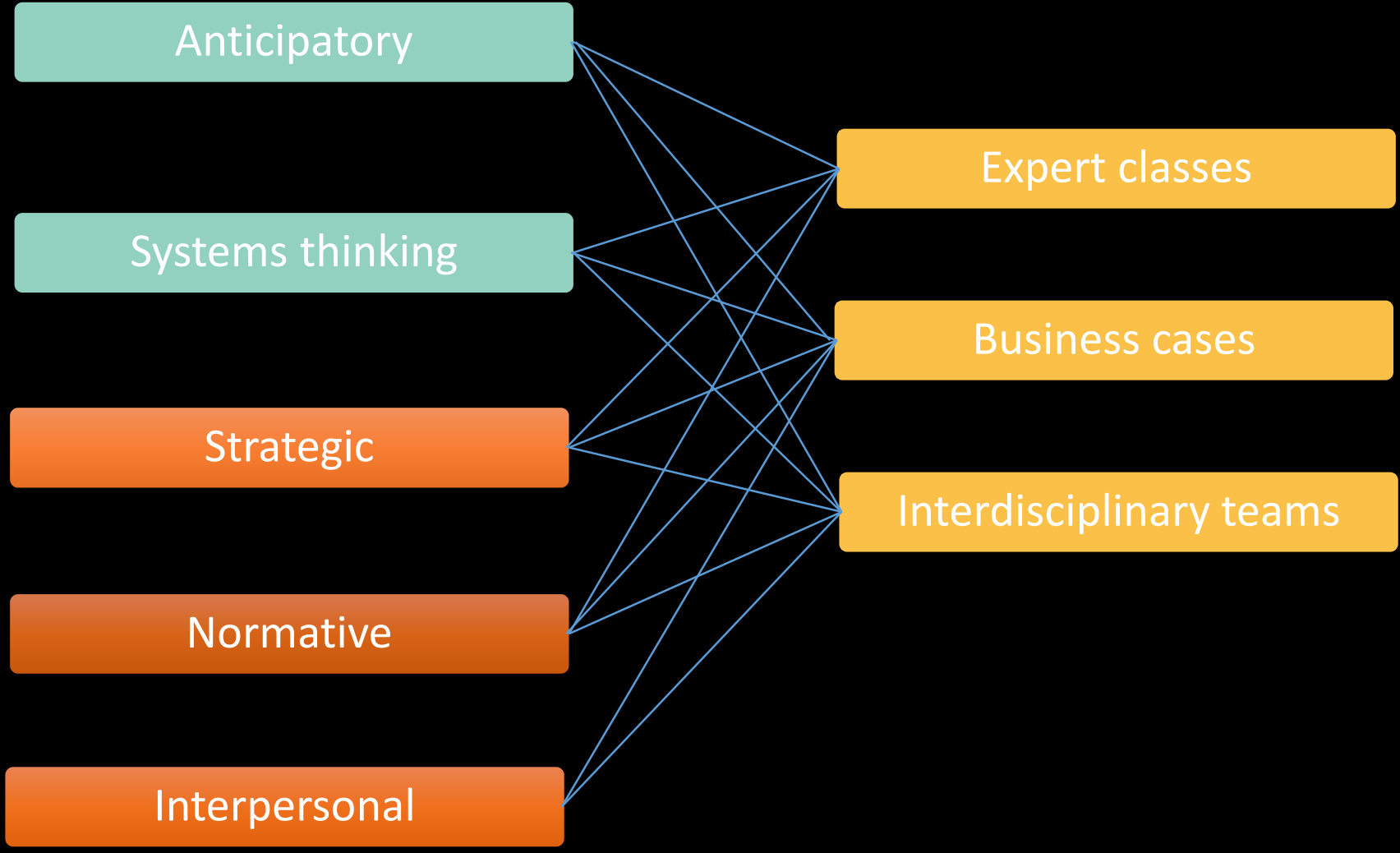
International
participants and
coaches from
universities (of
AS), companies,
ngo's

