

CHRISTIANE SCHIERSMANN, PETER WEBER

**Professionalism as a challenge: a competence profile for guidance staff in the field of education, occupation and employment**

**Professionalität als Herausforderung: Ein Kompetenzprofil für das Beratungspersonal im Feld Bildung, Beruf und Beschäftigung**

Berufsbildung in Wissenschaft und Praxis – BWP 38 (2009) 4, p. 9

Guidance is an activity which has been accorded extremely scant protection in Germany up until now. No statutory regulation is in place to treat it as an occupation nor does any clear definition of the competence requirements for guidance staff exist. The present paper draws upon a systematic framework concept in presenting a competence profile which has also been informed by relevant work which has taken place at a national and international level. This serves as the basis for the development of perspectives for structuring the initial and continuing training of guidance staff.

MATTHIAS RÜBNER

**Continuing to strengthen vocational guidance**

Objectives and perspectives of the Federal Employment Agency

**Berufsberatung weiter stärken**

Zielsetzungen und Perspektiven der Bundesagentur für Arbeit

Berufsbildung in Wissenschaft und Praxis – BWP 38 (2009) 4, p. 14

A broad and diverse spectrum of vocational information and guidance and advisory provision for various target groups and life circumstances is required in order to enable people to avail themselves of existing and new educational provision and seize the opportunities afforded by lifelong learning. A concomitant aim is for this to serve as a vehicle for reducing social disadvantages and alleviating skills related problems on the labour market. This paper sheds light on the development perspectives of the Federal Employment Agency (BA), particularly from the point of view of vocational guidance, and presents the main features of the new BA guidance concept.

MARCEL WALTER

**Continuing training guidance as the engine of lifelong learning?**

**Weiterbildungsberatung als Motor des lebenslangen Lernens?**

Berufsbildung in Wissenschaft und Praxis – BWP 38 (2009) 4, p. 19

Continuing training guidance is being accorded a major role as endeavours continue to close the wide gap which exists between educational policy objectives and actual participation in continuing training by individuals and companies. The hope is that it will improve transparency on the confused continuing training market and mobilise new groups to take part in continuing training. The present paper takes selected empirical findings as a basis for shedding light on the issue of whether guidance will be able to unfurl its stimulating effect to the desired degree.

BERND KÄPPLINGER

**Telephone-based vocational and educational guidance in the United Kingdom: Pandora's box or Ariadne's thread?**

**Telefonische Berufs- und Bildungsberatung in Großbritannien: Büchse der Pandora oder Ariadnefaden?**

Berufsbildung in Wissenschaft und Praxis – BWP 38 (2009) 4, p. 23

Considerable importance is attached to nationwide guidance provision as a way of increasing participation in continuing training. Notwithstanding this, the question remains as to how the existing publicly accountable structures can be expanded within a financially justifiable framework. By way of an example, the present paper explains the main features of the British telephone-based guidance system Career Advice Service (formerly known as Learndirect), pointing out both its benefits and drawbacks. A national telephone guidance hotline in Germany could act in conjunction with locally based guidance services to provide additional support for the general expansion of overall guidance provision.

ERIKA KANELUTTI

**The Vocational Guidance Atlas**

**Der Atlas für Bildungsberatung**

Berufsbildung in Wissenschaft und Praxis – BWP 38 (2009) 4, p. 27

A web-based navigation system creates structure and transparency in a complex area. Vocational guidance is undergoing a boom despite the virtually unmanageable range of available provision. Targeted attempts have been ongoing for several years involving a range of instruments to make services within the Austrian guidance environment more visible and thus render them usable. The Vocational Guidance Atlas is one such attempt which deploys a combination of textual and visual presentation to provide a picture of where

which provision for which target groups is available and what the main content and methodological focuses of this provision are. The present article explains the origins of this instrument, how it works and who uses it.

PETER MEHLIS, EVA QUANTE-BRANDT

**Keep going ...**

**Using integrated support provision in Bremen to secure training success**

**Dran bleiben ...**

**Sicherung des Ausbildungserfolgs durch ein integriertes Unterstützungsangebot in Bremen**

Berufsbildung in Wissenschaft und Praxis – BWP 38 (2009) 4, p. 33

The proportion of training contracts prematurely terminated remains at a high level, particularly in the craft trades. A stagnation in the willingness of companies to provide training and a lack of apprenticeship entry maturity on the part of young people are major symptoms indicating the necessity for support measures within the dual system of vocational education and training in order to secure both the future requirement for skilled workers and opportunities for the young people themselves. This paper presents the support provision offered as part of the Bremen-based project "Training – keep going", aimed at companies providing training and young people. It also presents the main results from an empirical evaluation study.

KARL DÜSSELDORFF, MARCEL FISCHHELL, JENDRIK SCHOLZ

**Training guidance in SME**

A case study from the "Learning Regions – Providing Support for Networks" Programme

**Qualifizierungsberatung in KMU**

Eine Fallstudie aus dem Förderprogramm „Lernende Regionen – Förderung von Netzwerken“

Berufsbildung in Wissenschaft und Praxis – BWP 38 (2009) 4, p. 38

Educational and training guidance findings have indicated a growing requirement for integrated guidance processes, particularly from a company point of view. In order to support the development and training of skilled workers in SME, pedagogical guidance provision needs to take place in conjunction with other guidance services. This is an area in which the Learning Region of Trier has been cooperating with the University of Duisburg-Essen to develop and pilot instruments for standardisation and professionalisation. The present paper outlines these instruments.

FRIEDRICH HUBERT ESSER

**The German Qualifications Framework (DQR) in its development phase – appraisal and forecast**

**Der DQR in der Entwicklung – Würdigung und Vorausschau**

Berufsbildung in Wissenschaft und Praxis – BWP 38 (2009) 4, p. 45

The aim of developing National Qualifications Frameworks is to improve transparency and increase permeability between the educational systems of Europe as well as within the respective individual educational systems themselves. The German Qualifications Framework Working Group published its draft proposal for a German Qualifications Framework for lifelong learning (known by its German language abbreviation of DQR) in February 2009. This paper presents the current status of development and appraises this development from a vocational training policy point of view whilst also using it as a basis for casting a view forwards. Particular significance is accorded to the aspect of alignment of qualifications.

WINFRIED HEUSINGER

**Requirements and challenges of developing adapted occupations in the United Arab Emirates**

**Anforderungen und Herausforderungen bei der Entwicklung angepasster Berufe in den Vereinigten Arabischen Emiraten**

Berufsbildung in Wissenschaft und Praxis – BWP 38 (2009) 4, p. 50

Countries such as the United Arab Emirates, which are characterised by dynamic processes of economic change, require adapted concepts in the field of vocational training in order to accord due consideration to the interests of companies as well as taking account of the values of a society rooted in tradition. Economically related vocational training with adapted training profiles can deliver a positive contribution in this regard. This paper presents the challenges involved in developing adapted occupations, which make it clear that a well considered, continuous and flexible process of coordination is required in order to achieve long-term realisation of training supported by all those involved.