



GT VET

Greening Technical VET – Sustainable Training Module for the European Steel Industry

WP 3 summary
VET-Systems and Workshop results



Reminder from WP 2: First questions for WP3 VET Systems Reflections

- Basic knowledge about environmental laws is obligatory in VET
 - Can we presuppose this knowledge?
- Do skilled workers also have to be knowledge managers?
 - Does the module have to include basic knowledge management info / strategies, adapted to the specific occupation?
- Would it be reasonable to choose a pedagogic approach which makes the learners act autonomously? (project / action oriented didactics)
- Could the core of the module be a set of concrete, industry-related case studies on environmental topics?
 - The case study set could be modified / supplemented when industry requirements change, as foreseen in the proposal



The VET Systems

- Germany: A social partnership model that reflects the agenda of partners (labour, state, capital) at national and länder level;
- UK: A voluntarist and market orientated system driven by employer needs, where the state regulates standards and intervenes in the case of market failure;
- Italy: A state directed system, with significant regional (and provincial) autonomy in the regulation and delivery of VET;
- Poland: A state directed system filtered through various regional, district and local authorities and inclusive of social dialogue (at national, regional and district levels).



Curricula and Green Skills Reference

- *Curricula:*
 - Across the case study countries electrical and mechanical/industrial apprenticeship training addresses competence and knowledge in different ways.
 - More generally, the curricula reflect the development of different forms of theoretical and technical competence through formal and on-the-job training pathways.
- *Green Skills Reference:*
 - Poland (VET more generally):
 - utilization of metals scraps and other waste;
 - waste segregation (separate containers for plastic, paper, glass);
 - utilization of used materials such as oil, lubricants etc.;
 - treatment of waste
 - Italy:
 - No specific training on green skills, No specific training module, No specific chapter on school handbook.
 - However, in Umbria Region apprenticeship training catalogue, the main social partners training agencies has recently included a training module concerning general competences on legislative matters and professional procedures to make their work “environmental safe”
 - UK:
 - ‘Green skills’ is an aspect of workplace practice (e.g. company induction, waste disposal), more than it is part of the formal curricula
 - Health and safety training incorporates elements of environmental practice – as they apply to the person
 - Germany:
 - Mechanical: green skills are explicitly named in 9 of 15 learning fields of the apprenticeship
 - green skills are explicitly named in 7 of 13 learning fields of the apprenticeship



Results of the Workshops

1. Learn about education and training pathways for industrial mechanics and electronic technicians (in school and company) and describe the qualification profile of the two groups
 - A varied set of policies and practices (curricula) exist
 - Result: different levels of competence, skills and knowledge across the case study countries
2. Understand the relevance of green skills for these skilled workers
 - Changing (environmental) workplace cultures – driven by efficiency imperatives → *Improving Actions, Saving Money*
 - Sections and managers determine levels of relevance
 - The ‘trickle down’ of wider policy goals
3. How to build the module? Collect ideas on how to enrich the curricula with green skills and how to promote environmental awareness
 - Mechanisms for delivery:
 - Case Studies?
 - E-learning
 - Training the trainer?
 - Bridging formal and on-the-job learning?
 - Content
 - Critical events?
 - ‘Green’ Protocols?
 - Base in regulations and legislation?
 - Good practice/poor practice



Results of the Workshops

- What „dimensions“ does the training module creation and implementation actually have?
 - Content
 - Pedagogics
 - Organise stakeholders cooperation (schools, companies – others?)
 - „Updateability“
 - Adaptable to national / regional contexts
 - Staff training
 - others ...?



Thank you!

<http://www.gt-vet.com>