Combining
formal, non-
formal and
informal learning

Companies and
ngo's formulate
sustainability
business cases

Coaching
Ownership
Change agents

8 editions in
Belgium,
Colombia,
Ecuador



Anticipatory

Systems thinking

Strategic

Normative

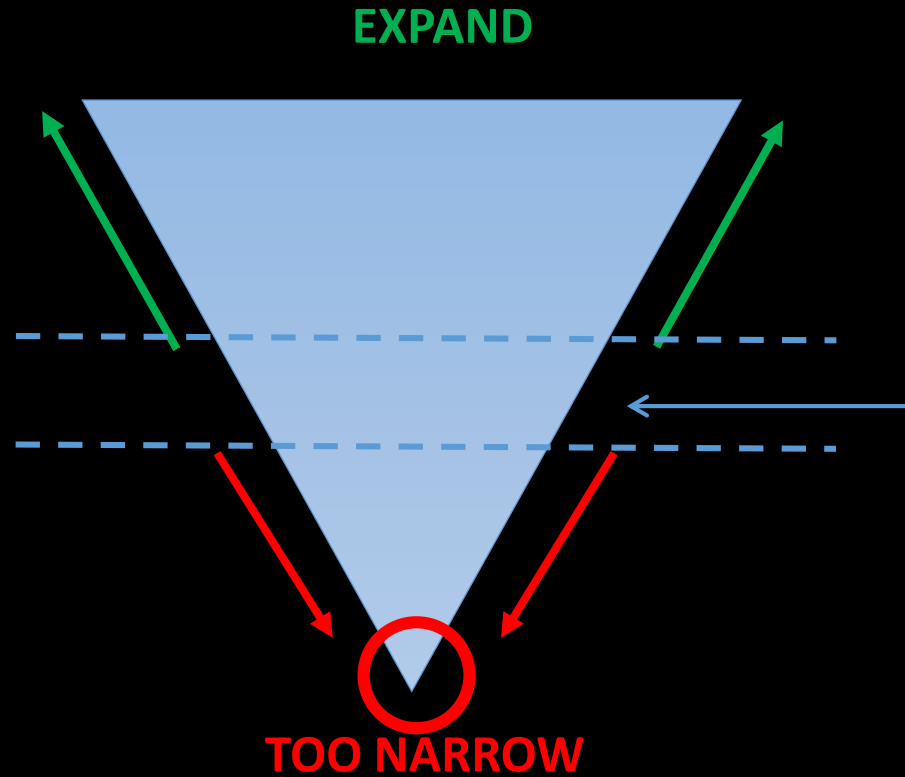
Interpersonal

Expert classes

Business cases

Interdisciplinary teams

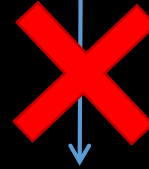
The reversed triangle



Several perspectives and solutions (systems-thinking, future thinking)



SUSTAINABILITY CASE



'the solution'



<https://www.facebook.com/SummerSchoolSustainableManagement>



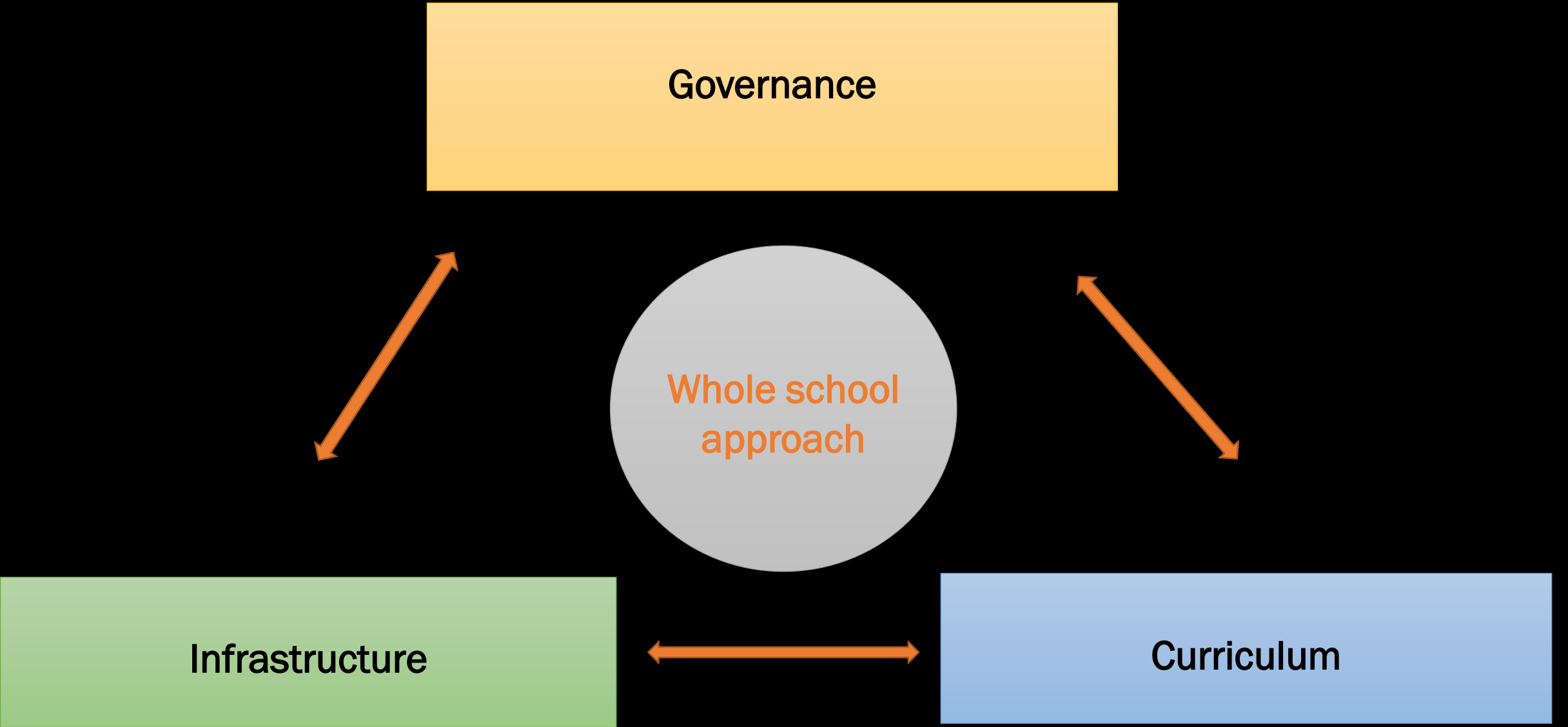
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Partners:



