

INTERVIEW WITH KLAUS HEBBORN

**Local authority responsibility for education
Bildung in kommunaler Verantwortung**

Berufsbildung in Wissenschaft und Praxis – BWP 38 (2009) p. 5

Two of the major guiding principles of current educational policy are regionalisation and local authority responsibility for education. As far as the implementation of a strategy for lifelong learning is concerned, the Innovation in Continuing Training Working Group is acting in line with these principles by recommending “the development and fostering of coherent and locally based educational management”. The present interview expounds upon how a stronger degree of local networking can assist in achieving better coordination and interlinking of educational venues and provision and upon the scope of responsibility and competence to be accorded to local governments in the implementation of reforms within the educational system.

WOLFGANG JÜTTE

**Networking and cooperation – occupying a position between a metaphor for modernisation and a professional structural task
Vernetzung und Kooperation – zwischen Modernisierungsmetapher und fachlicher Gestaltungsaufgabe**

Berufsbildung in Wissenschaft und Praxis – BWP 38 (2009) p. 10

The networking paradigm has been accorded an increasing degree of significance over recent years in conjunction with the concept of lifelong learning. Although networks are certainly capable of being subjected to critical evaluation, the introduction of network-shaped arrangements into the field of education give rise to new professional structural tasks. The present paper sheds light on new professional requirements for chairing networks and reflexive network management. Mere problem solving promises are no longer sufficient in the light of the establishment of networks as an integrated component of everyday educational work. Appropriate forms of monitoring and evaluation are being viewed as increasingly important.

SANDRA FITZEN, UWE LEHMPFUHL, VERONIKA MANITIUS

Local educational planning and reporting

A pre-requisite for the improvement of regional transitional management

Lokale Bildungsplanung und -berichterstattung

Voraussetzung zur Optimierung des Regionalen Übergangsmanagements

Berufsbildung in Wissenschaft und Praxis – BWP 38 (2009) p. 14

For many young people, the transition from general schooling to vocational training remains a major hurdle. Although a system of regional transitional management may be of assistance in improving transitions at this particular interface within the educational system, underlying data which is also suitable for management purposes is required. The present authors take the city of Darmstadt as an example in demonstrating that local government school development planning and local educational reporting represent procedures which are basically fit for purpose in this regard, although these will still need to undergo further development towards a “transitional monitoring” system if the necessary managerial knowledge is to be made available.

INTERVIEW WITH FRIEDHELM KOWALSKI

Training place guarantee for lower secondary school pupils

A local government alliance in Iserlohn

Ausbildungsplatzgarantie für Hauptschülerinnen und Hauptschüler

Ein kommunales Bündnis in Iserlohn

Berufsbildung in Wissenschaft und Praxis – BWP 38 (2009) p. 18

The town of Iserlohn attracted a great deal of attention in the summer of 2008 with its training place guarantee for lower secondary school pupils. This guarantee is backed up by the “Quantum Leap” Project, a local government alliance which has set itself the objective of providing a better structure for young people making the transition from school to vocational training by introducing new ideas and by joining together all available forces. An interview with the Chairman of the town’s Finance, Youth and Schools Department presents the structure of the project and the initial experiences gained.

WILFRIED KRUSE, BASTIAN PELKA

HESSENCAMPUS: Cooperation and networking for the implementation of a strategy for lifelong learning

HESSENCAMPUS: Kooperation und Vernetzung zur Umsetzung einer Strategie lebensbegleitenden Lernens

Berufsbildung in Wissenschaft und Praxis – BWP 38 (2009) p. 22

The HESSENCAMPUS Initiative was instigated at the end of 2006 by the Ministry of Education and Cultural Affairs in Hessen. The plan was initiated within the scope of a development partnership between the federal state and the regions and laid down the basic principles for the establishment of regional centres capable of various structuring depending on the re-spective prevailing general conditions. The present paper expounds on the educational policy background and the pedagogical concept underlying the initiative. It also provides insights into the structural opportunities afforded to the relevant regional initiatives in terms of the establishment and expansion of Centres of Lifelong Learning.

REGINA GELLRICH

Developing transnational educational areas

Cross-border educational cooperation projects and networking taking the PONTES Learning Region as an example

Transnationale Bildungsräume entwickeln

Grenzüberschreitende Bildungsk Kooperation und Vernetzung am Beispiel der Lernenden Region PONTES

Berufsbildung in Wissenschaft und Praxis – BWP 38 (2009) p. 27

Although border regions face particular challenges, they also provide opportunities for the implementation of European educational and employment policy. One of the approaches deployed in making use of this for future oriented educational and regional development is the concept of the Learning Region. The cross-border PONTES educational network is taken as an example to portray how this concept is implemented in the German-Polish-Czech Euro Region of Neisse-Nisa-Nysa in order to develop this border region into a high performing transnational educational area.

NADINE MÖHRING-LOTSCH, THOMAS SPENGLER

Structuring educational networks in an optimum manner

A guide for work in networks

Bildungsnetzwerke optimal gestalten

Ein Leitfaden für die Netzwerkarbeit

Berufsbildung in Wissenschaft und Praxis – BWP 38 (2009) p. 32

Network formation is an approach adopted in particular by educational providers in the field of vocational education and training seeking to react to new market requirements. The present article expounds upon a guide for an “optimum” educational network drawn up on the basis of relevant company management approaches adopted and developed within the scope of pilot project works conducted. The guide can serve as an aid in investigating major factors for success within the general conditions prevailing in networks and was also used to provide the network evaluation required within the pilot project. The results of this evaluation are presented.

NORMANN MÜLLER

Training for academics in Germany: blind spots in the international comparison conducted by the OECD

Akademikerausbildung in Deutschland: Blinde Flecken beim internationalen OECD-Vergleich

Berufsbildung in Wissenschaft und Praxis – BWP 38 (2009) p. 42

The indicators-based 2008 OECD Report “Education at a glance” received considerable attention in the German press by dint of the fact that it seemed to suggest Germany should be awarded very low marks for the way it conducts training for academics. Evidence of this is usually presented in the form of a reference to the ratios contained within the report of those graduating from the tertiary education sector. The present paper investigates whether this difference may be explained by the particular characteristics of the structure of vocational training and the labour market in Germany, aspects which are not accorded consideration within the scope of the OECD investigation.