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Pilot and development projects in vocational education and training

On the purpose of concomitant academic research

Modellversuche und Entwicklungsprojekte in der Berufsbildung

Zum Selbstverständnis wissenschaftlicher Begleitforschung

Berufsbildung in Wissenschaft und Praxis - BWP 36 (2007) 1, p. 5

A current bone of contention within educational policy debate is whether the pilot projects which have been conducted for more than 40 years should be superseded by development programmes. This provides the opportunity to take a detailed look at the experiences which have emerged from pilot projects from the VET research perspective. In contrast to some other European countries, where state intervention is often limited to providing financial support for individual or cooperative projects on the basis of whichever funds are available, German Federal Government pilot projects in the VET field have been organised in the form of innovation programmes. Recent decades have seen extensive further development of these programmes, and this has also exerted an effect on the concepts underlying concomitant academic research. This article provides a series of evaluations in this area and offers current recommendations.

ANDREAS DIETRICH

Initiation of regional networking and learning structures via development projects

Initiierung regionaler Vernetzungs- und Lernstrukturen durch Entwicklungsprojekte

Berufsbildung in Wissenschaft und Praxis - BWP 36 (2007) 1, p. 10

Recent years have seen the emergence of a wide range of activities in (vocational) educational practice which may be described in terms of their characteristic constituent networking structure. Alongside educational objectives which are more economic and political in nature, such as using professional educational management as a channel, the aims are to strengthen regional structures via networking and cooperation on the part of stakeholders and to use the new forms of cooperation to initiate and support individual and collective learning processes. Both results from network research as well as experiences gleaned from pilot and development projects provide evidence that these effects can only be achieved in a limited way via funding measures or (regionally based) political top-down strategies designed with the aim of achieving a short-term impact.

ANKA PAWLIK, GISELA WESTHOFF

Transfer of pilot projects in vocational education and training

Transfer von Modellversuchen

Berufsbildung in Wissenschaft und Praxis - BWP 36 (2007) 1, p. 15

Pilot projects are used to develop, test and evaluate innovations. Transfer comprises a central component of these processes, with the aim of disseminating results beyond the context of the individual projects and across occupational practice. An attendant objective is the further development of academic research and political discussion and the stimulation of necessary changes. Pilot projects have exerted far-reaching influences on vocational education and training, the main reason for this being successful (process-attendant) transfer. This applies both to direct transfer leading to extensive adoption of results as well as indirect transfer to vocational education and training practice, academic research and policy. This article provides an insight into this work.

HANS-DIETER HÖPFNER

On the global transfer of pilot project results

Zum globalen Transfer von Modellversuchsergebnissen

Berufsbildung in Wissenschaft und Praxis - BWP 36 (2007) 1, p. 19

In-company pilot projects have established the groundwork for the modern occupational profiles of today and their attendant training regulations. They have helped develop a highly modern, internationally recognised, in-company form of training established in a great many companies. They have brought about ongoing improvement in the organised integrative work which takes place between companies and vocational schools. In overall terms, they have had a definitive impact on increasing the level of attractiveness of vocational education and training. The article takes the example of the deployment of learning and work tasks to create a form of VET which is work process oriented and committed to self-directed learning to demonstrate that they are also exhibiting a sustained effect beyond Germany's borders. The examples used are taken from Malaysia, Uzbekistan and China.

PETER DEHNBOSTEL

Qualifications support services for small and medium-sized companies

On the change from educational provider to learning agency

Qualifizierungsbegleitung für Klein- und Mittelbetriebe

Zum Wandel vom Bildungsträger zur Lernagentur

Berufsbildung in Wissenschaft und Praxis - BWP 36 (2007) 1, p. 23

Small and medium-sized enterprises (SME's) have always exhibited weakly developed continuing training structures. Increasing reflection and process related qualifications requirements are bringing about a growth in the need for support and tailor-made qualifications solutions which SME's are generally unable to address independently. This affords educational providers the opportunity of conducting these qualifications and of taking on additional educational management tasks for SME's within a network-like form of cooperation. Success cannot, however, be achieved if they continue to persist with seminar and course structured continuing training. Providing professional qualifications and learning process support services involves making the change from an educational provider to a learning and educational agency and ultimately to a provider of educational services. This article presents systematic viewpoints relating to this change and demonstrates it by way of the example of a small educational provider in the information technology field.

REGINA H. MULDER, GERHARD MESSMANN

Innovations in vocational education and training: learning environments and development strategies

Innovationen in der beruflichen Bildung: Lernumgebungen und Entwicklungsstrategien

Berufsbildung in Wissenschaft und Praxis - BWP 36 (2007) 1, p. 28

This article addresses the issue of which aspects constitute innovations for vocational education and training and how these can be implemented in practice. The objective of such innovations is to improve the quality of vocational education and training, the aim being to achieve this via the development of adequate learning environments for schools and companies. Two major questions present themselves here. (1) What are the characteristics of successful learning environments in vocational schools and in companies and (2) how do these need to be developed and implemented? The definition of successful in this context is that students acquire occupationally relevant competences which are a prerequisite for lifelong learning. An appropriate model is presented, two examples being used to explain its implementation.

DIETER EULER, ECKART SEVERING

Joined-up thinking – training modules as the basis for further development of vocational education and training

Zusammendenken, was zusammengehört – Ausbildungsbausteine als Grundlage der Weiterentwicklung der Berufsbildung

Berufsbildung in Wissenschaft und Praxis - BWP 36 (2007) 1, p. 33

A report [Euler, Severing 2006] has been conducted to investigate whether structuring of vocational education and training in Germany in the form of standardised training modules can help create more transparency and flexibility within training and whether training modules can facilitate the transitions young people make within the training system. Structuring models for occupational profiles are proposed dividing each of the profiles into five to eight nationally standardised training modules, the steps involved in practical piloting and implementation being outlined. The intention is far from either abolishing the dual system of vocational education and training or relinquishing the principle of the regulated occupation. The aim is for the two foundations of the VET system to be aligned to the altered general socio-economic conditions and to be strengthened. The article summarises some aspects of the report.

MICHAEL EHRKE, HERMANN NEHLS

„Task related practice“ or occupationally related training?

On the criticism of the current modularisation debate

„Aufgabenbezogene Anlernung“ oder berufsbezogene Ausbildung?

Zur Kritik der aktuellen Modularisierungsdebatte

Berufsbildung in Wissenschaft und Praxis - BWP 36 (2007) 1, p. 38

Proposals to structure vocational education and training along modular lines are currently adding to the VET debate. This article discusses the context of the discussion against the background of a report in this field by Euler/Severing and describes the potential implications for vocational education and training in Germany. The existing occupations are flexible and innovative, much more so than theorists supporting a modular approach would like to acknowledge. Modularisation would lower the qualification level and lead to far reaching consequences for the situation of trainees. Reference to the European Qualifications Framework is misplaced.