



Vocational Education and Training in the Baltic Sea Region (BSR) - The Modularisation of Qualification Units for the Core Profession “Painter and wallpaper hanger”.

By Dr. Jürgen Hogeforster (Hanseatic Parliament), Dr. Silvia Stiller and Dipl. Vw. (FH) Jan Wedemeier (both Hamburg Institute of International Economics, HWWI)

DRAFT VERSION, 13.08.07, Hamburg

Content

1. Introduction
2. The Baltic Sea Region-Qualification Units for the Profession “Painter and wallpaper hanger”
3. Methodology and Descriptors
4. Outlook

1. Introduction

Vocational education is a precondition for young people to build up own social and economic life and, of course, to participate in society. But more and more adolescents are without a qualification. This can become a problematic issue because non-participation in the labour market can lead to potential social conflicts through exclusion and it has negative effects on social security systems. Also, many small trade and handcraft enterprises are pressed against a corner because it gets more and more problematic to find qualified employees. This will become more dramatic if we take demographic challenges in consideration. Also the qualification requirements for workplaces are changing intensively.¹ Additionally, there are significant regional and qualification mismatches between labour demand and labour supply; i.e. the different demand for and the supply of labour across specific regions.

One of the key instruments for handling these problems is to increase the mobility of people also between countries. However, labour market integration in the European Union is also still impeded by cross-border barriers which are restricting labour and occupational mobility. One of the Lisbon Strategy 2010 aims is to increase the geographical mobility in the European Union. But, at the moment there are only 1.5% of the EU15 population occupied in another EU country than their birth country. Although existing diverse unemployment rates. Furthermore, the cross-border commuting is quite marginal. There are just 0.2% to 0.3% of all EU15 employees in employment who are working abroad.² Legal and administrative hurdles, language barriers and economic, social and cultural differences are reasons for the low geographical labour mobility in the EU.

Another reason for the imperfect cross-border labour mobility is the insufficient mutual recognition of vocational graduation and qualification abroad. The same applies to the transition from one system of vocational education and training to another system.³ In order to abolish this impediment to labour mobility, a system should be implemented whereby people can follow through the process of a vocational education and training qualification while moving from one learning context to another. This becomes particular true if it comes to transnational mobility.⁴ Another argument for more transnational mobility is the potential increase of the quality of vocational education and training through cross-border

¹ Cf. Zentralverband des Deutschen Handwerks (ZDH) und Zentralstelle für die Weiterbildung im Handwerk (ZWH) (Eds.) (2007): *Bundeseinheitliche Qualifizierungsbausteine aus dem Ausbildungsberuf Bauten- und Objektbeschichter/in im Maler- und Lackierergewerbe*. Berlin und Düsseldorf.

² Cf. A. Niehbuhr, S. Stiller (2006): *Integration and labour markets in European border regions*. In: *Zeitschrift für ArbeitsmarktForschung (ZAF)*, Jg. 39, H. 1, S. 57-76.

³ Cf. European Commission (EC) (2006): *European Credit System for Vocational Education and Training (ECVET). A system for the transfer, accumulation and recognition of learning outcomes in Europe*. SEC (2006) 1431, Brussels.

⁴ Cf. *ibid.*

experiences. In order to improve this shortcoming of EU institutional agreements relevant to labour mobility, the Hanseatic Parliament has introduced the project “Baltic Education”. The objective of this project is to develop, implement and achieve a system of mutual recognition of vocational education and training (VET) for the selective profession painter and wallpaper hanger. This will be done by the implementation of the European Credit Transfer System of vocational Education and Training (ECVET).⁵

