

ANDREAS DIETRICH, KLAUS HAHNE, DAGMAR WINZIER
Vocational education and training for sustainable development: backgrounds, activities, initial results
Berufsbildung für eine nachhaltige Entwicklung: Hintergründe, Aktivitäten, erste Ergebnisse

Berufsbildung in Wissenschaft und Praxis – BWP 36 (2007) 5, p. 7

Education for sustainable development has received something of a boost, this being evidenced by the UN Report on Climate Development, by the declared will of politicians and political parties to strengthen climate protection and drive sustainability forwards and by the UN Decade of „Education for Sustainable Development“ and its attendant national follow-up activities. The present paper explains the educational dimension of the central idea of „sustainable development“ and describes the processes and findings which have emerged from the „Vocational Education and Training for Sustainable Development“ programme (known by its German abbreviation of BBNE).

KLAUS HAHNE
Does vocational education and training for sustainable development require a broader understanding of competence development?
Benötigt Berufsbildung für nachhaltige Entwicklung ein erweitertes Verständnis von Kompetenzentwicklung?

Berufsbildung in Wissenschaft und Praxis – BWP 36 (2007) 5, p. 13

The present essay investigates the issue of whether current concepts and models of competence development are also suited to the description of competences for vocational education and training for sustainable development. To this end, light is initially shed on the cross-occupational and vocationally specific competences contained within such vocational education and training before the paper moves on to debate the concept of a comprehensive structuring of competence within general education for sustainable development in terms of applicability to vocational education and training. Two competence models are addressed to demonstrate that vocational education and training for sustainable development can offer a sensible link with the prevailing VET competence debate. The process must, however, involve the pursuit of continuing perspectives via the vehicle of two specific competence groupings, structural and systemic competence for sustainability.

ANJA GROTHE
A criteria and indicator model for the measurement of sustainability
Kriterien und Indikatorenmodell zur Messung von Nachhaltigkeit

Berufsbildung in Wissenschaft und Praxis – BWP 36 (2007) 5, p. 32

The overarching objectives of the NICA pilot project (a German acronym for sustainability in training in the chemical branch) are securing the necessary expansion of trainee competence and future skilled workers by adding the core skill of „sustainability“ in the sense of future readiness and by the development of practical approaches to improve the reality of in-company training. Within this process, vocational education and training for sustainable development is viewed as a holistic concept. A criteria and indicator model developed within the scope of the pilot project supports these endeavours to achieve future-proof, sustainable development. The paper presents the basic principles of the model and initial experiences in attempting to pursue a path of sustainability.

HEINRICH MEYER, THOMAS VOLLMER
„Globality and Interculturality as integral components of vocational education and training for sustainable development (GInE Project)“
Projekt „Globalität und Interkulturalität als integrale Bestandteile beruflicher Bildung für eine nachhaltige Entwicklung (GInE)“

Berufsbildung in Wissenschaft und Praxis – BWP 36 (2007) 5, p. 36

The processes of globalisation contain inherent opportunities for and threats to ecological, social and economic development. Whilst they enable cultures to exchange views, recognition has now also taken place of the man-made climatic change and its attendant global impact threatening our very existence, which requires rapid counter measures if the foundations of life are to be maintained. Accompanying factors are the attempts being made to address the issue of limited resources, the fact that the basic needs of many people cannot be met and the increasing significance of processes of migration. Shaping the future in the sense of sustainable development requires action from everyone, both in their occupational and personal lives. The project presented here undertakes a sample investigation of which challenges arise for occupational work and vocational education and training practice and identifies the beneficial research and development tasks in this area.

DIETER EULER, ECKART SEVERING
The debate surrounding training modules
Ausbildungsbausteine in der Diskussion

Berufsbildung in Wissenschaft und Praxis – BWP 36 (2007) 5, p. 46

Under the topic of „Joined-up thinking – training modules as the basis for further development of vocational education and training“, the 1/2007 issue of the German language journal BWP – Vocational Training in Research and Practice – published a contribution to the discussion by Dieter Euler and Eckart Severing. Extremely controversial debate has since taken place on the concept of training modules. Many of the objections raised also provide evidence of misunderstandings on the part of stakeholders. In the present paper, Euler and Severing address some of these main objections and deliver an argumentative response in the interests of pursuing an objective debate. (Editor)

MARTIN BONSE-ROHMANN, HEIKO BURCHERT, THOMAS EVERS, INES HÜNTELMANN
Cooperation between vocational and higher education
Kooperation von beruflicher und hochschulischer Bildung

Berufsbildung in Wissenschaft und Praxis – BWP 36 (2007) 5, p. 50

One of the things required to secure the sustainability of vocational education and training is a greater degree of cooperation between the vocational and higher education sectors. Such cooperation does not always take place as a matter of course. This paper presents the „ANKOM Project on occupations in the health sector according to the Vocational Training Act“ as an example, together with the project’s cooperative structures and the results achieved within the project work thus far. The aim of the project is to develop a procedure for crediting the competences acquired in the upgrading training to „Business Specialist for Management in the Health System“ to the Bachelor course in „Care and health care“ offered at the Bielefeld University of Applied Sciences. The aim is to present an example of how vocationally acquired competences can be credited towards higher education.

IMPRESSUM

Berufsbildung in Wissenschaft und Praxis
 36. Jahrgang, Heft 5/2007, September/Oktober 2007
 Redaktionsschluss 15. September 2007

Herausgeber
 Bundesinstitut für Berufsbildung (BiBB),
 Der Präsident
 Robert-Schuman-Platz 3, 53175 Bonn

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Beratendes Redaktionsgremium

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Gestaltung

Hoch Drei GmbH, Berlin
Verlag, Anzeigen, Vertrieb
 W. Bertelsmann Verlag GmbH & Co. KG
 Postfach 10 06 33, 33506 Bielefeld
 Telefon: 0521 - 9 11 01 - 11, Fax - 19
 E-Mail: service@wbv.de

Bezugspreise und Erscheinungsweise

Einzelheft 7,90 €, Jahresabonnement 39,70 €
 Auslandsabonnement 44,40 €
 zuzüglich Versandkosten, zweimonatlich

Kündigung

Die Kündigung kann bis drei Monate
 vor Ablauf eines Jahres beim Verlag erfolgen.

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 ISSN 0341-4515