

EKKEHARD NUISSL VON REIN

**General education and continuing vocational training in life-long learning
Allgemeine und berufliche Weiterbildung im lebensbegleitenden Lernen**

Berufsbildung in Wissenschaft und Praxis

Vocational Training in Research and Practice - BWP 32 (2003) 3, p. 9–13

This article informs readers about new developments and changes in the relationship between general education and vocational training, examining in this context studies performed by the German Institute for Adult Education (Deutsche Institut für Erwachsenenbildung). Three aspects are at the heart of this: first learning and learners, second acting professionally and professional activities, and third the institutions and the programmes they offer. The German Institute for Adult Education leads the consortium providing research support in the nation-wide programme "Learning Regions", which focuses on general issues relating to cooperation between different areas of education and training.

LUTZ BELLMANN, UTE LEBER

**Individual and company commitment in continuing vocational training
Individuelles und betriebliches Engagement in der beruflichen Weiterbildung**

Berufsbildung in Wissenschaft und Praxis

Vocational Training in Research and Practice - BWP 32 (2003) 3, p. 14–18

Continuing education is being assigned a growing emphasis given technical and organisational innovations and demographic developments. It is not least for this reason that various parties are witnessing a greater need for empirical data. It is to be observed, however, that continuing training in Germany has thus far only been surveyed in a very non-systematic manner, and that various individual sources are only linked to each other in a more or less haphazard way. This article furnishes an overview of the various sources of information on continuing training, summarising major empirical findings on individual and company commitments made in the area of continuing training.

DIETER TIMMERMANN et al

**Models for funding life-long learning
Modelle zur Finanzierung lebenslangen Lernens**

Berufsbildung in Wissenschaft und Praxis

Vocational Training in Research and Practice - BWP 32 (2003) 3, p. 19–24

The development of a coherent system of life-long learning is closely linked to financing issues. The Federal Ministry of Education and Research appointed an expert commission for "Funding Life-Long Learning" in October 2001. Its task is to develop financing proposals for a larger volume of resources and a more just distribution of these resources among individuals and companies. An examination of the most important models for financing life-long learning shows that life-long learning can be financed in very different ways. The article presents basic elements of select models for financing training such as training accounts, training funds and training vouchers.

GÜNTHER SCHMID, OLIVER BRUTTEL

**Individual training accounts: learning from our European neighbours
Individuelle Bildungskonten: Von den europäischen Nachbarn lernen**

Berufsbildung in Wissenschaft und Praxis

Vocational Training in Research and Practice - BWP 32 (2003) 3, p. 25–29

Germany has significant deficits in the area of continuing training. A look at neighbouring European countries shows how programmes are implemented there for individual training accounts based on government grants to create incentives for individual continuing training outside of companies as well. In addition to a detailed survey of individual programmes, the article forwards some basic recommendations to serve as an orientation guide for similar programmes here in Germany.

RAINER BLOCK

**Continuing training in comparative European studies
Weiterbildung im europäischen Vergleich**

Comments to the Second European survey on continuing vocational training

Anmerkungen zur zweiten europäischen Erhebung zur betrieblichen Weiterbildung

Berufsbildung in Wissenschaft und Praxis

Vocational Training in Research and Practice - BWP 32 (2003) 3, p. 37–40

The second European survey on continuing vocational training in 25 European countries (CVTS II) carried out within the framework of the LEONARDO programme has established a very important finding from the German perspective: the percentage of enterprises engaging in continuing training in the FRG plummeted from 85% to 75% during the period from 1993 (when the first CVTS study was performed) and 1999, when the next survey took place. Germany is the only country in Europe which shows a negative trend for continuing training activities. International studies, which merely present their results in the form of ranking lists, do not explain the reasons behind such a trend. To gain a deeper understanding of these changes, a group of possible causal factors are examined at the comparative national level in relation to continuing training activities at enterprises.

AGNES DIETZEN, BERND SELLE

**Qualification trends in company change processes
Qualifikationsentwicklung in betrieblichen Veränderungsprozessen**

Berufsbildung in Wissenschaft und Praxis

Vocational Training in Research and Practice - BWP 32 (2003) 3, p. 41–45

The experiential knowledge of consultants is to be tapped for the benefit of research on qualification in a BIBB project aimed at early recognition of qualification trends. The project focuses on company changes which have been supported and guided by consultants. The article examines strategies and methods for determining qualification needs within the framework of consulting processes and the influence of consultants on the structure of company qualification development and qualifications. Findings are based first of all on a company survey on "consulting in companies", and secondly on evaluations of interviews with consultants working as human resource and organisational developers, work designers and change managers.

RAINER BRÖTZ, MARLIES DORSCH-SCHWEIZER

**Business administrator for investment funds: a new profession in the financial sector
Investmentfondskauffrau/-kaufmann: ein neuer Beruf im Finanzsektor**

Berufsbildung in Wissenschaft und Praxis

Vocational Training in Research and Practice - BWP 32 (2003) 3, p. 46–49

It will be possible to train in a new profession, business administrator for investment funds, in the area of financial services beginning in August 2003. The focus of this profession is primarily on administrating, planning and analysing activities and not in directly dealing with customers. The article shows that the profession nevertheless conforms to the requirements of a customer-based, forward-looking approach. In addition to basic training in business administration, the profession also incorporates forward-looking elements of vocational training as these relate to the investment process (dealing with information and communications systems, foreign languages and sustainability).

REINHARD SCHULZ et al

**Innovelle-bs – national innovation programme for the education of vocational school teachers at present
Innovelle-bs – bundesweites Innovationsprogramm zur Berufsschul-lehrerbildung**

Berufsbildung in Wissenschaft und Praxis

Vocational Training in Research and Practice - BWP 32 (2003) 3, p. 50–53

What should an innovative, high-quality continuing training programme for vocational school teachers look like in the future? And how can a transfer be effectively structured so that these innovations actually reach vocational schools, studies seminars/Länder institutes and universities? A series of studies commissioned by Federal Government-Länder Commission aims to answer this question and submit proposals to policymakers concerning the appropriate measures to take. The article presents these studies and the initial results produced by them.