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**“Vocational Education Made in Germany”
Marketing German vocational training in the Gulf region
Deutsches Berufsbildungsmarketing in der Golfregion**

Berufsbildung in Wissenschaft und Praxis
Vocational Training in Research and Practice - BWP 32 (2003) 4, p. 5-8

The growing need for vocationally qualified skilled labour in the countries of the Arabian Peninsula cannot be satisfied with the existing training infrastructure. Informational events such as the ones put on by iMOVE (International Marketing of Vocational Education) at BIBB in the countries of the Gulf region in the spring of 2003 are thus aimed at marketing Germany as a competent partner in the area of initial and continuing vocational training as well as to publicise the opportunities and programmes on offer in the area of continuing vocational training “made in Germany”.

KLAUS FAHLE, PETER THIELE

**The Brugge/Copenhagen Process – beginning of the implementation of the goals of Lisbon in vocational training
Der Brügge-/Kopenhagenprozess – Beginn der Umsetzung der Ziele von Lissabon in der beruflichen Bildung**

Berufsbildung in Wissenschaft und Praxis
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The Council of Ministers of Education approved an “Agreement to Promote Greater Co-operation in the Area of Vocational Training”, issuing the so-called Copenhagen declaration in December 2002, thereby paving the way for the creation of a European education space. These initiatives are at the same time fundamental elements in a political process: implementation of the goals set by the European Council of Lisbon aimed at making the EU the most competitive, knowledge-based economic space in the world by 2010. The article examines the agreement on the development of educational policy in terms of its impact at the European level and its importance to vocational training policy in Germany.

GEORG HANF, MANFRED TESSARING

**CEDEFOP's Refer network and its implementation in Germany
Das Refer-Netzwerk des CEDEFOP und seine Implementation in Deutschland**

Berufsbildung in Wissenschaft und Praxis
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The CEDEFOP (European Centre for the Promotion of Vocational Training) commenced with the establishment of the European Network of Reference and Expertise for Vocational Training (ReferNet) in 2001. A German consortium coordinated by BIBB is also involved in this network. Refer is to structure expertise through the European vocational training systems, making this available for general questions of relevance to the system as a whole. Refer also aims at making a contribution to the Europeanisation of research in the area of vocational training.

IRMGARD FRANK, KATRIN GUTSCHOW,
GESA MÜNCHHAUSEN

**Lifetime accomplishments – documentation and recognition of informally acquired competencies
– Basic considerations and international examples
Vom Meistern des Lebens– Dokumentation und Anerkennung informell erworbener Kompetenzen
– Grundsätzliche Überlegungen und internationale Beispiele**

Berufsbildung in Wissenschaft und Praxis
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The White Book on lifelong learning seeks to promote a more intensive assessment and greater recognition of informally acquired competencies. This has thus initiated a broad discussion in the European Union. While respective procedures have already been developed and are being applied in some EU member countries, in other countries – among them Germany – there are a host of initiatives at present aimed at developing competence-recognition procedures. Lines of development are identified in this article to explain requirements applying to procedures and to trace some example procedures for documenting and recognising informally acquired competencies in Finland and France.

HANS DIETER EHEIM, VOLKER IHDE

**Sino-German co-operation in vocational training towards a sustained development – experience and new approaches
Deutsch-chinesische Zusammenarbeit in der beruflichen Bildung für eine nachhaltige Entwicklung – Erfahrungen und neue Ansätze**

Berufsbildung in Wissenschaft und Praxis
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This article explores new modes of co-operation in actual vocational training projects in China. Conclusions are drawn for future development on the basis of projects involving government cooperation with China and then translated into a project proposal. At issue is the following: A new orientation in partnership-like cooperation, orientation towards sustained development and a new orientation in the initial and continuing training of vocational teachers in cooperative projects.

KLAUS HAHNE

**Differentiation, application-focused understanding of e-learning
E-learning between formal course offers and support for experienced-based learning on the job
Für ein differenziertes, anwendungsbezogenes Verständnis von E-Learning
E-Learning zwischen formellen Kursangeboten und Unterstützung des Erfahrungslernens in der Arbeit**

Berufsbildung in Wissenschaft und Praxis
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E-learning providers should develop new work and order-oriented programmes to intensify informal learning on the job. At the same time they could also focus on network-supported programmes on offer in connection with product training courses staged by manufacturers. Here „informal“ or „functional“ e-learning appears in multimedia contexts which are not explicitly labelled as learning environments. This form of e-learning needs to be the subject of more intensive research. The article calls for a distinction to be made between formal and informal as well as functional and intentional forms of learning.

GERALD A. STRAKA, GERD MACKE

**Competence and orientation in action: the mission of the vocational school – objective and path of learning at vocational schools?
Handlungskompetenz und Handlungsorientierung als Bildungsauftrag der Berufsschule – Ziel und Weg des Lernens in der Berufsschule?**

Berufsbildung in Wissenschaft und Praxis
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An analysis of „competence in action“ and „orientation in action“ as elements of the training mission of vocational schools shows that these targets for learning and teaching can be used to derive modes of action to a certain extent. A broad definition of action and learning is recommended in the article. Vocational schools should focus on their genuine mission of training, using an empirically founded interplay between learning and teaching to make a contribution to sustained changes in trainees. This necessitates a reorientation in the approach towards of learning-teaching research prevailing at present.

HEINZ HOLZ, STEFFEN KRAUSE, ANKA PAWLIK, UTA THIEL

**Self-guided qualification in office management
Results of a pilot project at small and medium-scale enterprises
Selbst gesteuerte Qualifizierung im Office-Management
Ergebnisse eines Modellversuchs in KMU**

Berufsbildung in Wissenschaft und Praxis
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Learning concepts need to be created in the area of office work at small and medium-scale enterprises (SMUs) which focus on rapidly changing requirements and offer individual company solutions to problems. The learning concepts presented here and in a pilot project help develop the competence of women, who dominate this area, while improving processes. Training providers support the SMEs and the staff employed at them while promoting women undergoing qualification measures by offering and implementing programmes which meet the respective requirements.