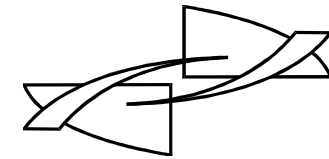


Berufsbildende Schulen I Uelzen



Wir leben Nachhaltigkeit!

DunE-BB-EU Checklist

on the design of "Digitally-supported and sustainability-oriented centres of excellence in vocational education and training in EUROPE".

"Excellence is understood as a holistic and partnership-based 360 degree concept. The focus is on all learners!"

	Description of the characteristics of excellence	applies	applies mostly	applies less	does not apply	Remarks, explanations, measures
1	The mission statement of the VET learning venue is holistically oriented towards the three sustainability dimensions – ecological, social and economic dimension.					
2	The learning venue makes the 17 sustainability goals of the United Nations - Agenda 2030 - its target and contributes to the achievement of all 17 goals.					
3	The place of learning adopts the UNESCO goals of the Berlin Declaration on Education for Sustainable Development (ESD) of 2021 as its goals. https://www.unesco.de/sites/default/files/2021-05/Berliner%20Erkl%C3%A4rung%20f%C3%BCr%20BNE.pdf					
4	The learning venue is part of and successfully shapes the European Education Area 2025. Contributions are made to the achievement of the 4 main objectives:					

	1. Resilience and excellence through high quality, inclusive and flexible VET.					
	2. Establishing a new culture of lifelong learning - the importance of continuing vocational education and training and digitalisation					
	3. sustainability - a green perspective in vocational education and training					
	4. the European VET Area and international VET					
5	The learning venue makes the objectives of the Osnabrück Declaration on Vocational Education and Training in Europe (25 Nov. 2020) its goals					
	1. Vocational education and training adapts flexibly to changes in the labour market.					
	2. Flexibility and opportunities for further development are at the heart of VET.					
	3. VET is an engine for innovation and growth and it prepares for environmental and digital change and for occupations in high demand.					
	4. VET is an attractive choice based on modern, digitalised education and skills.					
	5. Vocational education and training promotes equal opportunities.					
	6. VET is based on a culture of quality assurance.					
6	The learning venue supports the implementation of the European Skills Agenda and contributes to the:					
	1. strengthening of sustainable competitiveness					
	2. ensuring social justice , implementing the first principle of the European Pillar of Social Rights : access to education, training and lifelong learning for all across the EU.					
	3. Building resilience to respond to crises, based on lessons learned during the COVID 19 pandemic.					
7	The learning venue uses the OECD Learning Compass 2030 and is oriented towards the 4 - C model					

	The learning space demands and promotes the significant 4 competences of the 21st century: - critical thinking - collaboration - communication - creativity.					
8	The learning site demands and promotes creative competence.					
9	The place of learning uses the results of national and European pilot projects on vocational education and training for sustainable development (BBNE) for its own continuous development as a place of learning.					
10	The learning site produces an annual sustainability report and takes the BBNE indicators into account in its reporting (lecture by Prof. Dr. Kuhlmeier, DunE conference on 03.09.2021 in Hanover).					
11	The learning site has a quality and sustainability management system at its disposal. Tasks and responsibilities are regulated in a business and organisation plan as well as in a core task model.					
	1. The learning site has an ESD-VESD team with a team leader.					
	2. The learning site regularly invites all members of the school community and regional/national/international partners to participate in the design of sustainability-projects and in the sustainability-discourse in meetings/conferences/public forums.					
	3. The learners and teachers use a guide to design sustainability- projects.					
	4. Learners and teachers develop an ESD/VESD project journal using agile digital learning methods (Scrum).					
	5. The ESD/VESD team lists all ESD/VESD project journals (sustainability projects) in a (school/company, ...) ESD/VESD annual action plan and publishes the plan, including publication on the homepage.					

