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A stony pathway to vocational education and training
Career progression of young people upon completion of general schooling
Steiniger Weg in die Berufsausbildung
 Werdegang von Jugendlichen nach Beendigung der allgemeinbildenden Schule

Berufsbildung in Wissenschaft und Praxis - BWP 36 (2007) 2, p. 5

The chronically tight situation prevailing on the apprenticeships market meant that many school leavers have been unable to embark upon vocational education and training immediately after completion of general schooling. Many have initially ended up in educational courses within the so-called "transitional system", either with a view to improving their chances or to bridge the time until commencement of vocational education and training. In order to gain a more precise picture of these transitional processes, the Federal Institute for Vocational Education and Training has conducted a representative survey of young people aged between 18 and 24, the initial results of which are presented in this article.

JOACHIM GERD ULRICH, ELISABETH M. KREKEL

What training opportunities are open to "old applicants"?
Welche Ausbildungschancen haben "Altbewerber"?

Berufsbildung in Wissenschaft und Praxis - BWP 36 (2007) 2, p. 11

In recent years, the Federal Employment Agency has registered an increasing number of training place applicants who have left school a year before or even earlier. In 2006, the proportion of such applicants passed 50% for the first time. In many cases, this involved young people who had attempted to obtain an apprenticeship on a previous occasion. Notwithstanding this, the fact that they were considered to be "placed" if they bridged the time by taking on casual work or undertaking other activities meant they were often not counted as unsuccessful training place applicants. The chances of success for these "old applicants" are not particularly good, average opportunities being lower than for those trying for the first time to obtain a training place.

MARTIN LANG

Training sponsorships as an element of regional transitional management
Ausbildungspatenschaften als Element eines regionalen Übergangsmagements

Berufsbildung in Wissenschaft und Praxis - BWP 36 (2007) 2, p. 14

For some time now, the transition from school to occupation has been increasingly fraught with difficulty, especially given the fact that a surplus number of old applicants competing with current school leavers for apprenticeships has built up in recent years.

These developments have meant that lower secondary school leavers and young people from a migrant background in particular require a greater level of support provision, the aim being for this to facilitate finding an occupation within the context of a system of "regional transitional management". This article presents the initial experiences gained from a sponsorship model run by the City of Dortmund, making clear both the need for such provision and the conditions necessary for successful training sponsorships to take place.

SABINE GRUBER, HEIKO WEBER

Differentiation of training provision: integration of lower secondary school leavers via two-year occupations?
Differenzierung der Ausbildungsangebote: Integration von Hauptschülern durch zweijährige Berufe?

Berufsbildung in Wissenschaft und Praxis - BWP 36 (2007) 2, p. 18

The continuing difficult situation on the training market has led to a reconsideration of training concepts in terms of structure and content. The aims are to bring disadvantaged young people into training and increase the level of readiness to provide training on the part of the companies. The benefits and drawbacks of two-year training courses have formed an object of considerable debate, and these discussions are continuing in the lead-up to their introduction. A well-founded response to these issues has, however, thus far been hindered by a lack of empirical evidence. The f-bb Vocational Education and Training Research Institute presents the results from an evaluation of the two-year occupation of machine and plant operator, which was introduced in 2004.

URSULA BYLINSKI, FRIEDEL SCHIER

Bolstering support measures via programme transfer
Fördermaßnahmen durch Programmtransfer unterstützen

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From 2001 to the end of 2006, the programme "Promoting Competences - Vocational Qualification for Target Groups with Special Needs" (BQF Programme) piloted innovations and worked on structural problems.

The aim of the programme transfer is to pick up on the work carried out and drive it forwards. The main BQF programme transfer centre has been set up at the Good Practice Centre for the Support of Vocational Training for Disadvantaged Young People (GPC) at the Federal Institute for Vocational Education and Training (BIBB). This transfer centre will take over responsibility for coordinating the transfer activities and will seek to carry the results and experiences gained within the programme over into everyday pedagogical activities. This article takes a number of issues of principle relating to the transfer as a basis for the presentation of the relevant transfer concept.

BRIGITTE GELDERMANN, MARIO GOTTWALD

The "Active Company" as an innovative support and training approach for the older long-term unemployed
Die AktivFirma als innovativer Förder- und Qualifizierungsansatz für ältere Langzeitarbeitslose

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In Germany, older people are systematically excluded from the labour market. This article highlights good practice solutions towards supporting an adequate level of integration into the labour market of the most disadvantaged target group. As part of the "Perspective 50plus - Regional Employment Pacts for Older Persons" initiative, successful piloting of the "Active Company" concept, based on the method of the work factory, is taking place in Nuremberg. Initial results have proved positive. As well as direct transition to employment, particular progress has been made in the field of social integration.

IRMGARD FRANK, KATHRIN HENSGE

Training modules - the best way of bringing about structural reforms in vocational education and training?
Ausbildungsbausteine - ein Königsweg für Strukturreformen in der Berufsbildung?

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Educational policy debate centring on the reform of vocational education and training has been moving on apace for some time. Especially the modular VET structure concept propounded by EULER/SEVERING has served to get the guardians of the holy grail of vocational education and training on board, whilst also initiating further reform considerations. This article highlights the current problem areas and endeavours to update vocational education and training before moving onto a presentation of the authors' proposals and an evaluation of these in terms of the impact they exert on modernisation and on reducing the "waiting loops" problem. Finally, implementation proposals are outlined.

PETER-WERNER KLOAS

Training modules and other "work of the devil"
An evaluation of the new structural proposals for vocational education and training

Ausbildungsbausteine, Module und anderes "Teufelszeug":
 Eine Bewertung der neuen Strukturvorschläge für die Berufsausbildung
 Berufsbildung in Wissenschaft und Praxis - BWP 36 (2007) 2, p. 45

Proposals for further development of the German system of vocational education and training via new VET structures are still on treacherous ground, especially when reform approaches centre their attention on so-called training modules. The article provides a comparative presentation and evaluation of the more recent VET structural models brought into play by various stakeholders at the end of 2006 and start of 2007. In individual terms, these are the proposal made by the Federal Ministry of Education and Research (BMBF) for the development of training modules via pilot ordinances, the Confederation of German Employers' Associations (BDA) initiative "New structures in dual training", the Association of German Chambers of Industry and Commerce (DIHK) "Dual system with choice" approach and the Association of German Chamber of Crafts and Trades (DHKT) reform considerations "Flexibility in vocational education and training". The latter two models are favoured, whereby the most important determining factor is to carry out modularisation as a structural task.