ADULT EDUCATION FOR SUSTAINABILITY: COMPETENCES AS DEVELOPMENTAL TASK

<u>Background</u>

The Club of Rome pointed out already in 1972 that an economic concept based on constant growth cannot work because resources are limited. Nonetheless, these so-called planetary boundaries are still being exceeded by far, especially in the industrialized countries. Among other things, the threatening consequences of climate change make clear that a quick change of direction is becoming more and more urgent. Last but not least, the corona pandemic shows how vulnerable our entire economic and social system is and that more resilient structures are urgently needed in order to avoid further disasters. Sustainable development is only possible if people understand systemic relations, i.e. understand the consequences of the actions of everyone and each individual and how one can help shape the future society. ESD (Education for Sustainable Development) is intended to enable learners to take responsibility for shaping a socially, ecologically and economically sustainable future.

The aim of the 5P-Competences project is to develop a competence framework based on analyses of development tasks, which is specifically tailored to the life situation of adults. The competency framework to be created should form a basis for formal and informal learning. Therefore, the competencies and competence categories are formulated under the aspect of their teachability. The next step is to create a digital competence framework that is to be used in virtual learning environments. In a fourth step, a further training program for full-time and voluntary adult educators is being developed and tested, in which the theoretical basics, elements and practical application possibilities within the framework of ESD are conveyed. Finally, the partnership develops a European network and community of practice in which educational practitioners and those responsible for education come together, exchange experiences and good practices, and learn from one another.

Duration: 01.11.2021 - 01.11.2023

Objective:

The aim of the project is to develop a competence framework that is tailored to the specific needs of adult education, and in the narrower sense of education for sustainable development. At the same time, a common frame of reference for learning opportunities in the area of ESD is created with the competence framework at the local level. The competence framework is intended to support full-time and voluntary teaching staff in the development of courses and course programs on sustainability topics, and to help ensure that educational offers can be tailored more precisely to the needs of the course participants. Secondly, the participants in the training (teaching staff) shall develop a basic understanding of the developmental tasks that adults must

master on the way to sustainable action, as well as the skills required to master these tasks. Thirdly, the digital competence framework is intended to support teachers in developing online learning opportunities on ESD-relevant topics. Last but not least, the Community of Practice promotes the development of a common understanding of ESD and the creation of cooperative structures by enabling the exchange of experiences and best practices between different actors in ESD.

Activities:

Activities related to the development of intellectual outputs:

Framework concept: development tasks in ESD a) Analysis of documents and strategy papers of the municipalities for the implementation of ESD; b) Consultation of education officers and experts at local level; c) Analysis of international, European, national, regional documents (including UNESCO documents on the implementation of ESD); d) Analysis of scientific publications; e) Documentation of the results in a research report.

Competence framework for sustainable development a) Formation of competence categories based on the results of IO1 b) Development of the individual competencies, descriptors and description as "learning outcomes" c) Development of the preliminary competence framework d) Test of the competence framework with teachers, documentation e) Discussion in focus groups, documentation f) Creation of the final competence framework g) Translation of the competence framework into the partner languages.

Digital competence framework for sustainable development a) Preparation of the competence categories and individual competencies developed in IO2 according to the requirements of the learning management system b) Translation of the digital competence framework into the partner languages c) Test run in the participating countries d) Summary of the results in a test report (in English).

Training modules Development of multilingual advanced training modules on the following topics 1) Background information on the project 2) Introduction to the subject 3) Theoretical foundations of the competence concept 4) Description and explanation of the competence framework 5) Practical application in the context of the creation and evaluation of courses (level: course planning, target group: course instructors and lecturers) 6) Use of the competence framework as part of the planning and development of entire course programs (level: event planning, target group: training providers) 7) Recommendations for Practice and Good Practice 8) Exemplary implementation of the competence framework for ESD topics: 8a) environmental protection and climate change, 8b) Inclusion and equity in education 8c) sustainable management, 8d) migration and flight, 8e) Democracy, participation and participation Network.

Community of Practice Building the network - Acquisition of participants; Building the community of practice; Setting of OER and contributions; Commitment of the moderators – 3 webinars: Introduction for moderators - Official start of the Community of Practice - Start of moderation

Activities - Acquisition of members - Community Management - Monitoring of community activities.

Results

The project aims to develop 5 types of results (intellectual outputs): 1) A framework model of development tasks that are relevant for sustainable development, that individuals have to face at different points in their lifetime. 2) An action-oriented competence framework for ESD (Education for Sustainable Development), which is tailored to the needs of adult education. The competence framework supports teaching staff working in adult education in developing ESD-relevant events and courses that are oriented towards the real developmental tasks of learners. 3) Digital competence framework for ESD, which can be read into online learning systems, and be used to develop online courses and programs 4) Online training modules on competence-based ESD in adult education. In further education, full-time and voluntary teachers acquire the knowledge and skills that are required to develop competence-based courses and programs on sustainability topics. 5) European online network and community of practice for sharing best practice.

1. Analysis of course programs related to the topic of Agenda 2030, with a view to the competencies addressed, discussion of results with local stakeholders,
2. Identification of sustainability competences of major importance for local stakeholders,
3. Development of the local competency framework jointly with local stakeholders,
4. Translation of competency framework into digital format,
5. Testing of competency framework in online course programs
6. Policy recommendations for local governments and education stakeholders

CONSORTIUM

Leading Organisation:

LUDWIG-MAXIMILIANS-UNIVERSITAET MUENCHEN, DE

Partners:

- Landeshauptstadt München/ Referat für Bildung und Sport/ Pädagogisches Institut - Zentrum für Kommunales Bildungsmanagement/ Internationale Bildungskooperationen, DE
- P & W PROJECT GMBH, DE
- IDEC, GR
- EUCEN, BE
- UNIVERSITAT ROVIRA I VIRGILI, ES
- ASOCIATIA ASISTENTA SI PROGRAME PENTRU DEZVOLTARE DURABILA - AGENDA 21, RO