But, what is ECVET? “ECVET is a system or method enabling qualifications to be described in terms of transferable and accumulable learning units [...] to which credit points [are] attached”⁶. We would like to use the term “qualification units” instead of “learning units” because our project addresses qualification outcomes. It seems more handsome and this concept is in line with the principles and criteria of the social stakeholders and partners who are participating in this project. Yet, the ECVET complements perfectly to the European Qualification Framework (EQF)⁷. The Baltic Education project has therefore also introduced a Qualification Framework for the Baltic Sea Region (BSR-QF)⁸. The European Commission outlined, however, principles and concepts in a consultation paper which are regarding both EQF and ECVET:

- a) “focused on learning outcomes expressed in terms of knowledge, skills and competence;
- b) based on a process of qualification;
- c) adapted to the demands of lifelong learning and all learning contexts, on an equal footing;
- d) geared towards the mobility of people.”⁹

Also ECVET principles, rules and conventions are presented in the consultation paper. This are:

- a) “the mobility of people undertaking training;
- b) the validation of the outcomes of lifelong learning;
- c) the transparency of qualifications;

⁵ See also the project webpage www.baltic-education-eu

⁶ European Commission (EC) (2006): *European Credit System for Vocational Education and Training (ECVET). A system for the transfer, accumulation and recognition of learning outcomes in Europe*. SEC (2006) 1431, Brussels, p. 3

⁷ Cf. European Commission (EC) (2006): *Implementing the Community Lisbon Programme. Proposal for a recommendation of the European Parliament and of the Council on the establishment of the European Qualifications Framework for lifelong learning*. COM(2006) 479 final, 2006/0163 (COD), Brussels.

⁸ Cf. J. Hogeforster, S. Stiller, J. Wedemeier (2007): *Vocational Education and Training in the Baltic Sea Region (BSR) – Considerations towards a Qualification Framework for the Baltic Sea Region*, Hamburg.

⁹ Ibid, p. 5

- d) mutual trust and cooperation between vocational training and education providers in Europe.”¹⁰

The Baltic Education project wants to support the consultation process with a fruitful, open discussion and an own proposal for an ECVET scheme for the profession painter and wallpaper hanger.

2. The Baltic Sea Region-Qualification Units

National vocational frameworks of the profession “painter and wallpaper hanger” are used for developing qualification units. The objective of this developing phase is to separate the vocational frameworks for the profession “painter and wallpaper hanger” into operational, transparent and comparable units. A qualification unit can be the smallest part of a profession that can be assessed, validated and certified.¹¹ Table 1 shows the valuation table for the profession painter and wallpaper hanger. The units, which are described below, have been intensively discussed by the project partners and they have been approved by them. This has been done by bilateral meetings.

It is possible to allocate credit points for each single unit. Credit points give an idea about the assigned weight for each of these units compared to the whole qualification which can be achieved by an individual. The maximum of credit points which can be achieved by an individual during a qualification in a period of three years are 180 credit points (cpts.). The variation in the quantification of the units by the participating countries is given in a range of approximately 15%. The project partners agreed on accepting an individual’s qualification with a minimum of 155 cpts. This makes the Baltic Sea Region-Qualification Units system flexible and useable. The differentiation indicates as well the country specific on specific qualification units and learning outcomes which are considered as more valuable than others. With other words, the associated credit points give an idea of the national specific focus. The valuation table has to be seen as an orientation and, of course, as a basis for the valuation.

Another important factor is that some of the qualification units are obligatory for the national vocational bodies. These are in particular the units 0, 1, 2, 3 and 8. Units 4 to 7 are not obligatory. But in all, individuals still have to achieve maximal 155 cpts.

