

English Summaries

Sandra Bohlinger: Educational Training Frameworks as a Global Phenomenon. A summary of their history and system

(pp. 29–32)

Educational training frameworks have been implemented throughout the entire world since the 1980s in reaction to educational training policy exigencies and the need for economic reforms. This article makes systematic distinctions between educational training frameworks and describes specific national forms.

By the same token, it is evident that the systematic inclusion of general, vocational and university educational training has been sought more or less throughout the world in order to make it possible for as broad social strata as possible to have access to lifelong learning.

Sandra Fuchs: DQR: Opportunity or Risk? Results of a survey of experts at adult education centres

(pp. 33–34)

This article reports on expert assessments of the opportunities and risks of the current DQR process from the perspective of adult education centres. The seven experts from Germany and Austria who were surveyed in the EU Transfer Project critically analyse above all the focus on formal learning. The change in orientational perspective towards learning results can offer an impetus for programme planning, but also requires new skills and abilities on the part of further educational staff.

Constanze Gruschinski/Silja Kirsch: The Model Project »Lower Saxony Open School of Higher Learning«. Use of existing educational resources in the context of lifelong learning

(pp. 35–38)

In the future it should be possible for educationally qualified applicants to be able to attend a university without university-entrance certificates acquired in a secondary school. This is meant to help ease the looming shortage of skilled labour in Germany. Facilities in the area of adult education are also to help facilitate the transition to a school of higher learning. The authors of this article report on a promising approach along these lines – the Lower Saxony model project »Open University«. The project aims at a skills-oriented educational system which takes into account existing skills and not solely the exclusive educational biography of future students.

Susanne Lattke/Anne Strauch: A Sectoral Continuing Education Framework for Continuing Education

(pp. 39–42)

A sectoral educational training framework for continuing education can become a uniform reference point for continuing education. Projects such as Flexi-Path, QF2TEACH or the study »Key competences for adult learning professionals« fit together like pieces of a puzzle to form a larger strategy. The authors view the advantages of a sectoral educational training framework to be found in the fact that an SCEF-CE is closer to the continuing education system than general educational training frameworks are.

Knut Diekmann: How much Intransparency can EU Transparency Instruments bear?

(pp. 43–44)

Educational training frameworks constitute an intervention in the context of strategies of the European Space for Lifelong Learning. It poses critical questions regarding the consistency of initiatives seeking to create transparency of activities, skills and qualifications in different fields of policy independently of one another.

Arnim Kaiser/Ruth Kaiser: Against the Vicious Cycle of Failure: Metacognitive strategies boost optimistic expectations in learning

(pp. 45–48)

This article, which emanates from the KLASSIC project funded by the Federal German Ministry for Education and Research, explores whether the conveyance of metacognitive techniques effectively boost confidence in one's own learning effort, thus helping escape the vicious cycle of expectations of failure and failure itself (in this case: older adults in everyday settings void of problems). The empirical study shows that tools such as self-surveys, paired problem-solving, learning diaries or portfolios can reduce attribution of the causes of failures and bring about a qualitative improvement in learning. Lower performers as well as high performers are convinced that they can deal with learning processes in an efficient way at the end of test courses.