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PETER DEHNBOSTEL

**Work structure to promote learning and competence**

**Lern- und kompetenzförderliche Arbeitsgestaltung**

Berufsbildung in Wissenschaft und Praxis - BWP 37 (2008) 2, p. 5

Work structure to promote learning and competence comprises criteria and concepts which have been developed and applied since the 1980's. The present paper presents these criteria, explains learning within the work process in terms of the relevant considerations and outlines perspectives for connectivity of competences acquired during the work process with regard to the educational system.

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GABRIELE MOLZBERGER

**Informal and reflective: learning in small and medium-sized companies**

**Informell und reflexiv: Lernen in kleinen und mittleren Unternehmen**

Berufsbildung in Wissenschaft und Praxis - BWP 37 (2008) 2, p. 9

For many years, so-called informal learning has constituted an important if relatively loose descriptive category within initial and continuing vocational education and training closely linked to the key orientation of competence development. The present paper focuses on small and medium-sized companies to explore the extent of the interplay between individual learning activities and the general organisational conditions in place within the respective company.

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MICHAEL LACHER

**Competence orientation requires company learning venues**

A change in learning (venue) strategies for vocational education and training in major companies

**Kompetenzorientierung braucht betriebliche Lernorte**

Wandel von Lern(ort)strategien in der Berufsausbildung in Großbetrieben

Berufsbildung in Wissenschaft und Praxis - BWP 37 (2008) 2, p. 13

The present paper examines learning at various company learning venues from the point of view of vocational training within a major company, particularly at workplaces in the production division. The problem of making the transition from training to operational deployment is addressed, and an instrument for measuring the quality of work related learning as used by Volkswagen Coaching GmbH is presented.

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ANDREAS DIETRICH, MATTHIAS KOHL

**Qualification as an IT Professional – findings on a workplace oriented learning concept**

**Qualifizierung zum IT-Professional – Befunde zu einem arbeitsplatz-orientierten Lernkonzept**

Berufsbildung in Wissenschaft und Praxis - BWP 37 (2008) 2, p. 17

Specialist IT workers often acquire new competences via informal learning at the workplace or during the work process. The present paper examines the IT continuing training system (IT-WBS), introduced in Germany in 2002 and featuring innovative structural elements such as staged specialist and professional qualifications, and demonstrates that advanced qualifications at professional level have hitherto tended to be acquired by participation in classic course-based forms of continuing training rather than being picked up via workplace related learning.

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WALDEMAR BAUER, CLAUDIA KÖRIG

**Work oriented continuing vocational education and training for unskilled and semi-skilled employees**

An example from the metal and electrical industry

**Arbeitsorientierte Weiterbildung für an- und ungelernte Beschäftigte**

Ein Beispiel aus der Metall- und Elektroindustrie

Berufsbildung in Wissenschaft und Praxis - BWP 37 (2008) 2, p. 21

This paper presents a work oriented continuing training concept for unskilled and semi-skilled employees which was developed and successfully piloted over the course of a three-year project with companies from the metal and electrical industry. The concept facilitates systemisation and promotion of self-directed learning at the workplace and is capable of relatively rapid autonomous use by companies.

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SVEN SCHULTE, JUDITH SCHULZ

**Lifelong learning within the work process**

Evaluation of a transfer model for in-company training

**Lebenslanges Lernen im Prozess der Arbeit**

Evaluation eines Transfermodells für die betriebliche Weiterbildung

Berufsbildung in Wissenschaft und Praxis - BWP 37 (2008) 2, p. 26

The authors describe a transfer model for the structuring of work-integrated advanced vocational training measures developed within the scope of a pilot project. The evaluation provided by those taking part provides particular evidence of the degree of satisfaction with the advanced training measures as well as identifying conspicuously positive learning methods and general conditions for self-organised lifelong learning.

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UWE ELSHOLZ, GERALD PROSS

**Combining work and learning in a structured way**

A model for work-integrated advanced training in the waste management industry

**Arbeiten und Lernen strukturiert verbinden**

Ein Modell arbeitsintegrierter Fortbildung in der Entsorgungswirtschaft

Berufsbildung in Wissenschaft und Praxis - BWP 37 (2008) 2, p. 31

The authors take an example from the waste management industry to describe how learning at work can be structured in such a way so as to serve targeted competence development rather than merely taking place in a situational and random manner. The definitions of the learning forms developed are extended beyond the example described to encompass characteristics of the way they are constructed. Themes addressed also include issues of recognition of competences acquired during the work process.

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AGNES DIETZEN

**Future oriented competences: knowledge based or experience based?**

**Zukunftsorientierte Kompetenzen: wissensbasiert oder erfahrungsbasiert?**

Berufsbildung in Wissenschaft und Praxis - BWP 37 (2008) 2, p. 37

The chances and opportunities for development open to the vocational education and training system are viewed as being dependent on whether the system is in a position to impart the competences in demand within a knowledge society. The current debate has thrown up contrasting assessments, and these form the object of examination within the present paper. The article investigates the correlations between know-how and theoretical knowledge and indicates the complementary nature of these two areas. This then serves as the basis for the development of issues and research desiderata for VET and competence research.

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HANS GEORG ROSENSTEIN

**The EU's Grundtvig programme – Purpose and main emphasis**

**Das EU-Programm Grundtvig – Zielsetzung und Schwerpunkte**

Berufsbildung in Wissenschaft und Praxis - BWP 37 (2008) 2, p. 44

As a component of the new EU education programme for life-long learning (PLL), the GRUNDTVIG Programme offers adult education protagonists various possibilities of financial support. It is funded with at least 280 million euros for a term of seven years (2007-2013). In Germany, the National Agency Education for Europe at the Federal Institute for Vocational Education and Training is the permanent contact point. The article provides substantive information about the programme and the measures it entails.