SDG Stairway methodology

1. Sustainability competences: enable students to relate the different SDGs to each other and to see 'the big picture' of the 2030 Agenda for Sustainable Development.
2. SDG learning objectives (baseline for SDG learning activities):
[file:///C:/Users/elen.crois/Downloads/UNESCO Education for Sustainable Development Goals ENG.pdf](file:///C:/Users/elen.crois/Downloads/UNESCO_Education_for_Sustainable_Development_Goals_ENG.pdf)
3. Teacher's guide to put working with the SDGs in practice: 3 steps learning pathway and practical advice to implement working with SDGs in your course
4. App: tool for reflection on individual behaviour related to SDGs

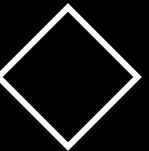


Where to start?

- ✓ Use a **bottom-up approach** to contribute to a more sustainable school and find **support** amongst management
- ✓ Choose a **key action area** (curriculum, infrastructure, governance) for your school that relates to you and that is relevant for your school
- ✓ Determine your concrete **actions**



Bottom-up & support



Bottom-up approach for sustainable change

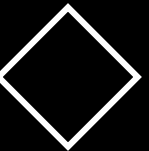
Theory of change

1. Establish a sense of urgency by **spreading the word** to colleagues
2. Form a powerful guiding coalition by **gathering like-minded colleagues**
3. Create a **vision** with colleagues
4. **Communicate** the vision to colleagues and school management
5. **Empower** others to act on this vision (e.g. by sharing good practices, sharing your network etc.)
6. Plan for and create **short term wins** (what can you do with a team of like-minded people in your organization?)
7. **Consolidate improvements** and produce more change (ask for help from your management)
8. **Institutionalise** new approaches (ask for help from your management)

(based on Kotter, 2006)



Key action areas

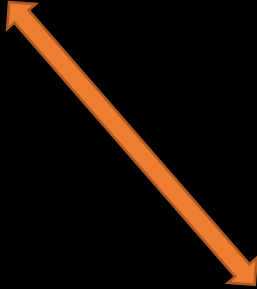
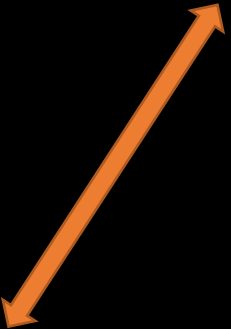


Governance

Whole school approach

Infrastructure

Curriculum



Curriculum

Learning about and experiencing sustainability

planned curriculum, informal curriculum as models of sustainable practice, shared practice and collaborative learning in real life meaningful contexts, interdisciplinary collaboration

Infrastructure

Sustainable practice

efficient energy use, sustainable resource procurement, use,
reuse, recycling

biodiversity and grounds management, good practice provides
a good model for ESD

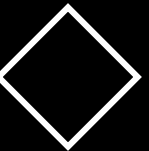
Governance

Structures, processes, decision-making:

leadership, vision, culture, values, attitudes, consultation, shared practice, agreement, clarity of communication, facilitation of sustainability action motivation, empowerment, audit, evaluation, action planning, monitoring processes for improvement