¹⁰ Ibid, p. 5

¹¹ Cf. *ibid.*

Table 1: Qualification valuation table for the profession painter and wallpaper hanger

Qualification Unit	Credit points (max. 180 cpts.)	Finland (x cpts.)	Germany (x cpts.)	Lithuania (x cpts.) ¹²	Poland (x cpts.)	BSR-QF - Level
Maximum of qualification years	2-3 years	3 years	3 years	20 weeks	2 years	
Unit 0: Education (common studies and general capabilities)	40	X	X	X	X	2
Unit 1: Paintwork	30	X	X	X	X	2
<i>Unit 1.1: Indoor</i>	15	X	X	X	X	2
<i>Unit 1.2: Outdoor (Facade)</i>	15	X	X	X	X	2
Unit 2: Glue and Wallpaper work	30	X	X	X	X	2
Unit 3: Object lacquering (and metal painting)	20	X	X	X	X	1
Unit 4: Dam work	5	X	X	X	X	2
Unit 5: Floor covering work	5	X	X	X	X	2
Unit 6: Plasterwork (no preparation work)	10	X	X	X	X	2
Unit 7: Dry mortarless construction work	10	X	X	X	X	1
Unit 8: Designing and renovation work (specialisation)	30	X	X	X	X	2

Source: Zentralverband des Deutschen Handwerks (ZDH) und Zentralstelle für die Weiterbildung im Handwerk (ZWH) (Eds.) (2007): *Bundeseinheitliche Qualifizierungsbausteine aus dem Ausbildungsberuf Bauten- und Objektbeschichter/in im Maler- und Maler- und Lackierergewerbe*. Berlin und Düsseldorf.

To sum up, the project team presents some principles and rules which favour the following aspects:

- a) time is the relevant determinant for the credit point distribution;
- b) for the recognition, the time deviation between one national qualification to another national qualification measure should be not bigger than one year;

¹² The education and training time volume for the profession painter and wallpaper hanger in Lithuania is quite low compared to Finland, Germany and Poland. In fact, the profession painter is a part qualification of an overall qualification called "indoor worker". Because of this spare time volume it is necessary for individuals from Lithuania to make a pre-qualification if they want to get recognised in Finland, Germany and Poland. This pre-qualification has to be done and offered by the national training and vocational bodies in Finland, Germany and Poland. Otherwise it is not possible to recognise their qualification. Logic here is that an individual from Lithuania can achieve just max. x cpts. However, it should be further discussed if nowadays the Lithuanian profession "indoor worker" is more adequate than the Finish, German and Polish system. Qualification requirements for workplaces are in ongoing development. Therefore incremental adjustments and institutional changes are needed, necessary and welcome.

- c) variations in the quantification of the units are given in a range of approximately 15%;
- d) there are some obligatory and some non-obligatory units.

3. Methodology and Descriptors

Table 2 shows the Baltic Sea Region-Qualification Units MetaFramework (BSR-QU MetaFramework) for the profession painter and wallpaper hanger. The column “Core capabilities and skills which have to be addressed and trained by the vocational qualification bodies and/or enterprises” shows what individuals have to learn (over a specific time period). Column “Needed competences (short description)” is an overview on what the qualification units are addressing.

Table 2: Qualification Units for the qualification painter and wallpaper hanger – the Baltic-Sea Region-Qualification Units MetaFramework

Qualification Unit (QU)	Core capabilities, skills and activities which have to be addressed and trained by the vocational qualification bodies and/or enterprises*	Needed competences (short description)	Credit Points (=180)
Unit 0 Education (common studies and general capabilities)	(1) Language (2) Mathematics (basic and/or related to the profession painter and wallpaper hanger), Information technology (3) Sports (and/or motivation training and/or self-defence) (4) Social and cultural studies; history; religion/ethic studies (5) Basics of economy and business management (6) Physics (and/or astronomy) and chemistry (7) Environmental protection and waste management; geography and nature studies (8) Health and safety regulations and preventions; fire safety regulations (9) Metal work, Non-metal work (10) Making of surfaces and objects; deforming and designing (11) Designing and arranging of surfaces (12) Preservation of structures and corrosion protection (13) Maintenances procedures (14) Dam, plaster and installation work (15) Indoor, outdoor (facade) work and decorative arrangements	Basic education on <ul style="list-style-type: none"> - human needs and means - role of enterprising, business entity, activity and economy; organisation and operational effectiveness - elements of business cycle, production, consumption, trade concepts of commodity, demand, supply price, services, production, trade, resources, labour forces - labour law, tax law and business regulations - CV and interview training, job search and running a business activity - Cost calculations, produce of invoice and bill, keep profit and loss records, tax and VAT regulations; insurance and regulations and principles of dept and loan - life and health hazards during the performance of building, painting and wallpapering works; giving pre-medical first aid; personal protection measures, footwear and work clothing for works - calculating of building volume; material, time and cost - the subject painter and wallpaper hanger in general 	40
Unit 1 Paintwork			32

