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Continuing vocational training – how do participants and non-participants differ?

Berufliche Weiterbildung – wie unterscheiden sich Teilnehmer und Nicht-Teilnehmer?

Vocational Training in Research and Practice - BWP 33 (2004) 1, p. 5
Berufsbildung in Wissenschaft und Praxis

Continuing training is of paramount importance to the future viability of the German economy. Many people of working age invest time and money in continuing training. Some people who are employed do not engage in continuing training, however. Which factors correlate with non-participation or what the costs and benefits are to participants are now being studied jointly by the Expert Commission on the "Funding of Lifelong Learning" and BIBB. This article examines initial results on important socio-demographic features of participants and non-participants and how these relate to continuing vocational training.

DAGMAR LENNARTZ

Examinations as a field of action: an interim assessment and prospects for the future

Aktionsfeld Prüfungen: Zwischenbilanz und Zukunftsperspektiven

Vocational Training in Research and Practice – BWP 33 (2004) 1, p. 14
Berufsbildung in Wissenschaft und Praxis

Examinations can be a galvanising or supporting force, but can also act as a constraint on the development of a system. Over the last 30 years examinations for "training in professions" have played both roles at times. While examinations were still a pivotal means of expanding and improving quality assurance in the field of vocational training in the first decade, it increasingly came under fire from critics in the following period. The system of dual vocational training, which was modernising in almost every area, compared with examinations practices changing little if at all. The last five years have witnessed some movement in this field, however. Innovations in the context of reforms in examinations and examination structures have for the most part reached practical limits within the traditional framework. The innovations which have been instituted thus far in the examination system are therefore by no means final. They constitute, rather, the point of departure for additional badly needed reforms.

MARGIT EBBINGHAUS

Evaluated for the second time: final examination in the IT occupations
Zum zweiten Mal evaluiert: Abschlussprüfung in den IT-Ausbildungsberufen

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The final examination in the four information technology (IT) occupations has triggered a heated discussion. Six years following its launch and in the third year following the first regular round of examinations, the situation has calmed down somewhat; nevertheless we are far from having met all the challenges which company project work and wide-ranging tasks have confronted the vocational examinations system with. Using the most important results from the second evaluation of the IT final examination, it is examined what requirements still need to be created in order to help process-oriented forms of examination develop to their full potential.

VEIT BRONNENMEYER, KLAUDIA KRAMER, GOTTFRIED SPANGLER

Overcoming anxieties in taking examinations among (disadvantaged) trainees

Zur Bewältigung von Prüfungsangst bei (benachteiligten) Auszubildenden

Vocational Training in Research and Practice – BWP 33 (2004) 1, p. 27
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Anxieties in connection with examinations can pose a serious danger to the successful conclusion of vocational training. Science and research have devoted little attention to this topic thus far. As a result there are no specific intervention models available for practitioners to use in vocational schools or in youth work. One project examines how trainees who suffer from anxiety when taking examinations and who take part in measures promoting disadvantaged persons can be encouraged in a targeted manner. This article presents the initial results.

URSULA SCHENK-MEKONEN, GUNTHER STEFFENS

Transparency, communication and qualification in the examinations system strengthen the dual System

piksNet – Examiners' information and communications service in the network

Transparenz, Kommunikation und Qualifizierung im Prüfungswesen stärken das duale System

piksNet – Prüfer-Informations- und Kommunikationsservice im Netz

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To improve the quality of the examinations system and to persuade people to volunteer to work on examination boards, the trade union ver.di has launched the Internet platform "piksNet – Prüfer-Informations- und Kommunikationsservice im Netz" ("Examiners Information and Communications Service in the Network") with the financial aid of the Federal Ministry of Education and Research.

IRMGARD FRANK

Evaluation procedures in the context of developing individual skills – promising routes

Bewertungsverfahren im Kontext individueller Kompetenzentwicklung – gangbare Wege

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The importance of informally acquired skills in meeting vocational requirements is undisputed and is also supported by empirical studies. Efforts to develop and establish integrated procedures for evaluating and recognising these learning performances are only at their beginning in Germany, however: certification systems are only important in the area of formal general and vocational training. At the same time there is an almost infinite number of projects, programmes and regional initiatives which aim at developing and applying strategies for evaluating skills acquired by persons in the field of continuing training, work or in the social and private areas. This article examines various elements of studies on the role of informal learning and discusses alternative models for developing a comprehensive certification system.

ANITA E. CALONDER GERSTER, ERNST HÜGLI

From self-assessment of skills to formal recognition and validation

A report in experience gained in Switzerland

Von der Selbsteinschätzung von Kompetenzen zur formellen Anerkennung und Validierung

Ein Erfahrungsbericht aus der Schweiz

Vocational Training in Research and Practice - BWP 33 (2004) 1, p. 36
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The evaluation and recognition of learning performance is high on the educational policy agenda. Recent cross-cultural comparisons of performance by pupils and political education in the OECD countries ("Pisa", "Youth without Politics") have aroused attention and in the interpretation of the results also revealed correlations between poor results and outmoded recognition procedures. This topic is double interesting in the case of Switzerland: The Vocational Training Act (Berufsbildungsgesetz - nBBG) went into force at the beginning of 2004. The Act provides for recognition of competencies acquired at an earlier time regardless of the learning pathway. This article looks at recognition processes and procedures and then presents the Swiss competence management model CH-Q.

ANDREAS KREWERTH, INGRID LEPPELMEIER, JOACHIM GERD ULRICH

The influence of occupational designations on the selection of occupations by young people

Der Einfluss von Berufsbezeichnungen auf die Berufswahl von Jugendlichen

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Many new occupational designations and names have come about in the development of new, and the modernisation of existing, vocational profiles over the last few years. These designations should not only provide as realistic an idea as possible of the respective activity – they should also be attractive. Young people react very differently to the new designations: While some of these names of occupations promote the image of a vocation, others almost stigmatise the occupation. And what may sound interesting to males can well leave women cold.

This article discusses these problems by examining selected occupations.