



VIDENSCENTER FOR
HÅNDVÆRK
BÆREDYGTIGHED

BÆREDYGTIG VIDEN

- TIL FREMTIDENS HÅNDVÆRKER



Project :Erasmus – constructing a green wave in VET

Teachers' course 5-8 October : SDG's in Building and Construction"

Learnmark Horsens



Programme:

Wednesday – 5 October

Arrival of partners (Jorgensens Hotel and Teater Hotellet)

Thursday – 6 October

Tech eudcations : Vejlevej 150 , 8700 Horsens – room 222

8.30

Pick up/ transport from hotels

9.00- 9.45

Welcome and presentation:

Niels Yde, Director – about Learnmark

Lone Ørsted , Coordinator – about the project

Bjørk Fredslund Andersen , teacher / consultant – about the teachers' course.

Presentation of participants – no slides 😊

9.45

Presentation: SDG in building and construction – and an exsample of how to do in teaching - Bjørk

10.15

Break – coffe and danish pastry

10.30

Group discussion – SDG in building and construction

1. *What is the relationship of the SDG's and what you teach – and how do implement in your teaching*
2. *How can the SDG's inspire you to change your own school buildings ?*
3. *What chancs or difficulties do you see – amd how can this create a green wave in VET*

11.30

Lunch

12.00

Guided tur – Vejlevej:

3 Teachers from carpenter, bricklayer and construction prepare 20 minutes introduction of how they work with sustainability and SDG's

12.00-12.30

Carpenter

12.30-13.00

Bricklayer

13.00-13.30

Blacksmith

13.30

Pick up / transport to building site

14.30-15.45

Visit to Building site – new campus for VET students

16.15-17.15

Guided City tour

17.30 – 19.00

Beer taste at Lone's – we walk there . Molletoften 4

19.00 – 20.00

Back to the hotels

20.00

Dinner at Jorgensens hotel for all participants

Friday 7 October

We walk from the hotel 8.30

Meeting at Stadionsvej 2 , room M 3 .

9.00

Ungdomsbyen (coordinator of Unesco schools in DK) Presentation by Flemming Olsen:

Presentation of didactic model – template to implement susatinality and SDG's in teaching

Exercise

Groups – blended workshop with teachers from different countries and organisations

Work with didactic model – and relate to cases from their own practise

What will I do when I get back from the course – how can I support the green agenda?

11.00

Sustainable game – Bjørk

11.45

Lunch

12.30 – 13.00

Evaluation / Lone

13.00 -13.30

Short guided tour – Technical Gymnasium and EUX

13.30

Walk to the industrial museum

14.00

Visit to the Industrial muesum in Horsens

16.00

Free time

If there is an interest for a final project dinner we'll arrange that – we'll dicide during the course.

Saturday 8 October

Departure of partners

Best wishes - Bjørk and Lone , Learnmark Horsens



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KLIMARENOVERING OG BYGGERI

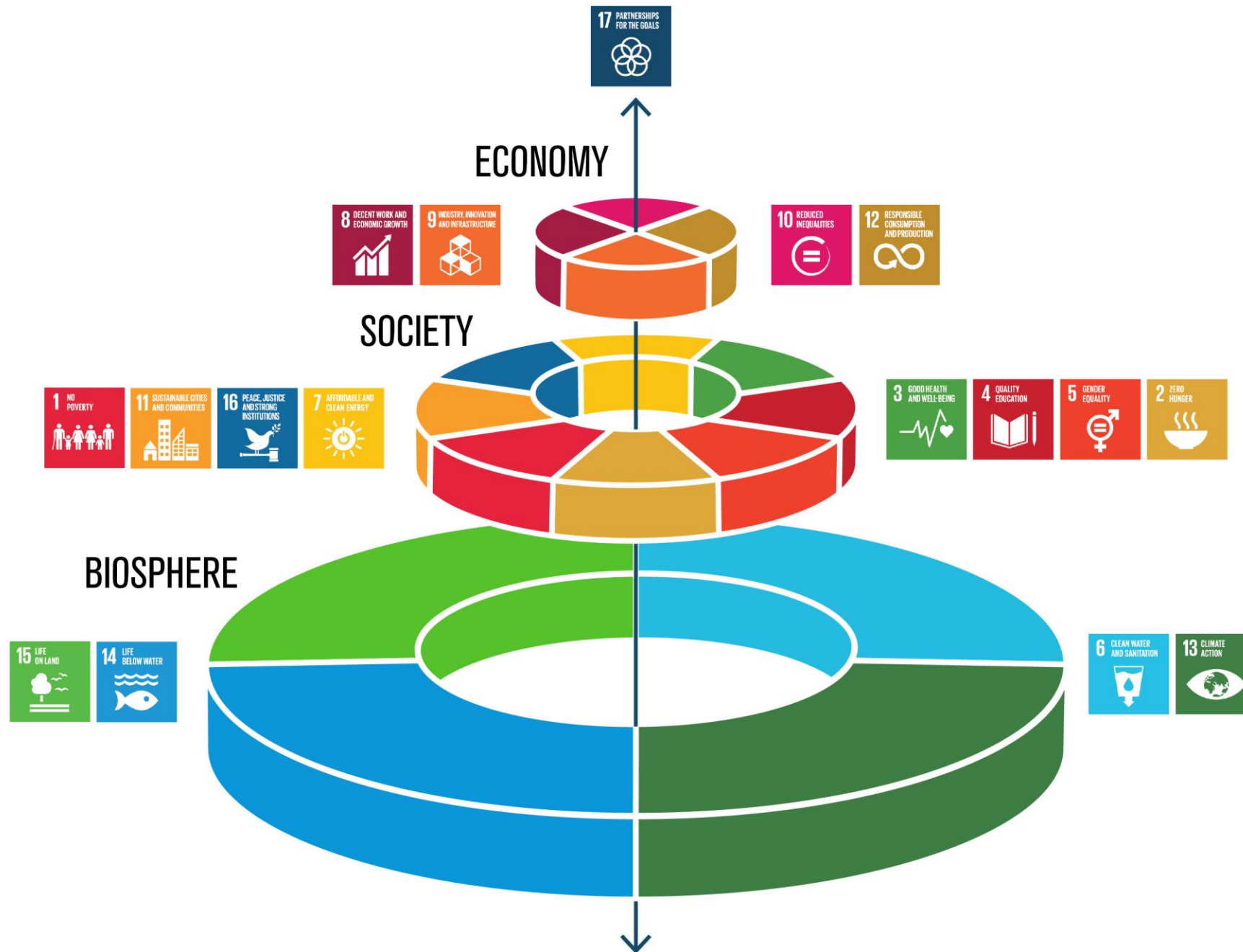
UN sustainable development goals - In the technical educational system





