

THOMAS SONDERMANN

**The 2005 German Vocational Training Reform Act: What is new and what is different?**

**Das Berufsbildungsreformgesetz von 2005: Was ist neu und anders?**

Berufsbildung in Wissenschaft und Praxis – BWP 34 (2005) 2, p. 5

The German system of dual vocational training enjoys worldwide recognition. To ensure that this stays that way, not only must training keep pace with current challenges – underlying laws and regulations must as well. The legal footing for this is being created in the form of the Vocational Training Reform Act (Berufsbildungsreformgesetz). The objective of the reform is to ensure and improve training opportunities for youth and a high quality in vocational education and training for all young people. The law is to go into force on 1 April 2005. The most important new elements of the act are presented in this article.

JOHANNA MÖLLS

**The Vocational Training Reform Act: Changes for the organisational structure, assignments and financing of the Federal Institute for Vocational Education and Training**

**Das Berufsbildungsreformgesetz: Neuerungen für das Bundesinstitut für Berufsbildung in Organisationsstruktur, Aufgabenwahrnehmung und Finanzierung**

Berufsbildung in Wissenschaft und Praxis – BWP 34 (2005) 2, p. 9

The new Vocational Training Act (Berufsbildungsgesetz - BBiG) adopts the provisions pertaining to the Federal Institute for Vocational Education and Training (Bundesinstitut für Berufsbildung - BIBB) contained in the 1981 Vocational Training Promotion Act (Berufsbildungsförderungsgesetz). The task of BIBB has been spelled out in more precise and flexible terms and it is to be allowed to solicit contracts. In addition, the organisational structure has been changed through a reduction in the size of its supervisory institutions.

GISELA FELLER

**The status of specialised vocational schools under the new Act**

Impetus for a reform of the training and education system?

**Stellenwert der Berufsfachschulen im neuen Gesetz**

Initiale für eine Reform des Bildungssystems?

Berufsbildung in Wissenschaft und Praxis – BWP 34 (2005) 2, p. 17

The new Vocational Training Act (Berufsbildungsgesetz - BBiG) is aimed at easing examinations in a “recognised occupation” for young people who are not trained in the dual system before a chamber. This article explores the question as to how training with a vocational degree has developed at specialised vocational schools in addition to the dual system of vocational training and presents ideas on the restructuring of this initial training. The conclusion? A clear profile must be given to specialised vocational schools in connection with a broad reform of the educational and training system.

ANJA HALL, HANS-JOACHIM SCHADE

**What type of training protects against unemployment the best? The first impression can be misleading!**

Dual vocational training and specialised vocational schools: a comparison

**Welche Ausbildung schützt besser vor Erwerbslosigkeit? Der erste Blick kann täuschen!**

Duale Berufsausbildung und Berufsfachschulen im Vergleich

Berufsbildung in Wissenschaft und Praxis – BWP 34 (2005) 2, p. 23

The 2004 OECD report “Education at a Glance” indicates that persons of working age who have undergone dual vocational training are more likely to be unemployed than persons of working age who have a degree from a specialised vocational school for all ages. This article concludes that people are being compared here who systematically differ in terms of factors of relevance to the labour market – the message thus needs to be viewed with this in mind.

IRMGARD FRANK

**Reform of the examination system: vocational efficacy in focus**

**Reform des Prüfungswesens: Berufliche Handlungsfähigkeit liegt im Fokus**

Berufsbildung in Wissenschaft und Praxis – BWP 34 (2005) 2, p. 28

The Vocational Training Reform Act (Berufsbildungsreformgesetz) strengthens and expands the examination system in the vocational training sector. Changes in admission to examinations and innovations in the crediting of courses taken and additional qualifications are making a contribution to permeability within the training and education system. In addition, the most important reform elements aimed at refining the examination system and for the crediting of courses taken are presented and evaluated.

ANDREA MOHORIC, SENTA PIRINGER

**Eurogastronom – promotion of European skills in catering and restaurant training**

Example from the area of training of disadvantaged persons

**Eurogastronom – Förderung der Europakompetenz in der Gastronomieausbildung**

Beispiel im Rahmen der Benachteiligtenausbildung

Berufsbildung in Wissenschaft und Praxis – BWP 34 (2005) 2, p. 33

Foreign language skills and international competencies have by now become a must in the catering and restaurant business. The new Vocational Training Act (Berufsbildungsgesetz) now for the first time makes training abroad a recognised part of vocational training in the dual system. The article presents a pilot project in which training in three fields of the catering and restaurant sector is already based on this international approach within the framework of promotion of disadvantaged persons.

GWENDOLYN PAUL, UTA ZYBELL

**Young mothers – vocational education and training as a path to autonomy**

**Junge Mütter – Berufsausbildung als Weg zur Unabhängigkeit**

Berufsbildung in Wissenschaft und Praxis – BWP 34 (2005) 2, p. 37

To make it possible for single mothers to undergo vocational training, the new Vocational Training Act (Berufsbildungsgesetz) sets out the possibility of undergoing part-time training. The article presents the model project JAMBA, which is especially marked by innovative trials of vocational training over shorter periods of time. The results of the project indicate that policy promoting women, social policy and vocational training policy must be linked to one another in a constructive manner if they are to be successfully implemented.

PETRA BRANDENBURG

**Quality criteria in the assessment and licensing of curricula under the Distance Learning Act (Fernunterrichtsschutzgesetz)**

**Qualitätskriterien für die Begutachtung und Zulassung von Lehrgängen nach dem Fernunterrichtsschutzgesetz**

Berufsbildung in Wissenschaft und Praxis – BWP 34 (2005) 2, p. 42

The Federal Institute for Vocational Education and Training (Bundesinstitut für Berufsbildung - BIBB) and the Central Office for Distance Learning (Zentralstelle für Fernunterricht - ZFU) have specified the criteria for the evaluation and licensing of training courses under the Distance Learning Act in joint “guidelines for the evaluation of distance learning curricula”. The article explores notions of quality, structure and the guidelines’ focus in terms of content.