

KERSTIN MUCKE

**Permeability through recognition!
Durchlässigkeit durch Anrechnung**

Berufsbildung in Wissenschaft und Praxis - BWP 35 (2006) 2, p. 5

Nationally based endeavours to promote permeability between educational pathways have been ongoing for some considerable time, albeit with very limited effect. European developments with regard to the establishment of credit points, recognising existing competences in all areas of education, could now be of assistance in the creation of a better level of permeability. The aim of this article is to show the nature of this new orientation, the conditions necessary for its implementation, the current status of developments and the thematic areas still requiring further work within this context.

KARIN KÜSSNER, ESTHER SENG

**The European Qualifications Framework – a German response
Der Europäische Qualifikationsrahmen – eine deutsche Stellungnahme**

Berufsbildung in Wissenschaft und Praxis - BWP 35 (2006) 2, p. 11

The process of European integration requires a common reference system for qualifications which can be jointly applied to all educational systems in Europe. For this reason, the European Commission established a working group to develop a concept for a European Qualifications Framework (EQF) extending across all areas of education in November 2004. The draft presented in July 2005 was made available for wider public debate within a so-called consultation process. The initial German response welcomes in principle the development of such an EQF, which uses a small number of descriptors and levels to describe learning outcomes and competences, whilst at the same time addressing areas which require reworking, research or piloting in the view of the Federal Government and of the federal states.

SONJA BRUNNER, FRIEDRICH HUBERT ESSER, PETER-WERNER KLOAS

**The European Qualifications Framework – evaluation of the German central industrial organisations
Der Europäische Qualifikationsrahmen - Bewertung durch die Spitzenverbände der deutschen Wirtschaft**

Berufsbildung in Wissenschaft und Praxis - BWP 35 (2006) 2, p. 14

The German central industrial organisations have been closely monitoring the development process of the European Qualifications Framework proposal and have been involved in detailed consultations with political decision makers, the two sides of industry and the broader specialist public. They have provided targeted responses to the issues raised in the consultation document based on the current status of knowledge, debate and development and have produced their own official response to the European Commission Working Document "Towards a European Qualifications Framework for Lifelong Learning", indicating their position.

MICHAEL EHRKE

**The European Qualifications Framework – a challenge for the trade unions
Der Europäische Qualifikationsrahmen – eine Herausforderung für die Gewerkschaften**

Berufsbildung in Wissenschaft und Praxis - BWP 35 (2006) 2, p. 18

The consultation process on the European Qualifications Framework (EQF) is suddenly opening many people's eyes to the fact that European educational policy deserves more and wider attention than it has previously been accorded within vocational education and training circles. The widespread view was that, in terms of education, the Maastricht Treaty had left the hands of EU institutions largely tied. It is true that education is, and remains, subject to the law of the individual member states. The fact of the matter is, however, that the European Commission has not only set support programmes such as Leonardo and Socrates in motion, but recent years have also seen educational policy projects launched which are significant for educational debate at a national level. The main focus is on the Bologna Process and the Bruges-Copenhagen Process, where activities are having a knock-on effect on national educational policies.

ISABELLE LE MOUILLOUR

The European Credit Transfer System for Vocational Education and Training: current status and perspectives

Das Europäische Leistungspunktesystem für die Berufsbildung: Stand und Perspektiven

Berufsbildung in Wissenschaft und Praxis - BWP 35 (2006) 2, p. 24

The Copenhagen declaration of 2002 launched the development of a European Credit (transfer) system for Vocational Education and Training (ECVET). In July 2005, a proposed ECVET model was submitted to the Directorate-General for Education and Culture in Brussels. The proposal is currently being refined, not least on the basis of two European research projects in which BIBB is taking part. The article presents the educational policy context of ECVET, expounds on the challenges and difficulties involved with the implementation of the system and highlights future developments.

MARKUS BRETSCHNEIDER, STEFAN HUMMELSHEIM

ProfilPASS – a continuing training passport for the identification, recording and recognition of informal learning

ProfilPASS – Weiterbildungspass zur Identifizierung, Erfassung und Anerkennung von informellem Lernen

Berufsbildung in Wissenschaft und Praxis - BWP 35 (2006) 2, p. 29

The "ProfilPASS" represents a powerful tool for the identification, recording and recognition of informal learning in Germany. The "ProfilPASS" is the result of a multi-layered cooperative project by the Bund-Länder Commission for Educational Planning and Research Promotion, which based its work on an analysis of European and German vocational education and training passport activities within the scope of a feasibility study and on the subsequent development, pilot scheme and evaluation. In terms of the implementation of this passport concept, the aim is to establish broadly based and effective use in Germany of the "ProfilPASS", which applies across educational areas and target groups and of the related vocational guidance concept.

PETER-WERNER KLOAS

Access to higher education for those with vocational qualifications – a necessary step to establishing equality of status between general and vocational education

Zugang zum Studium für beruflich Qualifizierte – ein notwendiger Schritt zur Gleichwertigkeit von allgemeiner und beruflicher Bildung

Berufsbildung in Wissenschaft und Praxis - BWP 35 (2006) 2, p. 34

The demand for equality of status between general and vocational education has been a constant topic of debate since the Federal Republic of Germany was founded. The topic is currently being lent fresh impetus by the consultation process on the European Qualifications Framework, the support given by the Federal Ministry of Education and Research to initiatives regarding the "crediting of vocational competences for higher education studies" and the controversial debate surrounding the additional title of "Bachelor Professional" for high-level advanced vocational qualifications. This article deals with one specific aspect of equality of status, the issue of access to higher education for those with vocational qualifications who do not hold any school-based higher education entrance qualification. Access to higher education is the decisive first step, followed by the further issue of shortening study times by giving credit for vocational qualifications.

ULRICH BERWALD, HERMANN WALTER

Obtaining a master craftsman qualification and a degree at the same time in a dual programme of study

Meisterbrief und Diplom im dualen Studium simultan erwerben

Berufsbildung in Wissenschaft und Praxis - BWP 35 (2006) 2, p. 39

Since 2001, work has been continuing on the simultaneous development of the acquisition of professional skills on the part of skilled workers in the form of the pilot project "In-service continuing education and training leading to qualification as a master tradesman in industry/master craftsman and to a degree in industrial engineering (technical university), studying in-company". Engineering and maritime companies in the Rostock/East Mecklenburg-Western Pomerania region have been providing assistance to enable employees in the engineering sector to go on to higher education level studies. The scheme is developing a new quality of coordination, study organisation and qualification within the relationship between the dual partners represented by companies and institutes of higher education. The article describes the programme of study and presents the initial results.