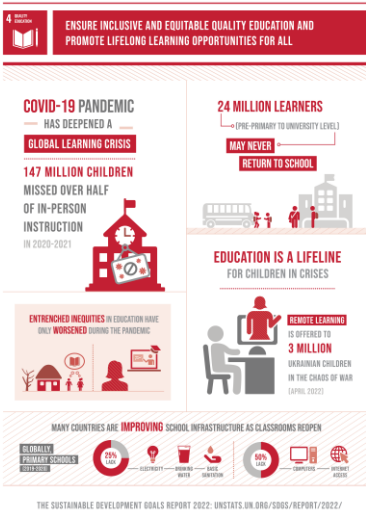
Figure 3. Overview of the 5 pillars of sustainable development and the 17 SDGs











Target

4.7

By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development

Indicators ▲

4.7.1

Extent to which (i) global citizenship education and (ii) education for sustainable development are mainstreamed in (a) national education policies; (b) curricula; (c) teacher education and (d) student assessment



Target

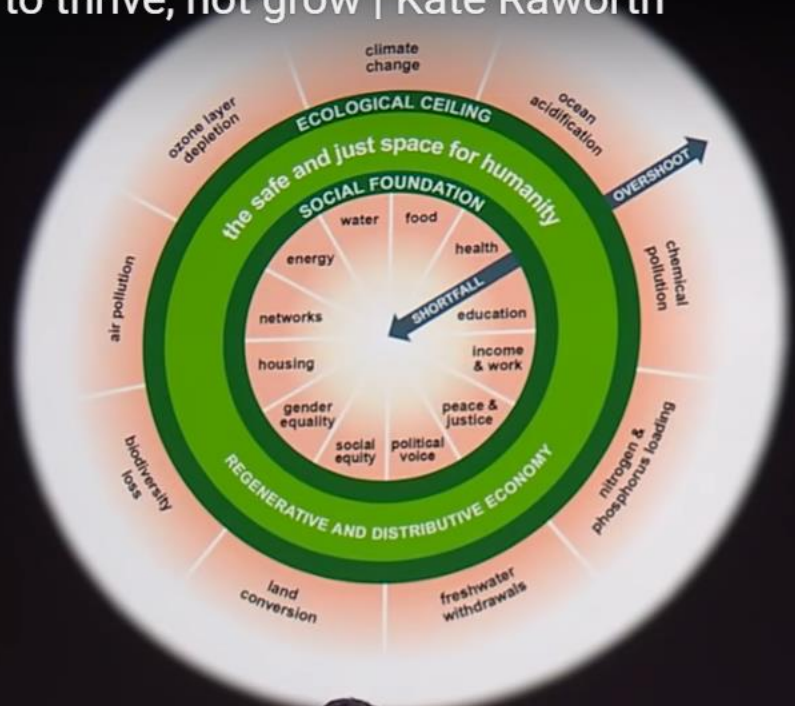
12.8

By 2030, ensure that people everywhere have the relevant information and awareness for sustainable development and lifestyles in harmony with nature