<p><i>Unit 1.1 Indoor</i></p>	<p>(1) Workstation adjustment, maintain and remove; Organisation of work during the performance</p> <p>(2) Selection and preparation of materials, auxiliary materials, equipment, tools and techniques of workmanship for performing works; Install and setup of equipment, hand and machine tools and using of it</p> <p>(3) Deform and process of materials</p> <p>(4) Distinguish building systems (construction and using) and materials (know their types and properties)</p> <p>(5) Preparation of substrates and/or surfaces</p> <p>(6) Transportation and warehousing of materials</p> <p>(7) Technical documentation (inclusive using correct terminology) and business management; order and account for used materials, bill of quantities and quantity surveys, and calculation of works</p> <p>(8) Quality assessment and control of performed works</p> <p>(9) Environment and waste management</p> <p>(10) Health and safety regulations and preventions; fire safety regulations</p>	<p>Scope of knowledge and skills related to indoor paintwork activities</p> <ul style="list-style-type: none"> - perform covering of ground floor/base, windows, doors, furniture and fixtures - remove of old paintings and non-capable paintings - substrates preparation; cleaning, grinding, putty and filling work - prime coat priming/priming - paint various substrates with e.g. limewash, cement-based paint, distemper, casein, silica paint, emulsion, oil paint, enamel, latex paint and/or varnish coats - painting with different techniques; manual and mechanical painting - remove defects and flaws of performed works - types of paints, solvents and painting techniques 	<p>16</p>
<p><i>Unit 1.2 Outdoor (Facade)</i></p>	<p>(1) Workstation adjustment, maintain and remove; Organisation of work during the performance</p> <p>(2) Selection and preparation of materials, auxiliary materials, equipment, tools and techniques of workmanship for performing works; Install and setup of equipment, hand and machine tools and using of it</p> <p>(3) Deform and process of materials</p>	<p>Scope of knowledge and skills related to outdoor paintwork activities</p> <ul style="list-style-type: none"> - perform covering of windows, doors and other objects - remove of old paintings and non-capable paintings - substrates preparation; cleaning, grinding, putty and filling work - prime coat priming/priming 	<p>16</p>

	<p>(4) Distinguish building systems (construction and using) and materials (know their types and properties)</p> <p>(5) Preparation of substrates and/or surfaces</p> <p>(6) Transportation and warehousing of materials</p> <p>(7) Technical documentation (inclusive using correct terminology) and business management; order and account for used materials, bill of quantities and quantity surveys, and calculation of works</p> <p>(8) Quality assessment and control of performed works</p> <p>(9) Environment and waste management</p> <p>(10) Health and safety regulations and preventions; fire safety regulations</p>	<ul style="list-style-type: none"> - paint various substrates with e.g. limewash, cement-based paint, distemper, casein, silica paint, emulsion, oil paint, enamel, latex and/or varnish coats - basic painting works - painting with different techniques; manual and mechanical painting - remove defects and flaws of performed works - types of paints, solvents and painting techniques 	
Unit 2 Glue and wallpaper hanger work	<p>(1) Workstation adjustment, maintain and remove; Organisation of work during the performance</p> <p>(2) Selection and preparation of materials, auxiliary materials, equipment, tools and techniques of workmanship for performing works; Install and setup of equipment, hand and machine tools and using of it</p> <p>(3) Deform and process of materials</p> <p>(4) Distinguish building systems (construction and using) and materials (know their types and properties)</p> <p>(5) Preparation of substrates and/or surfaces</p> <p>(6) Transportation and warehousing of materials</p> <p>(7) Technical documentation (inclusive using correct terminology) and business management; order and account for used materials, bill of quantities and</p>	<p>Scope of knowledge and skills related to Glue and wallpaper hanger activities</p> <ul style="list-style-type: none"> - perform covering of ground floor/base, windows, doors, furniture and fixtures - remove of old paintings and non-capable/old coverings - substrates preparation; cleaning, grinding, putty and filling work - prime coat priming/priming - selection of glues - gluing/pasting of component substances - basic wallpapering works - auxiliary works for painting and wallpapering - types of wallpapering materials - selection of wallpaper and wallpapering techniques 	30

