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# Model of Sustainable Educational planning through learning outcomes

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## RESEARCH PROBLEM

We are living a social, economic and productive transformation which involves any activity, with radical consequences in employability. This change of perspective reflects two different requirements: the ability to adapt and management of complexity.

Climate change and the resulting request of new competences ask for Sustainability to be driven in an integrated way.



## RESEARCH OBJECTIVE:

The research aims to establish those elements and connections which act in the integration of competences, in order to answer to sustainability.

## RESEARCH QUESTION:

How the competences required by such a complex scenario - as the sustainability one - can be integrated, in the present and in the future?

1

## THEORETIC ALIGNMENT

The theoretical alignment will allow visualizing a learning environment in which the understanding of the relationships between elements composing it, will relieve the validity of its development, in a dynamic that integrates existing knowledge with the one received and created through new training cycles.

2

## RESEARCH PROSPECTIVE

The research prospective describes the scenario in which the links between learning and labor market are presented as well as the measurable improvements that the model will contribute to achieve in the field of: social inclusion of adults in the labor market, networking between formal and non formal education, innovation of offered training and transnationality in the transfer and recognition of learning outcomes, while facilitating a bottom-up strategy.

3

## METHODOLOGICAL FOUNDATIONS OF THE MODEL

A description of good methodological practices, such as, Designed-Based Research; PRINCE2; Common Assessment Method; Sustainable Education Frameworks, which will be integrated into the model and will contribute to achieving its attributes (reliability, adaptability, self-feeding).

4

## OPERATIONAL CONTEXT OF THE RESEARCH

The operationalization of research involves developing an educational planning model, which responds to a context of learning qualifications applied to the world of work, integrating tertiary educational practices, operationalized through systems, learning processes and people, as well as internal and external organizational networks, such as in a Latin American geographic context (Chile and Brazil).

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## MODEL OF SUSTAINABLE EDUCATIONAL PLANNING BY LEARNING OUTCOMES



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