Indicators ▲

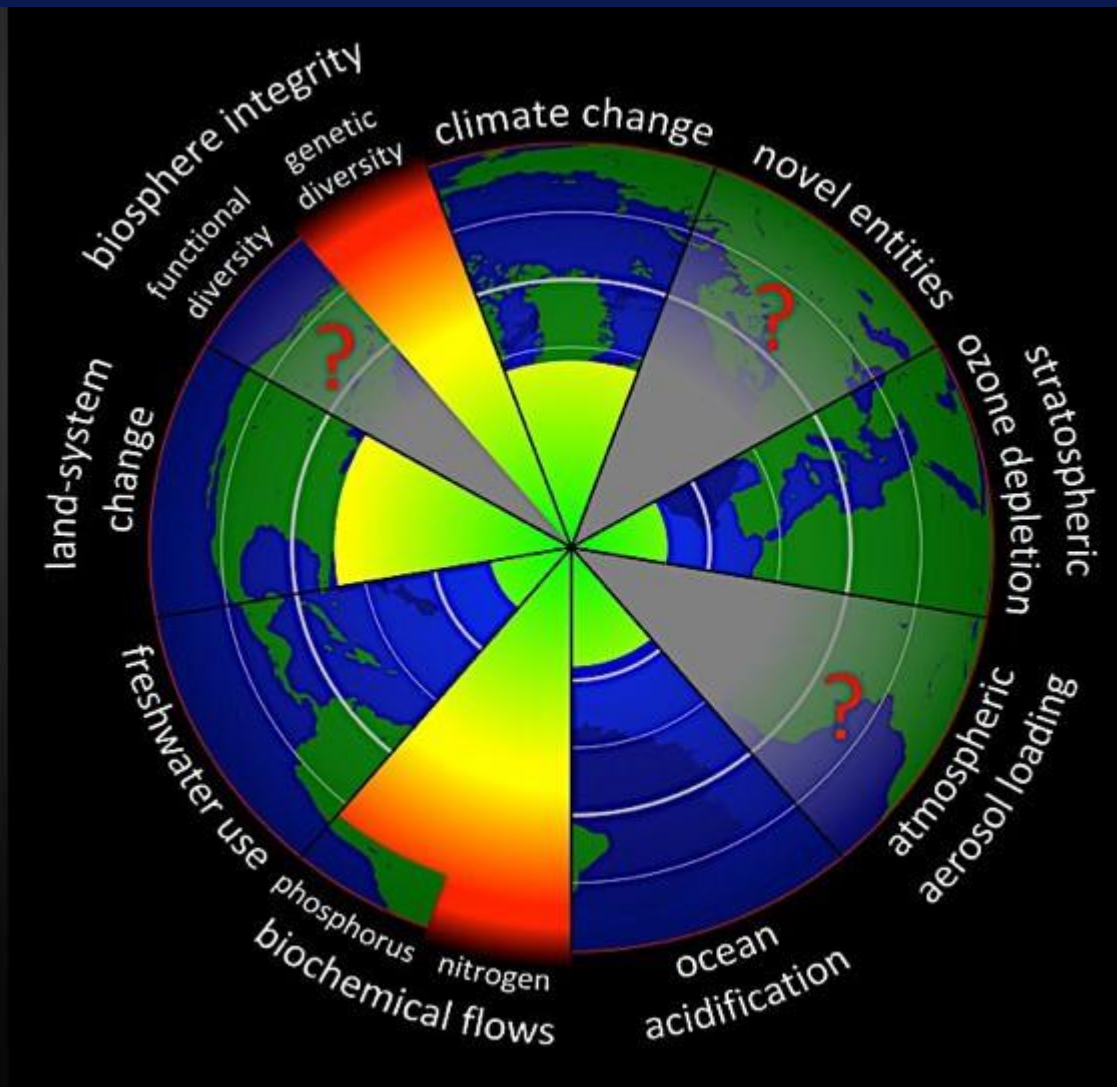
12.8.1

Extent to which (i) global citizenship education and (ii) education for sustainable development are mainstreamed in (a) national education policies; (b) curricula; (c) teacher education; and (d) student assessment



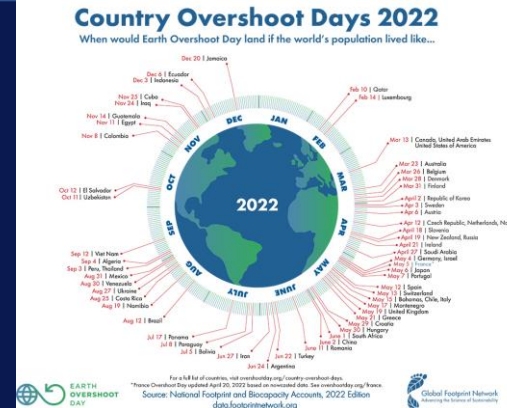
TED





4>1 

10 KG
CO₂
2022



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**7,5 KG
CO₂
BR 2030**

5 KG
CO₂
FBK 2030

2,5 KG
CO₂
4>1 

- ❑ *“The SDGs need to embrace the concept of social-ecological systems, seeing people and the biosphere as integrated parts of a whole*
- ❑ *The SDG process needs to address and navigate the trade-offs between being ambitious and achievable*
- ❑ *Formulating the goals should be guided by existing knowledge about social change processes on all scales, from global to individual”*

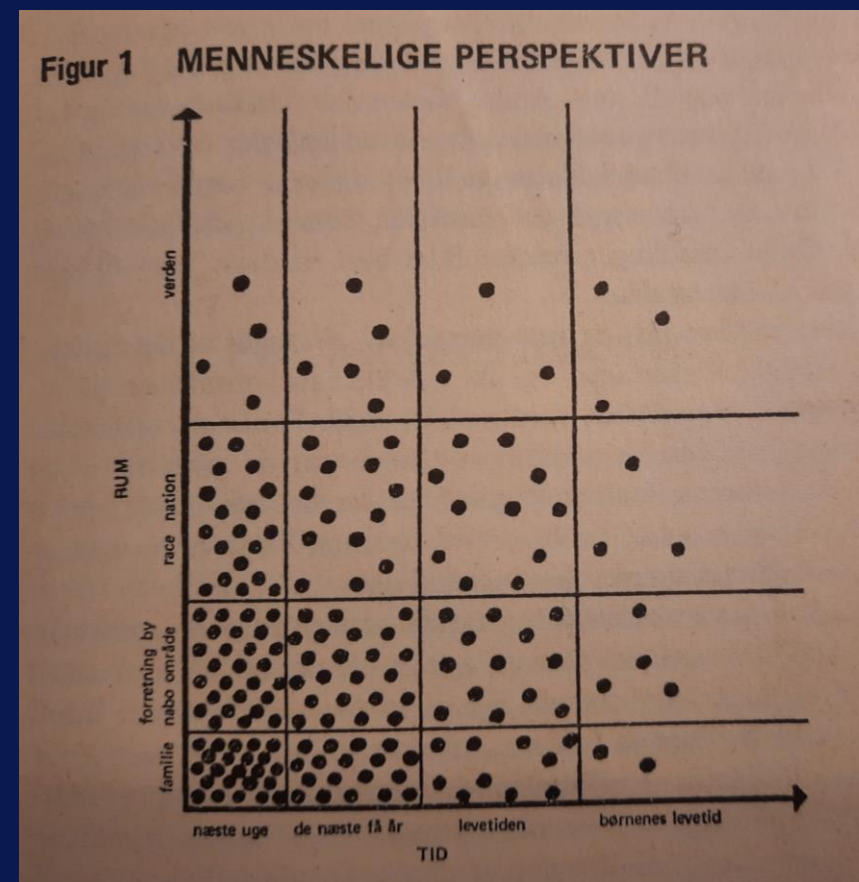
<https://www.stockholmresilience.org/research/research-news/2014-10-31-three-keys-to-successful-sdgs.html>