	6. The ESD/VESD annual action plan is integrated into the regional ESD/VESD annual action plan and also made public there.					
12	The place of learning develops its profile in the direction of 360 degree sustainability education (4 x 90 degrees) - see also: https://www.unesco.de/sites/default/files/2020-04/BNE_Handreichungen%20Bildungsbereich%202018_Nachhaltigkeit_berufliche%20Bildung_2019.pdf)					
13	90 degrees: Education Sustainable development is anchored and lived in everyday life:					
	1. Education for sustainable development (ESD) is anchored in the mission statement of the school programme or is part of the corporate philosophy and goal of the company.					
	2. Sustainability issues such as sustainable production, fair working conditions, circular economy, etc. are cross-cutting issues.					
	3. (E)SD is concretised through projects in the vocational action situation occupational- and sector-specific.					
	4. Conflicts of objectives are addressed and reflected in their own professional practice.					
	5. Trainees are given scope for participation and co-design.					
	6. All school partners or partners of the entire company participate in the planning and implementation of (V)ESD activities.					
14	90 degrees: ESD is part of the management of the vocational school or enterprise. A sustainable place of learning takes sustainability criteria into account in its own management:					
	1. Food for the refectory/canteen will be sourced from the region, preferably fairly traded and of organic quality.					

	<p>2. The procurement of office equipment and office materials is based on sustainability aspects.</p> <p>3. New purchases are sourced from environmentally friendly, certified companies wherever possible. ("reuse, reduce, recycle")</p> <p>4. More use is made of environmentally friendly means of mobility such as cycling, bus and rail, car pooling etc..</p> <p>5. There is transparent management of the supply chain.</p>					
	<p>6. E-waste is minimised and included in the learning process of the students.</p> <p>7. Upcycling projects are carried out.</p>					
	<p>8. The learning site promotes recycling and upcycling projects among students to develop entrepreneurial skills.</p>					
	<p>9. The place of learning has student companies, student cooperatives where sustainability-oriented business models are tested.</p>					
	<p>10. The learning site promotes entrepreneurship and start-up ideas.</p>					
	<p>11. Green and sustainable learning infrastructure - the school declares that it is moving towards sustainable infrastructure (as there are not enough funds to make the transition immediately).</p> <p>12. Green and sustainable infrastructure includes low energy buildings and labs as well as energy generation (e.g. solar panels), minimising waste consumption and recycling.</p> <p>13. The learning space uses barrier-free, climate-neutral and sustainably built buildings/learning spaces.</p>					
15	<p>90 Grad: ESD is part of and the management of the vocational school / the staff management and the further training opportunities for teachers, trainers.</p> <p>1. All staff members of the vocational school or the company take part in internal and external further training and qualification opportunities that address ESD aspects and enable the acquisition of design competence.</p> <p>2. The areas of responsibility and competences of teachers and trainers are clarified.</p>					

	3. Teaching and training concepts are developed in the sense of ESD. 4. Networks for professional exchange are established.					
	5. The place of learning has a SEIM (Sustainable excellent innovation management) office to advise and support learners and teachers.					
	6. The place of learning creates a strong technical/vocational management group that develops new programmes for vocational and technical education based on the analysis of the students. 7. Technical education is provided based on student and business needs with the prospect of generating a lifelong learning mentality for teachers and students and trainees alike.					
	8. The place of learning has sufficient financial resources to employ expert staff focused on raising project funds or securing funding.					
	9. The learning site has sufficient financial resources to provide process support for communication and reflection on work outcomes.					
	10. The place of learning has a support system for all areas - school social work, administration etc..					
16	<p>90 degrees: Co-operation between vocational schools and companies as places of learning and establishment of educational landscapes</p> <p>1. Companies, vocational schools and inter-company/ extracurricular training centres work together in Cooperation of learning sites.</p> <p>2. Formal, non-formal education providers, regional companies and sectors join forces to strengthen communication and transfer projects as a network. Educational landscapes are established.</p> <p>3. The place of learning cooperates with local and, if necessary, international partners, e.g. municipalities, migrant associations, youth centres etc..</p>					

