

Abstract: Contribution to Evaluation

What do we know about Sustainable Development in Vocational Training, or what do we think we know?

Based on an increased awareness of sustainability in the public and a growing willingness of companies to engage pro-actively for sustainability issues, ... the underlying questions of purpose and outcomes, effects and transfer of the introduced measures in the fields of vocational education und trainings are more important than ever.

The question we have to face :

Do we have reason for optimism that vocational training and the way and means how the subjects inside "sustainable development" are organized? And actually contribute to more sustainability in employment and in action. Or have they been part of the efforts of the hamster wheel of our science and political establishment. A "wheel" which achieves high rotation speeds, but ultimately is a system of self-referential cultivation of futility which is holding the system back and prohibits development.

Main topics

I am going to point out what effects cause the efforts or measures in vocational training and which effects in learning are achieved in particular at the following levels:

- On the policy level, which has to put forward the political process and has to take care of the regulatory and financial framework, that includes the question how much sustainability is integrated in training regulations
- On the level of memory and awareness and the level of action of organizations and institutions, which are in charge of administering that sustainable education structure, and at the same time have a gate-keeping function for everything "innovative".
- At the level of science, research and development it would be necessary to ask whether we have by now reliable data, and so empirically know more about sound effects and actual contributions of Vocational Training Research.
- At the level of the UN-Decade ESD this contribution is laying-out the impacts of the German process, especially the process of communication, transfer and the marking of good-practice projects und activities. It needs to be said that the principle of overall holistic interconnectivity is one of the key strategies for sustainability. This is why also in the UN Decade for ESD networking of active

institutions and groups involved plays a prominent role. It seems to be necessary to know more about the real effects of this extensive communication process.

- And finally, at the micro level of trainees and students in vocational training at various operational and industry-wide institutions and on the level of further training, we need to ask about the actual gain of competence and the options for alternative courses for action.

Conclusion

The declaratory and implementation-oriented situation appears to be on the political level quite complex and diverse, especially with regard to the decisions and responsibilities between the federal and regional states, between ministries and between the social partners. What kind of governance-model do we have behind the German system of Vocational Education? Is this a good-governance or as Rauner says, a bad-governance in comparison with other European countries.

Without any doubt, they provide the communicative and legitimation framework: The United Nations, the European Union, parliament and the government consider that education (and training) for sustainable development have to play a unique role and have allocated funds for research and implementation.

Nevertheless, there remains a gap between political will and administrative implementation, which should be more closely investigated in order to explore the original impulses in policy studies of the overall process of dissemination between 1992 and 2014.

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