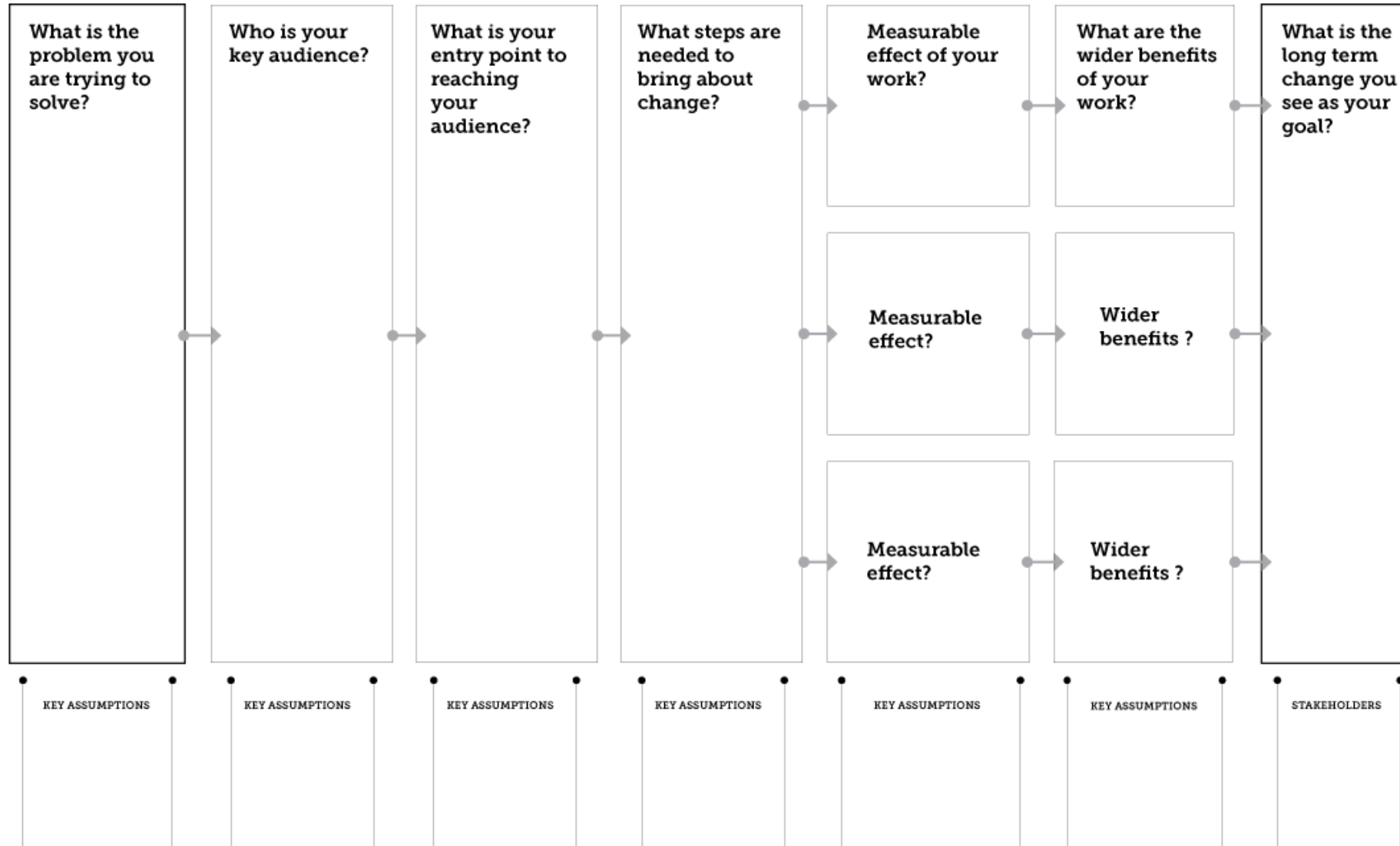


Action plan



I want to clarify my priorities
 by defining my goals and the path to reach them

THEORY OF CHANGE

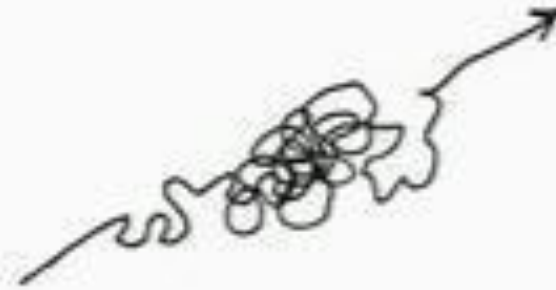


Success



what people think
it looks like

Success



what it really
looks like

Success in the Real World



Coffee break



10 min.

