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Continuing vocational training – how does it benefit participants?
Berufliche Weiterbildung – welchen Nutzen haben die Teilnehmer?

Vocational Training in Research and Practice – BWP 33 (2004), 5, p. 5
 Berufsbildung in Wissenschaft und Praxis

In Germany private individuals assume a high degree of responsibility for their continuing vocational training. To what extent is investment in terms of time and money worthwhile for those persons taking part in continuing training? BIBB explored this question in its representative study on the costs and benefits of continuing vocational training for individuals. Initial results on the benefits of continuing training are presented in the article.

ANKE BAHL, JOHANNES KOCH, EGON MEERTEN, GERT ZINKE
What does it mean to train in a process-related manner?
Was bedeutet prozessbezogen ausbilden?

Vocational Training in Research and Practice – BWP 33 (2004), 5, p. 10
 Berufsbildung in Wissenschaft und Praxis

To facilitate the adaptation of training to meet company requirements and keep pace with rapid technological and organisational change, the new training regulations require that training be conducted in a process-related manner. This article describes the consequences for the structure of training, identifying the new tasks and qualification needs of the training staff.

DOROTHEA SCHEMME
Pilot series on “Process Orientation in Vocational Training
Modellversuchsreihe „Prozessorientierung in der Beruflichen Bildung“

Vocational Training in Research and Practice – BWP 33 (2004) 5, p. 15
 Berufsbildung in Wissenschaft und Praxis

A total of twelve pilot projects on developing work and process-related thinking and action in actual practice in the field of vocational training have been funded since the middle of the 1990s. Five of the pilots are still in the execution phase. Various focal points can be identified when integrating process orientation in in-house vocational training. These focal points are examined in the article.

MARC SCHÜTTE, REINER SCHLAUSCH
How training and trainees contribute to innovation and knowledge-based management
Innovation und Wissensmanagement durch Ausbildung und Auszubildende

Vocational Training in Research and Practice – BWP 33 (2004) 5, p. 25
 Berufsbildung in Wissenschaft und Praxis

Requirements applying to flexibility and the ability of enterprises to change are becoming ever more exacting. Company organisational and human resources development are hence being assigned central importance. This has also consequences *inter alia* for initial training. The guiding notion of forward-looking in-house training requires (prior) knowledge and a capacity for innovation on the part of young people. Selected examples from different sectors show that trainees can make important contributions to improvements and innovation at enterprises.

MICHAEL BRATER, HILMAR DAHLEM, ANNA MAURUS
Learning by dealing with one's own problems
 Continuing vocational training through learning support“)
Lernen am eigenen Problem
 Berufliche Weiterbildung durch Lernbegleitung

Vocational Training in Research and Practice – BWP 33 (2004) 5, p. 29
 Berufsbildung in Wissenschaft und Praxis

A new approach is presented in this article which is based on the phenomenon of informal learning. The participants do not learn on the basis of an „abstract“ curriculum“, then applied to actual situations. Instead they learn, by solving a real, task-oriented problem at the enterprise. To this end they form a learning group which deals with the problem. They are supported by a learning coach. The article describes an approach applied in the retail sector.

ALEXANDER KRAUSS, BARBARA MOHR
Process orientation in continuing in-house training – new functions for managers

The manager as learning counsellor and coach

Prozessorientierung in der betrieblichen Weiterbildung – neue Funktionen für Führungskräfte

Der Vorgesetzte als Lernberater und Coach

Vocational Training in Research and Practice – BWP 33 (2004) 5, p. 33
 Berufsbildung in Wissenschaft und Praxis

A more flexible, dynamic production organisation makes self-motivated, autonomous learning a basic requirement for the employability of staff. Traditional forms of continuing training have proven to be less helpful in small and medium enterprises. Middle-level managers, rather, have to assume responsibility for the support of more flexible, individual learning processes of their staff. This article sums up the results of a survey on selected aspects of production organisation and learning arrangements as well as corresponding development objectives.

HANS BORCH, SASKIA KEUNE
Process-oriented training at vocational rehabilitation facilities: the example of the new industrial electronics and IT occupations
Prozessorientiert ausbilden in Einrichtungen der beruflichen Rehabilitation – am Beispiel der neuen industriellen Elektro- und IT-Berufe

Vocational Training in Research and Practice – BWP 33 (2004) 5, p. 37
 Berufsbildung in Wissenschaft und Praxis

Vocational rehabilitation facilities such as basic and further training organisations and vocational training promotion organisations should attach major importance to the selection of training occupations for which there is considerable demand in the labour market. Thus, for example, the new industrial electronics and IT occupations are well-suited to helping slow learning youth, as technical theory is conveyed in an application-orientated manner. In spite of this, promotional costs remain significant, as both the training organisation and the methods used have to be adapted to the special needs of handicapped people.

MARLIES DORSCH-SCHWEIZER
The ambivalence of modern career patterns for women
Die Ambivalenz moderner Beruflichkeit für Frauen

Vocational Training in Research and Practice – BWP 33 (2004) 5, p. 43
 Berufsbildung in Wissenschaft und Praxis

This article shows that the current orientation of vocational training policy – here in particular from the perspective of new, modernised occupations – has different implications for women and men. Many new occupations have been created, and many occupations have seen their content and structures revised. For women these activities are ambivalent, as a closer look at the commercial, administrative and service occupations reveals.

GABRIELA HÖHNS
Development of vocational training in Russia – a step towards social partnership
Entwicklung der Berufsbildung in Russland – erste Schritte hin zur sozialen Partnerschaft

Vocational Training in Research and Practice – BWP 33 (2004) 5, p. 47
 Berufsbildung in Wissenschaft und Praxis

After more than ten years of intensively studying the German vocational training system, in particular cooperation with BIBB within the framework of the TRANSFORM programme, Russia is developing its own form of social partnership in the field of vocational training. The third all-Russian Conference on this topic took place in Moscow in December 2003. After looking at the historical development and current demands facing training, the article explores the commitment being made by social partners with selected examples.