	<p>quantity surveys, and calculation of works</p> <p>(8) Quality assessment and control of performed works</p> <p>(9) Environment and waste management</p> <p>(10) Health and safety regulations and preventions; fire safety regulations</p>	<ul style="list-style-type: none"> - wallpapering; pasting by hand and machine - remove defects and flaws of performed works 	
Unit 3 Object lacquering (and metal painting)	<p>(1) Workstation adjustment, maintain and remove; Organisation of work during the performance</p> <p>(2) Selection and preparation of materials, auxiliary materials, equipment, tools and techniques of workmanship for performing works; Install and setup of equipment, hand and machine tools and using of it</p> <p>(3) Deform and process of materials</p> <p>(4) Distinguish building systems (construction and using) and materials (know their types and properties)</p> <p>(5) Preparation of substrates and/or surfaces</p> <p>(6) Transportation and warehousing of materials</p> <p>(7) Technical documentation (inclusive using correct terminology) and business management; order and account for used materials, bill of quantities and quantity surveys, and calculation of works</p> <p>(8) Quality assessment and control of performed works</p> <p>(9) Environment and waste management</p> <p>(10) Health and safety regulations and preventions; fire safety regulations</p>	<p>Scope of knowledge and skills related to object lacquering activities</p> <ul style="list-style-type: none"> - perform covering of ground floor/base, windows, doors, furniture and fixtures and other objects - remove of old paintings and non-capable/old coverings - corrosion/oxidation preventions and protections; atmospheres types; corrosion categories - galvanic; metal compound techniques - climatisation devices; pipe covering; anti graffiti systems; road markings - re-profiling - cleaning, grinding, putty and filling work - prime coat priming/priming - painting with different techniques - remove defects and flaws of performed works 	20,5
Unit 4 Dam work	<p>(1) Workstation adjustment, maintain and remove; Organisation of work during the performance</p>	<p>Scope of knowledge and skills related to dam work activities</p> <ul style="list-style-type: none"> - perform covering of ground floor/base, windows, doors, 	5

	<p>(2) Selection and preparation of materials, auxiliary materials, equipment, tools and techniques of workmanship for performing works; Install and setup of equipment, hand and machine tools and using of it</p> <p>(3) Deform and process of materials</p> <p>(4) Distinguish building systems (construction and using) and materials (know their types and properties)</p> <p>(5) Preparation of substrates and/or surfaces</p> <p>(6) Transportation and warehousing of materials</p> <p>(7) Technical documentation (inclusive using correct terminology) and business management; order and account for used materials, bill of quantities and quantity surveys, and calculation of works</p> <p>(8) Quality assessment and control of performed works</p> <p>(9) Environment and waste management</p> <p>(10) Health and safety regulations and preventions; fire safety regulations</p>	<p>furniture and fixtures and other objects</p> <ul style="list-style-type: none"> - remove of old paintings, non-capable/old coverings and dam materials - demounting work, cleaning - preparing of dam material - base and completion work - glue work; filling work - remove defects and flaws of performed works 	
Unit 5 Floor covering work	<p>(1) Workstation adjustment, maintain and remove; Organisation of work during the performance</p> <p>(2) Selection and preparation of materials, auxiliary materials, equipment, tools and techniques of workmanship for performing works; Install and setup of equipment, hand and machine tools and using of it</p> <p>(3) Deform and process of materials</p> <p>(4) Distinguish building systems (construction and using) and materials (know their types and properties)</p>	<p>Scope of knowledge and skills related to floor covering activities (mainly paint work)</p> <ul style="list-style-type: none"> - remove of old coating, parquet and laminate - cleaning, grinding, putty and filling work - prime coat priming/priming - lay simple floor cloth/floor covering, banding and baseboard - simple paint work on floor covering, banding and baseboard - remove defects and flaws of performed works 	5