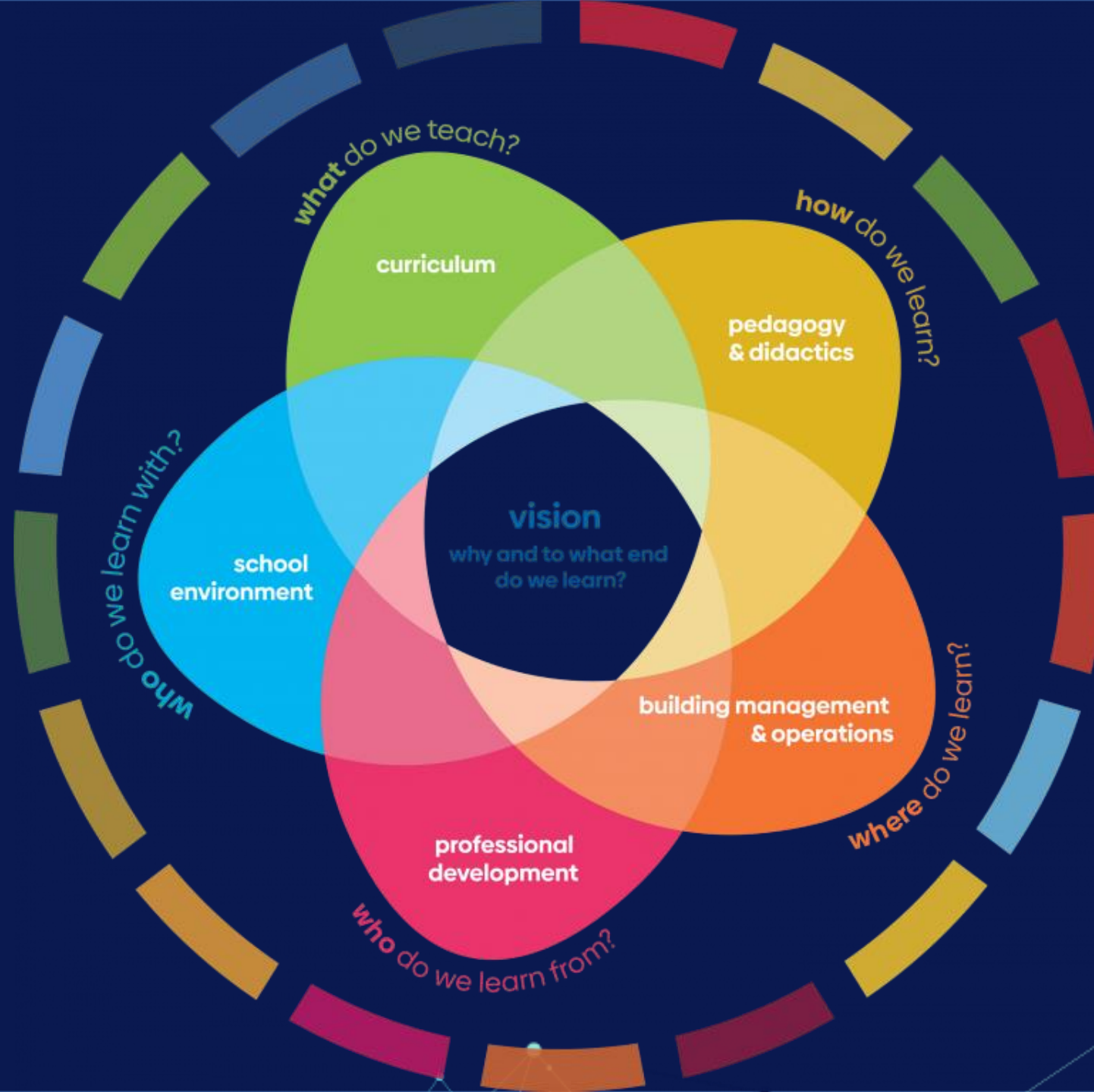


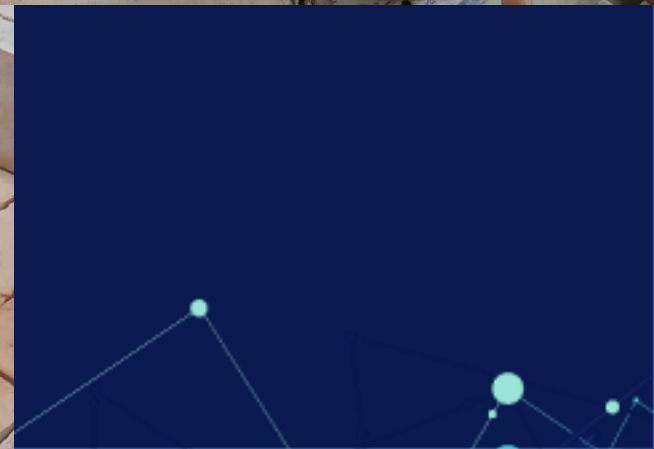
Human perspectives...

Working local
Thinking global...
Understanding interconnected...



Kilde: 'Grænser for vækst', Meadows, m.fl., figur 1, side 21







How do the danish technical schools work with the SDG's?



