

English Summaries

Thomas Deißinger: From the Principle of the Regulated Occupation to the Supremacy of Certification: fields of conflict en route to the German qualifications framework (DQR) (pp. 25–28)

This article addresses the central difficulties observed in the search for consensus during the current development of a national German qualifications framework (Deutscher Qualifikationsrahmen, DQR). As well as the difficulty in blending in the German national »dual system« of vocational training with the EQF, the main difficulties identified are in certifying and accrediting skills which have been acquired informally and non-formally. To integrate lifelong learning into the traditional model of education and employment, a comprehensive, standardised accreditation and certification system would be required. However, this affects certain groups' specific interests in skills assessment. The author is a member of the DQR working group, which, on behalf of the central government and federal states, brings in relevant stakeholders to work on the development of the DQR.

Georg Hanf: Pioneers from the Islands. National Qualifications Framework in England, Scotland and Ireland (pp. 29–31)

This article looks into the genesis and structure of the qualifications frameworks in England, Scotland and Ireland, compares them and concludes with notes to be taken into account for developments in Germany. The qualifications frameworks described, which are considered the forerunners of the EQF, have improved connections between the educational sectors. Their recognised benefit is the transparency of qualifications and potential educational routes. Positive effects can be seen in the more consistent design of the curricula. The framework also acts as a means of regulating funding for further education. The article is based

on the findings of a research project run by the German Federal Institute for Vocational Education and Training (BIBB).

Anne Strauch: »Validpack« – new tool to validate the skills of adult educators (pp. 34–35)

The article describes how, as part of a European project, a validation tool has been developed to validate skills in adult education teaching. Validating adult educators' skills may be one step in the discussion concerning the professionalisation of adult education. There is a description of the aims of the tool, the competence framework it is based on, and the individual steps in the process. So that it can also be of advantage to Germany, as well as a description of the tool, institutions are also sought out which are interested in implementing it.

Mark Bechtel: Competence Profiles for Adult Educators. European perspectives on the occasion of the EQF discussion (pp. 36–38)

One important piece of groundwork for the EQF debate in the adult education profession is to explore relevant competence profiles. In the run-up to a European conference, as part of an EU-funded project, profiles of this type in the countries of Europe were studied, compared and checked to discover whether they could be linked in to the qualifications framework. The article, originally published in English, is available here in an abridged German version.

Susanne Kraft/Wolfgang Seitter: Constructive Approaches to the EQF and DQR. Basic and advanced certificate model for further education teachers (pp. 39–42)

This article presents a specific qualifications framework for the sector of further education, consisting of a two-stage model (basic and advanced certificates). This touches on the discussion about the EQF and DQR as a motivation and opportunity for the pro-

fessionalisation of further education. The model takes up examples from Austria and Switzerland and is aligned toward preliminary work in Germany.

Jürgen Budde: Gender Skills for Adult Education (pp. 43–45)

Gender mainstreaming is a central maxim for political action all across Europe. However, little effect is yet to be felt in adult education. Where there is gender-sensitive adult education, this is still strongly oriented towards the differential approach. In view of participation rates in general and vocational adult education, and the division of interests within the segments, which is again gendered, the author speaks of a »doubly divided structure«. For the future, he calls for increased gender-related skills.

Klaus Heuer/Katrin Hülsmann/Elisabeth Reichart: New Service for Programme Research. The DIE online archive of further education programmes (pp. 46–48)

The German Institute for Adult Education (Deutsches Institut für Erwachsenenbildung, DIE) has an archive of Volkshochschule programme plans from 1957 to 2004. Now, a new stage of development has commenced, in the form of its online archive of further education programmes: a smaller-scale digitalised continuation which also forms a picture of the structure of the Volkshochschule situation. This article presents the new archive and provides an outlook for programme research.