	<p>(5) Preparation of substrates and/or surfaces</p> <p>(6) Transportation and warehousing of materials</p> <p>(7) Technical documentation (inclusive using correct terminology) and business management; order and account for used materials, bill of quantities and quantity surveys, and calculation of works</p> <p>(8) Quality assessment and control of performed works</p> <p>(9) Environment and waste management</p> <p>(10) Health and safety regulations and preventions; fire safety regulations</p>		
Unit 6 Plasterwork (no preparation work)	<p>(1) Workstation adjustment, maintain and remove; Organisation of work during the performance</p> <p>(2) Selection and preparation of materials, auxiliary materials, equipment, tools and techniques of workmanship for performing works; Install and setup of equipment, hand and machine tools and using of it</p> <p>(3) Deform and process of materials</p> <p>(4) Distinguish building systems (construction and using) and materials (know their types and properties)</p> <p>(5) Preparation of substrates and/or surfaces</p> <p>(6) Transportation and warehousing of materials</p> <p>(7) Technical documentation (inclusive using correct terminology) and business management; order and account for used materials, bill of quantities and quantity surveys, and calculation of works</p> <p>(8) Quality assessment and control of performed works</p>	<p>Scope of knowledge and skills related to plasterwork activities</p> <ul style="list-style-type: none"> - perform covering of ground floor/base, windows, doors, furniture and fixtures - remove of old paintings and non-capable/old coverings - cleaning, grinding, putty and filling work - prime coat priming/priming - work on ground plaster - indoor and outdoor work - remove defects and flaws of performed works 	10

	(9) Environment and waste management (10) Health and safety regulations and preventions; fire safety regulations		
Unit 7 Dry mortarless construction work	(1) Workstation adjustment, maintain and remove; Organisation of work during the performance (2) Selection and preparation of materials, auxiliary materials, equipment, tools and techniques of workmanship for performing works; Install and setup of equipment, hand and machine tools and using of it (3) Deform and process of materials (4) Distinguish building systems (construction and using) and materials (know their types and properties) (5) Transportation and warehousing of materials (6) Preparation of substrates and/or surfaces (7) Technical documentation (inclusive using correct terminology) and business management; order and account for used materials, bill of quantities and quantity surveys, and calculation of works (8) Quality assessment and control of performed works (9) Environment and waste management (10) Health and safety regulations and preventions; fire safety regulations	Scope of knowledge and skills related to dry mortarless activities - perform covering of ground floor/base, windows, doors, furniture and fixtures and other objects - cleaning, grinding, putty and filling work - producing plaster/render - producing of substructures - linking elements - impregnation of plaster/gypsum; producing of gypsum elements - remove defects and flaws of performed works	7,5
Unit 8 Designing and renovation work (specialisation)	(1) Workstation adjustment, maintain and remove; Organisation of work during the performance (2) Selection and preparation of materials, auxiliary materials, equipment, tools and techniques of	Scope of knowledge and skills related to designing and renovation activities (indoor, facade, decorative and arrangements work) - building construction and non-construction elements	30