United Nations
Educational, Scientific and
Cultural Organization



UNESCO
Associated
Schools

Ungdomsbyen

Ungdomsbyen



FLERE VIDEOER



1:45 / 5:16



YouTube









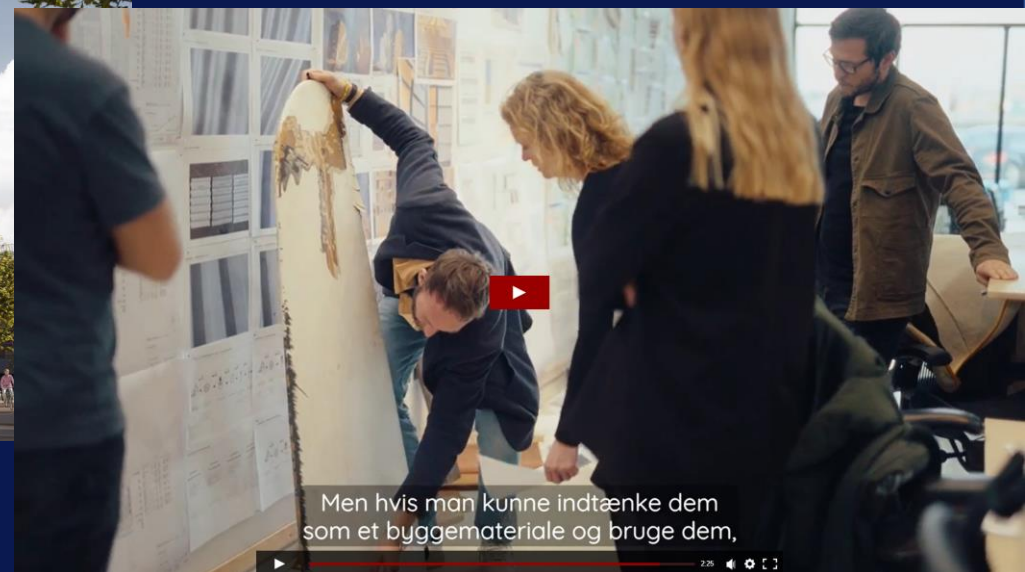
Examples on how danish companys and others work with the SDG's







