

The Oldenburg Occupational Training Model for Sustainable Development. Design within the Model Test Advanced Training to Become a Renewable Energies/Energy Efficiency Specialist (German Chamber of Crafts)

The following examines the results of a three-year (2010-2013) Oldenburg model test that was part of the “Occupational Training for a Sustainable Development” program sponsored by the German Bundesinstitut für Berufsbildung (Federal Institute for Vocational Education and Training) and conducted by the University of Oldenburg’s institute of Vocational Training and Business Education together with the Bundestechnologiezentrum für Elektro- und Informationstechnik e.V. (BFE) (Federal Center for Electrical Engineering and Information Technology).

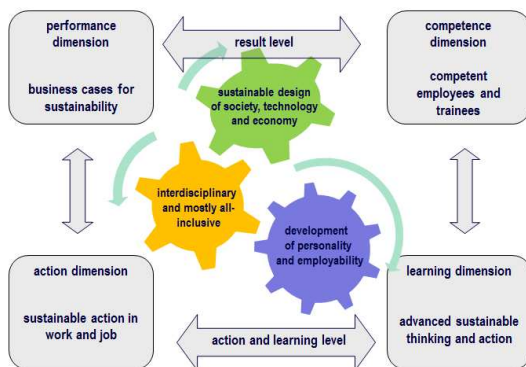


Figure: Reference model for professional action and competencies for sustainable economics

Reference Model

Occupational training for a sustainable development brings with it the challenge of interconnecting the competency development of professionally active individuals with the professional fields found in companies who sustainably operate.

The connection of the perspectives and levels is differentiated in the reference model via four dimensions (see Figure).

Research Approaches

The model test pursued two different, albeit connected research approaches: a concept-development and a theory-modelling approach. The concept-development approach achieved the development, implementation, and evaluation of the renewable energies/energy efficiency specialist advanced training as defined by §42a of the German Chamber of Crafts’ trade and crafts code. The model test’s theory-modelling approach resulted in well-founded insight that help describe and explain exactly how an occupational training works for sustainable development in professions operating in the energy economy.

References

- Rebmann, K., Schlömer, T., Feldkamp, D., Jahncke, H. & Lüllau, C. (2014). Das Oldenburger Modell der Berufsbildung für eine nachhaltige Entwicklung (BBNE) und seine Ausgestaltung im Modellversuch der Fortbildung zum/zur Fachwirt/-in Erneuerbare Energien und Energieeffizienz (HWK).
Schlömer, T. (2009). Berufliches Handeln und Kompetenzen für nachhaltiges Wirtschaften.
Schlömer, T. (2011). Dimensionen einer Berufsbildung für nachhaltiges Wirtschaften.

Project and Research Designs

With the concept-development approach, a model that could actually be transferred over for use in advanced training was to be developed. Even before the model test began, project participants expressed their desire to produce an advanced training having both a generalist and interdisciplinary competency profile and curriculum. The training should have a modular structure, and be kept flexible enough to allow changes. Furthermore, “updates” to individual modules and regulatory standards would also need to be created.

Concept and Theory Modelling: Final Observations

The model test results can be summarized in accordance with the approaches described above.

The concept-development approach offers as its outcome an advanced training to become a renewable energies/energy efficiency specialist that’s one-of-a-kind in Germany.

The model test’s theory-modelling approach generates statements about the way occupational training functions to achieve a sustainable development in energy industry domains, deriving consequences for future research as a result.



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Research Areas

- Epistemic beliefs and learning styles
- Vocational training and education for sustainable development
- Learning task, competence diagnostic

Regular courses

- **Bachelor:** pb023, pb024, pb025, pb026, pb027, pb029, prx105, prx104, wir170, wir181, wir182, bam
- **Master:** prx550, wir731, biw110, biw115, prx555, biw120, biw125, mam