	4. Multicultural education is achieved through internships and other experiences abroad.					
	5. The learning venue applies for and manages Erasmus+ budget or other mobility or innovation budgets.					
17	The place of learning has a concept for inclusion, implements it and evaluates it regularly.					
18	The place of learning has a concept for integration, implements it and evaluates it regularly.					
19	The learning centre has a climate protection plan and derives its own climate protection measures from it.					
	The learning site implements and evaluates measures for its own climate protection.					
20	The learning venue designs curricula and participates in the development of new sustainability-oriented curricula, including higher vocational education and training; it is an eligible partner in VET research where appropriate.					
	1. The learning venue develops and participates in the development of learning materials. 2. All curricula developed include an integrated module on sustainable development. 3. The learning venue is an eligible partner in VET research.					
21	The learning space is designed with digital support and offers the following					
	1. a reliable and powerful WLAN system					
	2. a 5 G or 6 G network					
	3. digital voice assistance systems					
	4. mobile robotics systems					
	5. systems for location-independent (mobile) learning, especially if the training/internship could involve hazardous tasks					

	6. eduTech systems (data-based learning process design, ...) to enable personalised learning paths for learners					
	7. Enabling individualised learning environments and creating transparency about educational processes					
	8. the possibility of active learning accompanied by specific peer mentoring and successfully supported by the use of best technology					
	9. inclusive and open labs / living labs / protolabs and is open to the community					
	10. the learning space is open to the citizenship of the region and local businesses					
	11. 3 D printing labs with 3 D scanner					
	12. learning labs, e.g. smart factory lab					
	13. Digital learning resources - both hardware and software: learning management systems, online learning systems and the integration of these systems.					
	14. appropriate support measures (e.g. mentoring systems, learning circles, ...)					
22	Learning location cooperation - excellent vocational orientation					
	1. The place of learning cooperates with other partners to design a modern, digitally supported and sustainability-oriented vocational orientation.					
	2. The place of learning systematically prepares the pupils of general education schools for a work placement. In this process, the training structures and contents are clarified at the dual learning locations of company and vocational school. Occupational safety, environmental protection and sustainability, but also the basics of tool and machine knowledge in the context of first action-oriented job-related projects facilitate the start in the subsequent first work placement.					
23	Learning site cooperation - excellent cooperative vocational education and training for sustainable development (VESD)					

	1. The place of learning cooperates with universities-universities of applied science-vocational training centres-company and inter-company training centres, vocational academies and further training centres and other relevant stakeholders in order to design excellent digitally-supported and sustainability-oriented vocational education and training.					
	2. The place of learning participates in the development of cooperative education and training programmes for training and management staff.					
	3. The learning venue participates in the development of sustainability-oriented learning programmes in higher vocational education (bachelor and master programmes, ...) and contributes to their testing.					
24	Co-operations between places of learning - excellent networking					
	1. The learning venue organises networking and is a network partner.					
	2. The place of learning is a local network partner.					
	3. The place of learning is a regional network partner.					
	4. The learning venue is a national network partner.					
	5. The learning site is an international network partner.					
	6. The place of learning has a strong international but also regional network in order to provide local companies with qualified workers as well.					
25	The learning site participates as a practice partner in VET research and - is an eligible partner					
	1. The place of learning develops or participates in the development of content-related, methodological and strategic modules for sustainability-oriented e-teaching.					
	2. The learning venue participates in the creation of international, cooperative and web-based learning and working environments.					
26	Excellent VET administration - the ideal three-level model					

1.	The place of learning is provided with sufficient digital and personnel assistance for the various administrative tasks.					
2.	The place of learning is provided with sufficient working time budgets.					
3.	The learning venue measures its required working hours in order to update the working time model.					
4.	The learning venue is coherently supported by all VET administrative institutions (federal - from the Land Institute of Vocational Education and Training, e.g. from Germany Hamburg Institute of Vocational Education and Training HIBB, Schleswig-Holstein Institute of Vocational Education and Training SHIBB), national VET institutes (e.g. the German Federal Institute for Vocational Education and Training BiBB in Bonn) and the EU administrations (CEDEFOP, DG of the EU Commission, ...) and UNESCO - UNEVOC.					



"Dieses Projekt wurde mit Unterstützung der Europäischen Kommission finanziert. Die Verantwortung für den Inhalt dieser Veröffentlichung trägt allein der Verfasser; die Kommission haftet nicht für die weitere Verwendung der darin enthaltenen Angaben."

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