	<p>workmanship for performing works; Install and setup of equipment, hand and machine tools and using of it</p> <p>(3) Deform and process of materials</p> <p>(4) Distinguish building systems (construction and using) and materials (know their types and properties)</p> <p>(5) Transportation and warehousing of materials</p> <p>(6) Preparation of substrates and/or surfaces</p> <p>(7) Technical documentation (inclusive using correct terminology) and business management; order and account for used materials, bill of quantities and quantity surveys, and calculation of works</p> <p>(8) Quality assessment and control of performed works</p> <p>(9) Environment and waste management</p> <p>(10) Health and safety regulations and preventions; fire safety regulations</p>	<ul style="list-style-type: none"> - construction/stylistic elements - evaluation of a substrate technical condition - selection of technology and organisation of renovation and repair works - substrate modernisation - removal of old coats, substrate repair - free-hand and sketch drawing - drawing single- and multi-coloured ornaments - drawing stencils for ornaments - techniques for preparing stencils for ornaments - design and production of different decorative work - making signs and inscription - types of colours, rules of selecting as well as combining and breaking - developing parts of colour scheme designs - simple basics of descriptive geometry - decorative processing, painting - typography, pictogram, gold leaf and other metal leaves, stucco work 	
--	---	--	--

Source: Cf. also Zentralverband des Deutschen Handwerks (ZDH) und Zentralstelle für die Weiterbildung im Handwerk (ZWH) (Eds.) (2007): *Bundeseinheitliche Qualifizierungsbausteine aus dem Ausbildungsberuf Bauten- und Objektbeschichter/in im Maler- und Maler- und Lackierergewerbe*. Berlin und Düsseldorf.

*NOTE: Not every single point at issue has to be met by the national qualification frameworks.

The national vocational frameworks for the profession painter and wallpaper hanger are still, however, relevant. The BSR-QU MetaFramework is in fact a reference framework for the vocational education and training bodies. This means that the BSR-QU MetaFramework is summarising the national qualification frameworks. It is an aggregate description of qualifications in terms of qualification units.¹³ With this we would like to emphasise and respect the differentiation between the national vocational education and training frameworks.

5. Outlook

The qualification units have to be seen as a part qualification of the profession painter and wallpaper hanger and they are outcome, not income oriented. These are guided principles which have to be seen as crucial. The overall idea is to bundle single qualifications into part qualifications. The qualification units are setting a new standard which are flexible (1), comparable (2) and multiplex useable in a learning context (3). There is no specific or correct order to teach or achieve the qualification units. This lies in the responsibility of the vocational education and training bodies. It is just important to teach and use the qualification units.¹⁴ This BSR-QU concept is still useful for a Baltic Sea-wide concept.

The partners have all agreed on the implementation of the BSR-QU and the ECVET scheme. The competent national vocational education and training parties have now to implement this system to ensure and guaranty individual's qualifications. The paper *Baltic Education. Vocational Education and Training in the Baltic Sea Region (BSR). The Modularisation of Qualification Units for the Core Profession "Painter and wallpaper hanger"* goes in line with the Baltic Sea Region-Qualification Framework and has to be seen as complementary. And, one of the main ideas, to achieve a specific qualification unit in another country than your home country, can as well be covered by the developed system. But, still, the project Baltic Education has to discuss and test the practicability of this scheme.

Contributions, discussions and comments are warmly welcome. Please do not hesitate to contact the project team (Jan Wedemeier, Project Development, wedemeier@hwwi.org; or see <http://www.baltic-education.eu/>).

¹³ Cf. European Commission (EC) (2006): *European Credit system for Vocational Education and Training (ECVET). A system for the transfer, accumulation and recognition of learning outcomes in Europe*. SEC (2006) 1431, Brussels.

¹⁴ Cf. Kloas, Peter-Werner (2006): *Qualifizierungsbausteine als „deutsche Antwort“ auf Modularisierungserfordernisse in der beruflichen Bildung*. Beitrag für Berufsausbildung, 12/2006.