

---

HEIKE SOLGA, GERT G. WAGNER

**The role of research at BIBB  
Zur Rolle der Forschung im BIBB**

Berufsbildung in Wissenschaft und Praxis - BWP 35 (2006) 1, p. 5

In spring 2005, at the request of the Federal Government, the German Science Council evaluated the quality of research at the Federal Institute for Vocational Education and Training (BIBB). The result of the evaluation is that the Council is calling on BIBB to increase the quality of its research work to enable it to achieve better fulfilment of its functions as a public body. The article provides a detailed description of the part science plays within departmental research with specific reference to BIBB. The two authors, both members of the evaluating committee, use this as a starting point to provide initial guidance as to how the research work within the institute can be improved.

---

KLAUS TROLTSCH, ELISABETH M. KREKEL

**Between a rock and a hard place**

Increasing in-company training capacities: opportunities and limits

**Zwischen Skylla und Charybdis**

Möglichkeiten und Grenzen einer Erhöhung betrieblicher Ausbildungskapazitäten

Berufsbildung in Wissenschaft und Praxis - BWP 35 (2006) 1, p. 12

Why are companies training fewer and fewer young people? Why is such a large proportion of companies not involved in training as a matter of principle? Will the dual system of training become less significant in future, or are there indications that current training provision is stabilising or even likely to expand? These were the central issues covered by a representative survey of 2,000 companies carried out by the Federal Institute for Vocational Education and Training between October and December 2004. The overall picture is one of a relatively cautious assessment of the effectiveness of support measures, the rate of participation in training remaining closely linked to the general situation prevailing within the respective companies.

---

MANFRED ECKERT

**Development trends in support for disadvantaged young people – a critical look at the contradictions and tendencies from a vocational training point of view**

**Entwicklungstrends in der Benachteiligtenförderung – Widersprüche und Tendenzen aus kritischer berufspädagogischer Sicht**

Berufsbildung in Wissenschaft und Praxis - BWP 35 (2006) 1, p. 19

Support for disadvantaged young people has formed an integral part of the system of vocational education and training for some considerable time. The original focus of the issue was to look at how effective training provision for young workers could be developed at vocational schools. Later, in the early seventies, the idea of the pre-vocational year was adopted to tackle "problem groups" within the vocational education and training system. A parallel development saw the introduction of the first pre-vocational courses, financed by the Federal Employment Office. In 1980, the so-called "Disadvantaged Programme" was launched, providing around 600 training places in external training institutions and organised by training providers. In 1988, this programme was incorporated into the Labour Support Act (AFG), thus making it part of ongoing provision. Since 1982, specific training support measures have also formed part of the assistance provided to in-company trainees.

---

THOMAS FISCH

**Sure start for disadvantaged young people: borrowing ideas from the organisation of training in England**

**Die Förderung von Jugendlichen mit schlechten Startchancen: Eine Anleihe bei der englischen Ausbildungsorganisation**

Berufsbildung in Wissenschaft und Praxis - BWP 35 (2006) 1, p. 24

Less able school leavers are particularly affected by the shortfall in the supply of training places. Nevertheless, the forces of demographic change dictate that such potential employees also require appropriate, modern qualifications and need to be trained to as high a level as possible. This article deals with the question of what helpful ideas may be gleaned from English training practice in this area, and to what extent these are reflected in the amended Vocational Training Act. The main focus is on the potential of various kinds of modular training approaches.

---

GISELA BAUMGRATZ-GANGL

**Prevention is better than cure!**

Supporting the training opportunities of young people in Germany from a migrant background

**Vorsorgen statt kurieren!**

Förderung von Bildungschancen von Jugendlichen mit Migrationshintergrund in Deutschland

Berufsbildung in Wissenschaft und Praxis - BWP 35 (2006) 1, p. 29

Since the Federal Ministry of Education and Research (BMBF) programme "Supporting skills – vocational qualification of target groups requiring particular support" (BOF programme) was launched in November 2001, the Initiative group for the vocational qualification of migrants (IBQM) at the Federal Institute for Vocational Education and Training has assumed responsibility for specialist advisory services and academic monitoring of the projects and networks involved. This article highlights the problems and perspectives relating to the implementation of the educational and training policy goals of the programme within the scope of the projects it encompasses. It becomes apparent that this target group is particularly affected by the dramatic decrease in the supply of training places and the increased level of predatory competition. There is, however, also evidence of the opportunity to make greater use of existing communication, social and cultural skills on the international labour market.

---

RALF DORAU, KAROLA HÖRSCH, ANKE SETTELMAYER

**A different view of people from a migrant background**

**Ein anderer Blick auf Personen mit Migrationshintergrund**

Berufsbildung in Wissenschaft und Praxis - BWP 35 (2006) 1, p. 34

Using the "Identifying and benefiting from the intercultural skills of young skilled workers from a migrant background" investigation carried out by the Federal Institute for Vocational Education and Training as a basis, examples are given for selected occupations (medical assistants, retail, haulage and foreign trade management), showing how these skilled workers use their intercultural skills in their everyday work. It becomes apparent that the way such skills are deployed varies according to specific occupation and that companies could gain considerable benefit from the additional knowledge and capabilities of their employees.

---

HERBERT RÜB, KATRIN GUTSCHOW

**Qualifications related follow-up training and the conflicting priorities of the current labour market and training policy**

**Abschlussbezogene Nachqualifizierung im Spannungsfeld aktueller Arbeitsmarkt- und Bildungspolitik**

Berufsbildung in Wissenschaft und Praxis - BWP 35 (2006) 1, p. 39

This article presents on-the-job follow-up training as a particular qualification concept for young people and (young) adults, enabling subsequent acquisition of a recognised occupational qualification and describes the quantitative development of the group of young adults with no vocational qualification, the changes in framework conditions relating to qualifications and initiatives for the support of semi-skilled and unskilled workers.

Qualifications related support of this group of people represents an important contribution to meeting the need for skilled workers expected to be in evidence by the end of this decade. For this reason, it remains necessary to implement qualifications concepts for this target group and in particular to establish the appropriate financial instruments to do so.

---

SUSANNE WAGNER, CHRISTA SCHLENKER-SCHULTE

**Adapting language in examination questions – one route to equality of opportunity in written examinations**

**Textoptimierte Prüfungsaufgaben – ein Weg zu Chancengleichheit bei schriftlichen Prüfungen**

Berufsbildung in Wissenschaft und Praxis - BWP 35 (2006) 1, p. 43

Written examinations place high demands on trainees, both in terms of subject knowledge and language. Keeping language requirements low can benefit trainees with lower levels of reading and writing skills in specialist examinations. The authors have been able to demonstrate that trainees with hearing or speech disabilities correctly answered language adapted (text adapted) questions 20% faster and made fewer errors than was the case with identical questions in terms of content which had not been language adapted. Language adaptation thus constitutes an effective way of compensating for the disadvantage of having lower levels of German reading and writing skills.