g GAMLE
MURSTEN



Men hvis man kunne indtænke dem
som et byggemateriale og bruge dem,





KOOPERATIVT KØBENHAVN

FÆLLESRÅD FOR KOOPERATIVE
OG SOCIALØKONOMISKE VIRKSOMHEDER



TÆNK ETANKEN

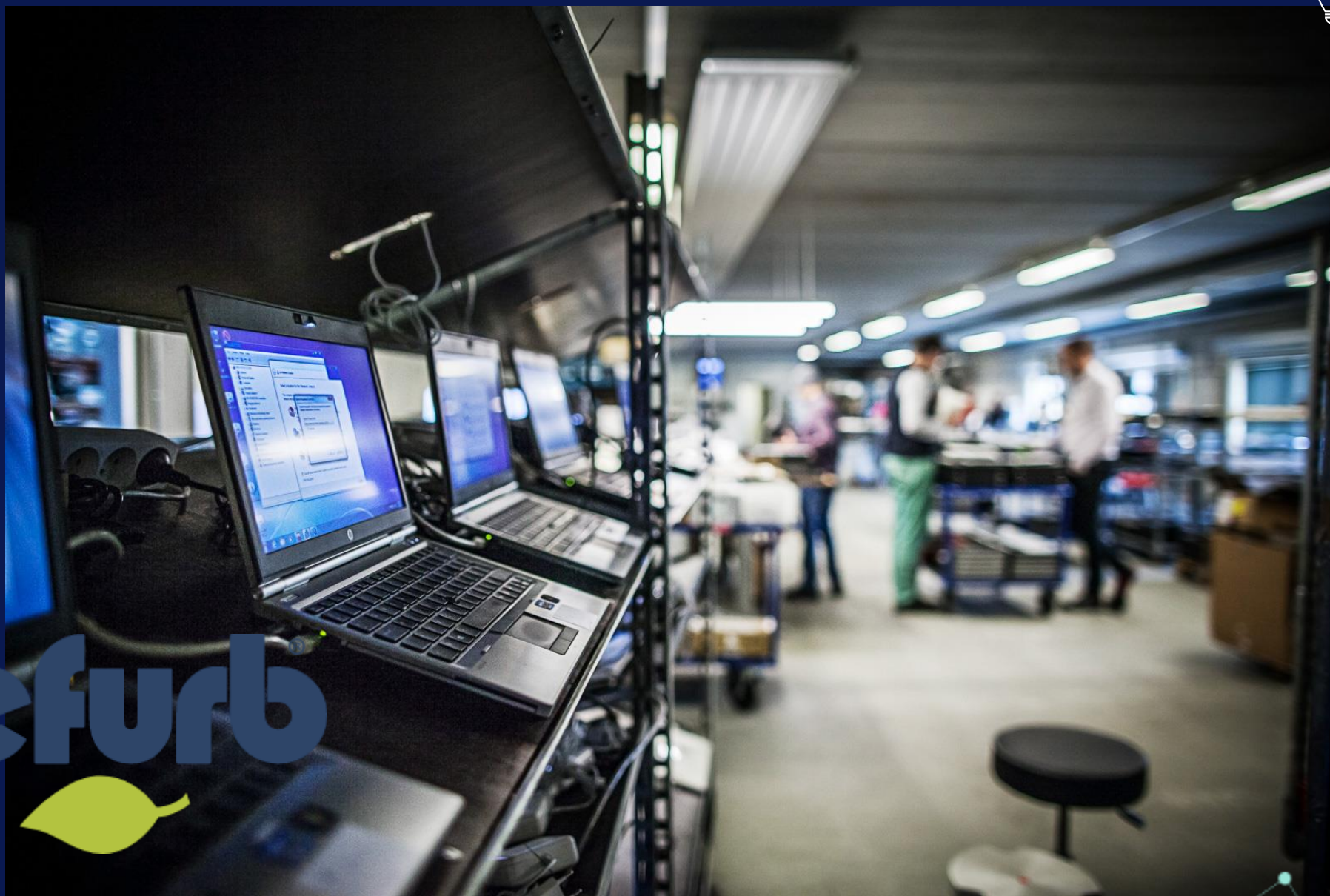
Demokratisk
Erhverv



STOP SPILD LOKALT

- afskaf madspild





refurb

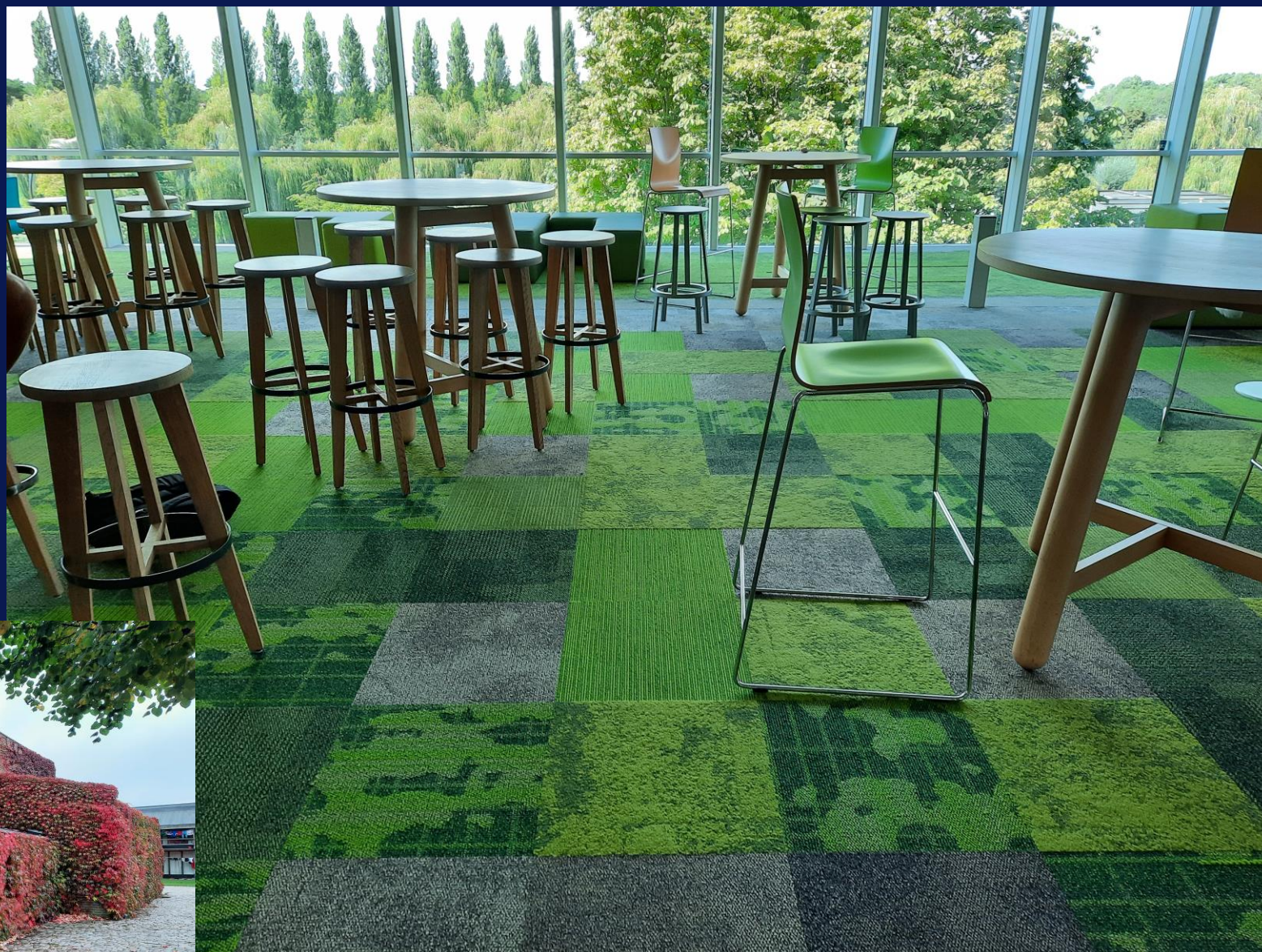


Other examples



R&G







How do the danish government work with the SDG's?





Statistics and measuring

Vores mål- (Out target)



All 232 SDG Indicators: What data is available?

Our World
in Data

This visualization shows for which of the 230 Sustainable Development Goals (SDGs) Indicators data is available at [SDG-Tracker.org](https://sdg-tracker.org).

- = Indicators for which recent global official metrics are available, or for which alternative good-quality cross-country source are available (e.g. estimates from independent research institutes).
- = Indicators that do have official metrics, but for which available data is very incomplete or outdated. Yellow boxes also mark Indicators for which there are no official metrics, but for which closely related estimates are available that allow informative but imperfect monitoring.
- = Indicators for which – to the best of our knowledge – global monitoring is not currently possible.

