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GERHARD BOSCH

**Funding lifelong learning: the path to the future**

The most important results produced by the Expert Commission

**Finanzierung lebenslangen Lernens: Der Weg in die Zukunft**

Die wichtigsten Ergebnisse der Expertenkommission

Vocational Training in Research and Practice - BWP 33 (2004) 6, p. 5  
Berufsbildung in Wissenschaft und Praxis

It was assigned the task of developing a viable strategy for funding lifelong learning. It was expected that the Commission would include both vocational learning as well as learning activities of a general, cultural or political nature in its deliberations and concentrate on learning stages following initial training and education. Finally, the proposals were to be designed for actual implementation in the field of practice and existing distribution possibilities taken into account. The Commission submitted its final report on July 28, 2004. The article summarises the most important results and recommendations in the report.

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KERSTIN MUCKE

**Promotion of interchangeability between vocational and university education**

Recognition of qualifications and competences

**Förderung der Durchlässigkeit zwischen beruflicher und hochschulischer Bildung**

Anerkennung von Qualifikationen und Kompetenzen

Vocational Training in Research and Practice - BWP 33 (2004) 6, p. 11  
Berufsbildung in Wissenschaft und Praxis

Facilitating interchangeability between vocational and university education primarily means making possible flexible transitions in both directions. This demand is frequently voiced, including in connection with various topics. This article explores national strategies with respect to the transition between areas of education and thus the objectives which are pursued in this connection in the European context. At the heart of the article are national developments with respect to the introduction of a credit point system at the interface between vocational and university education taking the example of the IT continuing education system launched in 2002. Credits points are intended to make a fundamental contribution to interchangeability between vocational and university education in the future.

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VOLKER GEHMLICH

**Development of a European qualification framework**

Bridging the gap between formal, non-formal and informal learning at universities and on the job

**Entwicklung eines europäischen Qualifikationsrahmens**

Brückenschlag zwischen formalem, nicht-formalem und informellem Lernen an Hochschulen und am Arbeitsplatz

Vocational Training in Research and Practice - BWP 33 (2004) 6, p. 17  
Berufsbildung in Wissenschaft und Praxis

The focus of this article is based on the idea that the current reform of higher education as reflected by the Bologna process has initiated or accelerated developments in the area of initial and continuing vocational training, which has become known as the Bruges-Copenhagen process. This cursory report on the underlying ideas in this process is aimed at demonstrating that it is possible to bridge the gap between these two processes – which is thus tantamount to bridging the gap between types of learning and different learning sites. There is no transparent system in place at present, however. This could change, however, with the creation of a European qualification scheme. The author uses examples to illustrate the different possibilities for designing a future qualification framework and describes the key elements of such.

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WOLFGANG HERBST

**Interchangeability in the vocational training system – reality or dream? Durchlässigkeit im beruflichen Schulwesen – Realität oder Traum ?**

Vocational Training in Research and Practice - BWP 33 (2004) 6, p. 23  
Berufsbildung in Wissenschaft und Praxis

At the heart of the article is the interchangeability between general educational and vocational training school systems as well as the internal interchangeability of the vocational training system. The author first of all examines the educational pathways of young people who switch from schools for general education to vocational training schools. On this basis he then discusses internal interchangeability within the vocational training system and compares the value and status assigned to general and vocational training. The author closes with an examination of the factors which have a decisive influence on the future development of the vocational training system.

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IRMHILD ROGALLA, HERBERT WEBER

**Diagonal careers**

Links between degrees governed by public law, certifications in the non-public sector and higher education

**Diagonale Karriere**

Verbindungen zwischen öffentlich-rechtlichen Abschlüssen, privatwirtschaftlicher Zertifizierung und Hochschulausbildung

Vocational Training in Research and Practice - BWP 33 (2004) 6, p. 29  
Berufsbildung in Wissenschaft und Praxis

Information technology (IT) has gained enormously in importance over the last few years. Highly qualified skilled labour is needed for this dynamic, innovative area. Structures have been created with the IT occupations and IT continuing training system which show companies and skilled labour development and career paths. At the same time the IT continuing training system is a promising example of interchangeability within the educational and training system: for the first time degrees which are awarded under public law are being linked to certification of staff by private enterprises. The next step will be to create a possibility here to recognise achievements in the area of vocational training at universities.

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DAGMAR GIELISCH, RUTH HEINKE

**Foundations for training – a new field for foundations**

A survey by the "Patenschaftsstelle für Ausbildung"

**Stiften für Ausbildung – Eine Nische in der Stiftungslandschaft**

Eine Umfrage der Patenschaftsstelle für Ausbildung

Vocational Training in Research and Practice - BWP 33 (2004) 6, p. 42  
Berufsbildung in Wissenschaft und Praxis

The number of foundations has risen considerably over the past few years to reach more than 12,000 at present. This corresponds to triple the number of foundations in 1980. A change in tax law for foundations, the coming of age of a generation of heirs and growing constraints on the government budget are the main factors here. The purpose of foundations is just as broad as the motivation which leads to their establishment – be it the assumption of social responsibility, the continuation of the name of the sponsor or the desire to secure and preserve the viability of an enterprise when there is a change of generations. The „Patenschaftsstelle für Ausbildung“ was interested in finding out more about the impact of this institution on vocational training at present in the area of foundations.

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HERMANN HERGET, UTA WEIS, HEIKE ZINNEN

**Does knowledge management change in-company training?**

**Verändert Wissensmanagement die betriebliche Bildungsarbeit?**

Vocational Training in Research and Practice - BWP 33 (2004) 6, p. 45  
Berufsbildung in Wissenschaft und Praxis

The notion of knowledge management comprises the systematic representation, communication, generation and use of stocks of an organisation's knowledge. The question as to the impact of successful approaches to knowledge management on vocational education is examined by the Federal Institute for Vocational Education and Training's (BIBB) project "Knowledge management and vocational training" (WIMBA). The article examines what knowledge management approaches are already being used for initial and continuing training and what developments one can expect for in-company training.