

IRMGARD FRANK, DANIEL SCHREIBER

**Education standards – Challenges for the dual system  
Bildungsstandards – Herausforderungen für das duale System**

Berufsbildung in Wissenschaft und Praxis – BWP 35 (2006), 4, p. 5

Proceeding from the results of international comparative studies of schools and the poor marks given to the German schools of general education, output oriented education standards were developed and made mandatory for general school lessons. Against that background, the article takes up the subject for vocational education and training. After considering and praising the “education standard” concept, it describes the standards of vocational education and training. It also pursues the question of how the reflections in the sphere of general education can be made “adaptable” and what research and development issues arise therefrom for vocational education and training research.

FRIEDRICH KERKA, BERND KRIEGESMANN, CHRISTINA A. SIEGER

**The lack of implementation competence hinders innovations in biotechnology  
Der Mangel an Umsetzungskompetenz behindert Innovationen in der Biotechnologie**

Berufsbildung in Wissenschaft und Praxis – BWP 35 (2006), 4, p. 11

Biotechnology is considered one of the key technologies of the 21st Century. Up to now, however, the hoped-for growth and employment effects have not kept up with expectations. The lack of specialists schooled in application-oriented natural science and engineering is proving to be a decisive obstacle to innovation. While scientific elites have been successfully developed, there has been too little success in developing elites for the application of the results of cutting-edge research. The competence bottlenecks result primarily from failures of the initial and continuing vocational education and training system, as a current study of the Institute for Applied Innovation Research has shown.

VERA DRINKHUT, WALTER SCHLOTTAU

**Training partnerships promote the implementation of new(ly regulated) occupations**

Outcomes of case studies in innovative branches

**Ausbildungspartnerschaften fördern die Einführung neu(geordnet)er Berufe**

Ergebnisse aus Fallstudien in innovativen Branchen

Berufsbildung in Wissenschaft und Praxis – BWP 35 (2006), 4, p. 16

The establishment of training places in new and newly regulated training occupations places high demands on the enterprises. The very highly specialised enterprises that want to train their specialists themselves are usually unable to teach all the components of a training regulation themselves, or if so only at very great expense. Thus the training partnerships and branch-specific training networks that have emerged in recent years in the sphere of new technologies can be regarded as a trend-setting response to that challenge. The three practical examples presented here show how much potential the “training partnership” tool harbours for the introduction of new training occupations.

BETTINA TRAPPMANN-WEBERS

**New training occupations in the service sector**

Critical appraisal of implementation by trainees

**Neue Ausbildungsberufe im Dienstleistungsbereich**

Auszubildende bewerten Umsetzung auch kritisch

Berufsbildung in Wissenschaft und Praxis - BWP 35 (2006), 4, p. 21

The development and application of strategies for the successful implementation of new training occupations in the service sector is the subject of a BIBB research project. As an initial step, the protagonists and implementation agents involved in the process will be asked about their experience in putting selected new job descriptions into practice. One of the target groups for the poll are the trainees themselves, who are to describe and assess the implementation from their point of view. The first conclusion from this study: For the most part the prestige of the training occupations is given a positive assessment by the future clerks, but they think carefully before recommending the occupation to others because they have some critical views in particular with regard to putting the training content into company practice.

RAINER BRÖTZ, MARLIES DORSCH-SCHWEIZER, THOMAS HAIPETER

**Bank training as reflected in research and practice  
Die Bankausbildung im Spiegel von Wissenschaft und Praxis**

Berufsbildung in Wissenschaft und Praxis – BWP 35 (2006), 4, p. 25

The occupation of bank clerk is under discussion. Massive restructuring processes in the credit institutes demand different occupational profiles and areas of work of trained bank clerks and confront the job description of bank clerks with new challenges. Both researchers and experts from the field of practice are discussing the qualification demands on future bank clerks and the need to reform initial vocational education and training. The article connects the spectrum of the discussion with the conditions of the current training reality and draws attention to some summary results of a BIBB study on the “Development of Qualifications in the Banking Trade”.

BÄRBEL BERTRAM, DIETER WEIß

**Specialists for coasts and rivers take practice-related examinations**

The BIBB has developed examination questions for the occupation of water worker

**Spezialisten für Küsten und Flüsse werden praxisnah geprüft**

BIBB entwickelte Prüfungsaufgaben für den Beruf Wasserbauer/Wasserbauerin

Berufsbildung in Wissenschaft und Praxis – BWP 35 (2006), 4, p. 40

Water worker was the occupation of a total of 427 trainees in Germany in 2003. Since the reorganisation that took effect on 1 August 2004, another 231 new training contracts have been signed. The new training and examination ordinance was designed to be action-oriented and practice-related. In addition to the explanations with practical tips and suggestions for implementing the examination ordinance, the BIBB developed a pool of examination questions for the first time as well. This prototype can be adapted to other occupations later. The article describes the new developments and uses an example to explain the question pool.

ULRICH BLÖTZ, MICHAEL BRATER, HEINRICH TILLMANN

**New occupation for enterprise-related education services:**

Certified vocational educationist for initial and continuing training IHK

**Neuer Beruf für betriebsbezogene Bildungsdienstleistungen:**

Gepr. Berufspädagoge/Gepr. Berufspädagogin für Aus- und Weiterbildung IHK

Berufsbildung in Wissenschaft und Praxis – BWP 35 (2006), 4, p. 44

A specialised advisory council of the BIBB has now discussed the development of an uniform federal continuing training occupation offer for the vocational training personnel employed in enterprises. This makes up for what has been absent from the German vocational education and training system up to now despite all the dynamic modernisation. Initial and continuing trainers working professionally in enterprises are to receive their own occupation offer and hence recognition of their vocational teaching profession. An essential basis for such recognition is provided by the “IHK Vocational Educationist for Initial and Continuing Training” certificate introduced by the IHK (Chamber of Industry and Commerce) in 2005. The article describes the intentions and concept of the occupation and outlines the current ordinance policy developments in this increasingly important service field.

MARGRIT STAMM

**Key qualifications of vocationally gifted apprentices**

Results of a Swiss longitudinal study of the development of excellence in vocational education and training

**Schlüsselqualifikationen beruflich begabter Lehrlinge**

Ergebnisse aus einer Schweizer Längsschnittstudie zur Exzellenzentwicklung in der Berufsbildung

Berufsbildung in Wissenschaft und Praxis – BWP 35 (2006), 4, p. 49

The essay presents partial results of a Swiss longitudinal study of the vocational development of especially gifted apprentices. Key qualifications are in the foreground. Vocationally gifted apprentices attain outstanding key qualifications in three areas: in practical vocational and general education knowledge and skills, in independent thinking and in work virtues such as conscientiousness, a sense of responsibility and critical faculties. The pronounced gender differences are especially striking. Although vocationally gifted female apprentices have a significantly worse assessment of their key qualification than their male colleagues, they achieve outstanding and hence much better results in the eyes of the taskmasters.