1 NO POVERTY	2 ZERO HUNGER	3 GOOD HEALTH AND WELL-BEING	4 QUALITY EDUCATION	5 GENDER EQUALITY	6 CLEAN WATER AND SANITATION	7 AFFORDABLE AND CLEAN ENERGY	8 DECENT WORK AND ECONOMIC GROWTH	9 INDUSTRY, INNOVATION AND INFRASTRUCTURE	10 REDUCED INEQUALITIES	11 SUSTAINABLE CITIES AND COMMUNITIES	12 RESPONSIBLE CONSUMPTION AND PRODUCTION	13 CLIMATE ACTION	14 LIFE BELOW WATER	15 LIFE ON LAND	16 PEACE, JUSTICE AND STRONG INSTITUTIONS	17 PARTNERSHIPS FOR THE GOALS
Extreme poverty	Undernourished share	Maternal mortality	Reading proficiency	Remuneration for gender	Rapid drinking water	Electricity access	SDG goal growth	Rural road access	Income growth/inequality	Urban slum population	Food consumption index	Disaster deaths/injury	Marine pollution	Forest area	Heat stroke rate	Don't measure 17 SDGs
National poverty line	Food insecurity	Health staff at birth	Children on-track	Violence by partner	Sanitation & handwashing	Access to clean fuels	SDG goal growth	Passenger freight volume	Key SDG indicator	Public transport access	National footprint	Disaster risk reduction	Marine acidification	Protected ecosystems	Corruption-related deaths	Domestic taxes
Material poverty	Child stunting	Child mortality	Pre-primary enrolment	Voluntary non-partner	Unimproved water supply	Renewable energy	Informal employment	Manufacturing value	Disaster preparedness	Sustainable urbanization	Domestic consumption	Local disaster risk	Ocean acidification	Planned management	Violence prevalence	ODA (B) from OECD
Social protection	Child wasting/severe	Maternal mortality	Access to higher education	Forced marriage	Ambient water quality	Energy intensity	Material footprint	Recycling employment	Labour share of GDP	Urban planning/land	Global food loss	Invasive climate species	Pain shock levels	Degraded land	Public safety	Foreign direct investment
Basic services	First per labour unit	New HIV infections	ICT skills	Gender mutilation	Water use efficiency	Climate change indicators	Domestic consumption	Small-scale industry value	Financial soundness	Cultural heritage	Resource use openness	Climate change indicators	Marine protected areas	Mountain biodiversity	Violence against children	Per capita GDP
Secure land rights	Small-scale farmer (B)	Sustainable cities	Openness to the world	Formal or informal work	Food waste	Energy service indicators	Hourly earnings	Small-scale industry cost	Equal pay/equality	Disaster recovery	Accidental deaths	Disaster capacity building	Super-resilient farms	Red List species	Human trafficking	Debt service
Disaster deaths	Sustainable production	Maternal & child health	Literacy & numeracy	Women in parliament	Integrated water mgmt		Unemployment rate	SDG indicator	Agroecological indicators	Disaster losses	Recycling rates	Small-scale forest use	Small-scale fishery income	Gender resource sharing	Sexual violence	Investment for LDCs
Disaster costs (B)	Genetic resources	Hepatitis B incidence	SDG for sustainable	Women in management	Handwashing frequency		Youth education/training	SDG spending	Planned migration policy	Small waste management	Corporate social reports	Support for target plans	Research for climate loss	Visible poverty	Gender equality of access	Disaster relief coordination
Disaster risk reduction	Local forest activities	Highly skilled human resources	Violence & safe schools	Open health resources	Water ecosystems		Child labour	SDG 10 indicators	Differentiated tariffs	Urban air pollution	National soil plans		Small-scale forest expansion	Investment in agriculture	Unemployment indicators	Disaster relief coordination
Local disaster risk	Agri. extension services	Not communicable diseases	SDG 16 for sustainable	Gender health access	SDG 16 for women		Occupational injuries	ODA (B) for infrastructure	Development expenditure	Open city spaces	Waterwise strategies		Agroecological indicators	Disaster relief planning	Small financial flows	Sustainable technologies
Poverty reduction (B)	ODA (B) to age	Gender inequality	Qualified teachers	Human land environment	Local sanitation mgmt		Comprehensive rights	High-tech industry value	Heritage costs	Safe city spaces	Support for production		Agroecological indicators	Disaster relief planning	Small financial flows	Sustainable technologies
Don't spending	Agri. export subsidies	Violence prevalence		Private land rights			Gender equality	Gender equality	Gender equality	Urban planning	Sustainable business		Agroecological indicators	Disaster relief planning	Small financial flows	Sustainable technologies
Refugee in poverty risk	Food price anomaly	Alcohol intake		Mobile phone ownership			Gender equality	Gender equality	Gender equality	Urban planning	Sustainable business		Agroecological indicators	Disaster relief planning	Small financial flows	Sustainable technologies
		Road traffic injuries		Gender equality			Gender equality	Gender equality	Gender equality	Urban planning	Sustainable business		Agroecological indicators	Disaster relief planning	Small financial flows	Sustainable technologies
		Family planning					Gender equality	Gender equality	Gender equality	Urban planning	Sustainable business		Agroecological indicators	Disaster relief planning	Small financial flows	Sustainable technologies
		Adolescent fertility					Gender equality	Gender equality	Gender equality	Urban planning	Sustainable business		Agroecological indicators	Disaster relief planning	Small financial flows	Sustainable technologies
		Healthcare coverage					Gender equality	Gender equality	Gender equality	Urban planning	Sustainable business		Agroecological indicators	Disaster relief planning	Small financial flows	Sustainable technologies
		Health expenditure					Gender equality	Gender equality	Gender equality	Urban planning	Sustainable business		Agroecological indicators	Disaster relief planning	Small financial flows	Sustainable technologies
		Air pollution deaths					Gender equality	Gender equality	Gender equality	Urban planning	Sustainable business		Agroecological indicators	Disaster relief planning	Small financial flows	Sustainable technologies
		Public sanitation					Gender equality	Gender equality	Gender equality	Urban planning	Sustainable business		Agroecological indicators	Disaster relief planning	Small financial flows	Sustainable technologies
		Unintentional poisoning					Gender equality	Gender equality	Gender equality	Urban planning	Sustainable business		Agroecological indicators	Disaster relief planning	Small financial flows	Sustainable technologies
		Tobacco use					Gender equality	Gender equality	Gender equality	Urban planning	Sustainable business		Agroecological indicators	Disaster relief planning	Small financial flows	Sustainable technologies
		Vaccine coverage					Gender equality	Gender equality	Gender equality	Urban planning	Sustainable business		Agroecological indicators	Disaster relief planning	Small financial flows	Sustainable technologies
		ODA (B) to health					Gender equality	Gender equality	Gender equality	Urban planning	Sustainable business		Agroecological indicators	Disaster relief planning	Small financial flows	Sustainable technologies
		Indigenous availability					Gender equality	Gender equality	Gender equality	Urban planning	Sustainable business		Agroecological indicators	Disaster relief planning	Small financial flows	Sustainable technologies
		Health workers					Gender equality	Gender equality	Gender equality	Urban planning	Sustainable business		Agroecological indicators	Disaster relief planning	Small financial flows	Sustainable technologies
		Emergency preparedness					Gender equality	Gender equality	Gender equality	Urban planning	Sustainable business		Agroecological indicators	Disaster relief planning	Small financial flows	Sustainable technologies

