

KLAUS FAHLE

From educational diplomacy to European educational policy
Educational cooperation trends and developments in Europe
Von der Bildungsdiplomatie zur europäischen Bildungspolitik
Trends und Entwicklungen der Bildungszusammenarbeit in Europa

Berufsbildung in Wissenschaft und Praxis – BWP 37 (2008) 5, p. 5

European educational cooperation has now emerged from a period of inconsequential educational diplomacy during which resolutions and recommendations failed to exert an impact on national educational policy and entered a phase where its effects on the structuring of educational policy within the EU member states are growing ever more relevant. The present paper outlines the most significant development lines being pursued within European educational cooperation. Although its main driving forces are globalisation and the development of European labour markets, European educational cooperation has also succeeded in attaining a greater level of autonomy over the course of recent years.

GABRIELE FIETZ, THOMAS REGLIN, NICOLAS SCHÖPF

ECVET delivering a double benefit
Cross-border mobility and permeability on the increase in German vocational training
Doppelter Nutzen durch ECVET
Grenzüberschreitende Mobilität und Durchlässigkeit in der deutschen Berufsbildung steigern

Berufsbildung in Wissenschaft und Praxis – BWP 37 (2008) 5, p. 10

The European Commission presented its "Recommendation of the European Parliament and of the Council on the Establishment of the European Credit System for Vocational Education and Training (ECVET)" in the spring of 2008. Many countries, including Germany, are aware of the potential of ECVET to support innovations which will lead to greater flexibility and permeability in vocational training. The present article analyses the Commission's proposal and describes the areas of conflicting interest within which an implementation of ECVET as a reform instrument for the German dual system operates.

MICHAELA BROCKMANN, LINDA CLARKE, CHRISTOPHER WINCH

Cross-country equivalence of vocational qualifications
Länderübergreifende Gleichwertigkeit beruflicher Qualifikationen

Berufsbildung in Wissenschaft und Praxis – BWP 37 (2008) 5, p. 14

The introduction of a European Qualifications Framework is allied with the intention of rendering qualifications comparable and thus increasing the level of transparency and mobility within the European educational and employment system. In terms of specific implementation of the EQF, however, a number of hurdles remain to be overcome. The present paper takes the initial results from comparative case studies as a basis for identifying the barriers and opportunities emerging from the endeavours to establish cross-country equivalence of qualifications and skills.

GEORG HANF

National Qualifications Frameworks in England, Scotland and Ireland – providing an impetus for the German debate
Nationale Qualifikationsrahmen in England, Schottland und Irland – Impulse für die deutsche Diskussion

Berufsbildung in Wissenschaft und Praxis – BWP 37 (2008) 5, p. 20

The Decision of the European Parliament and of the Council on the Establishment of the European Qualifications Framework for Lifelong Learning (EQF) leaves the issue of whether and how a National Qualifications Framework should be developed up to the member states themselves. Countries such as England, Scotland and Ireland have had National Qualifications Frameworks in place for some years, and some elements of these have constituted a basis for the construction of the EQF. The present paper subjects the experiences of the countries mentioned to closer consideration for the purpose of preparing for a German Qualifications Framework (referred to by its German abbreviation of DQR).

HARALD PFEIFER

Participation in continuing training in Germany and the United Kingdom – an issue of individual benefit?
Weiterbildungsteilnahme in Deutschland und dem Vereinigten Königreich – eine Frage des individuellen Nutzens?

Berufsbildung in Wissenschaft und Praxis – BWP 37 (2008) 5, p. 25

The present paper works against the background of human capital theory approaches in shedding light on the issue of seeking the causes of discernable differences in continuing training participation rates in Germany and the United Kingdom with regard to the achievable individual continuing training benefits in each country. Results from longitudinal analyses are used to demonstrate that the differences in continuing training participation rates cannot be traced back to differing degrees of benefits in the form of wage increases, the reduction in the risk of unemployment and occupational improvement.

SILKE HELLWIG

Competency based training
Potential for competence orientation in German vocational training?
Competency-based Training
Potenzial für die Kompetenzorientierung in der deutschen Berufsbildung?

Berufsbildung in Wissenschaft und Praxis – BWP 37 (2008) 5, p. 30

The concept of competence has long since established itself as an object of German VET debate. The discussion surrounding "competence/competency" began as long ago as the 1980's within the Anglo-Saxon context and in Australian vocational training in particular. The present paper compares the degree of competence orientation in Germany and Australia and demonstrates the resultant consequences for the vocational education and training systems of both countries.

THERESA FLEIDL

Periods of training spent abroad – of benefit to trainees and companies
Ausbildungsabschnitte im Ausland – ein Gewinn für Auszubildende und Unternehmen

Berufsbildung in Wissenschaft und Praxis – BWP 37 (2008) 5, p. 36

The emergence of the common market within a Europe which is growing ever closer together requires companies to think and act in a European manner. Staff and management represent the most significant resource within this process. A modern system of vocational education and training which is aligned towards future market requirements is an important prerequisite and will increasingly be geared towards an international context in future.

FRANK MUSEKAMP, MATTHIAS BECKER

A two-year training occupation torn between attempting to achieve integration and addressing skills requirements
Evaluation of the training occupation of vehicle service mechanic
Ein zweijähriger Ausbildungsberuf zwischen Integrationsanspruch und Qualifikationsbedarf

Evaluation des Ausbildungsberufs Kfz-Servicemechaniker/-in

Berufsbildung in Wissenschaft und Praxis – BWP 37 (2008) 5, p. 43

Regulation of two-year training occupations either with or without an opportunity to progress to three or three and a half year occupations remains a bone of contention. The results of an evaluation study on the two-year training occupation of vehicle service mechanic focussing on the States of North Rhine-Westphalia and Schleswig-Holstein provide initial insights into degrees of acceptance and effectiveness and possible areas of company deployment.

KARL KNISPEL

Quality assurance in the tutoring of online educational courses
Qualitätssicherung im Tutoring von Online-Bildungsmaßnahmen

Berufsbildung in Wissenschaft und Praxis – BWP 37 (2008) 5, p. 48

The present paper provides a concept for the improvement of the quality of online tutoring. Appropriate quality frameworks and quality assurance measures are developed and presented for the individual phases of online educational provision. The aim is to demonstrate a practical approach for blended learning and online provision which has proved its worth in a number of cases and in a wide variety of teaching/learning scenarios. Starting point: tutoring in online scenarios.