You find all data on [SDG-Tracker.org](https://sdg-tracker.org), a sister project of [OurWorldInData.org](https://ourworldindata.org). In case you are aware of relevant data we have not included yet please let us know via [SDG-Tracker.org](https://sdg-tracker.org).

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Exampels on how foreign technical schools work with the SDG's

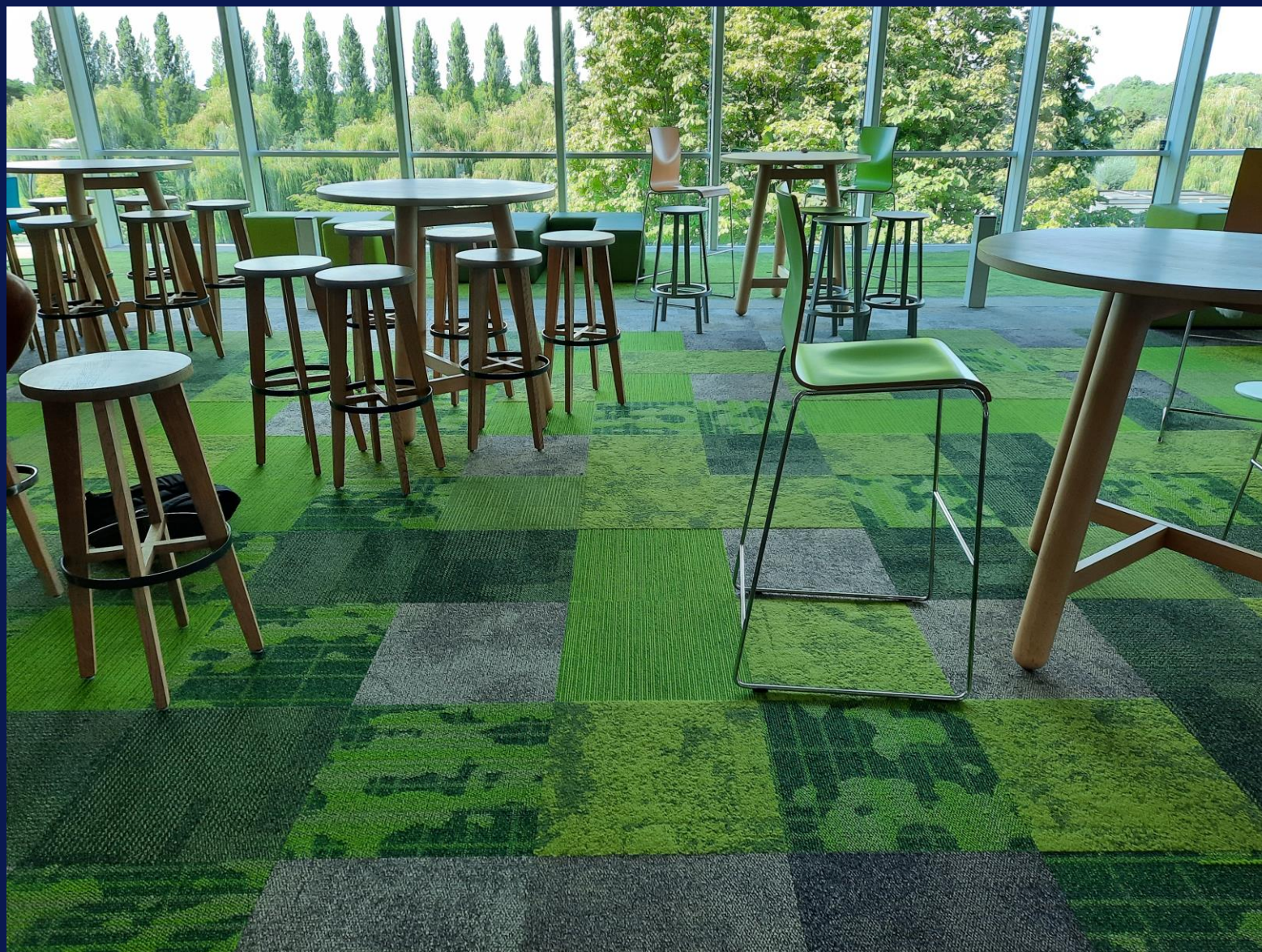
- inspiration from Willem Koning College, Holland













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KONTAKT TIL VIDENSCENTRET VEDR. DETTE MATERIALE:

BJØRK ANDERSEN
PROJEKTUDVIKLER

Vejlevej 150
DK-8700 Horsens

Mobil: +45 42 12 74 05
E-mail: bjan@learnmark.dk
Web: www.videnscenterbyggeri.dk