

JULIA GEI, ANDREAS KREWERTH, JOACHIM GERD ULRICH

Reform proposals for the transition from school to vocational education and training not capable of achieving full consensus
Results of an expert survey

In the light of the problems experienced by many young people at the transition from school to vocational education and training, the present paper conducts a discussion on how the training system can be better opened up to young people. At the end of 2010, around 500 experts gave their response to various reform proposals as part of an expert monitor survey. This shows that in Germany the only concepts capable of achieving consensus are those which do not alter the existing access rules in vocational education and training. The paper presents these and further evaluations.

URSULA BYLINSKI, JOSEF RÜTZEL

"Training for all" requires a diverse pedagogical approach

The vision of inclusive education is to facilitate access to high-quality education for all and to put everyone in a position where he or she can develop potential. The UNESCO "Education for All" Programme formulates this as a universal objective. The present paper explores the value of the inclusion concept for supporting VET for disadvantaged young people.

ANNABELLE KRAUSE, ULF RINNE, KLAUS F. ZIMMERMANN

The anonymous route to greater equality of opportunity
Anonymised application procedures put to a practical test

International experiences show that anonymised procedures can assist in reducing discrimination in the job application process. The Federal Anti-Discrimination Agency is launching a pilot project with the aim of testing the extent to which anonymised application processes can be implemented in Germany and evaluating the effects which result. The present paper provides insights into the background and status of the debate centring on anonymised application procedures and introduces the German pilot project.

KIRSTEN VOLLMER

(Occupational) participation of disabled people: does the UN Convention provide new prospects?

Although many of the aspects informing the UN Convention on the Rights of Persons with Disabilities have long since been an object of political and social consensus in Germany, the self-evident necessity of implementing legal stipulations is often lacking in practice. The present paper recapitulates developments which have taken place in vocational education and training to facilitate participation by people with disabilities and explains how such developments can be lent a new impetus by the UN Convention.

MICHAEL NEUMANN, DIRK WERNER

Participation in working life via occupational rehabilitation – a cost factor or a worthwhile investment?
Result of a survey of those completing training at a vocational training centre for disabled young people

Occupational rehabilitation is a central building block for the promotion of participation by people with disabilities. A vocational training centre for disabled young people provides an opportunity to achieve a vocational qualifi-

cation to support this process. Although such centres predominantly provide extra-company training and require extensive investment, the results of a study conducted by the German Institute for Business Research in Cologne and presented here show that the investment is worthwhile.

GUNDA GÖRMAR

Training and examination of young people with a hearing disability in selected metalworking occupations
Results of an exploratory survey

Young people with a hearing disability experience particular difficulties in obtaining a training place and establishing an initial foothold on the labour market. The present paper uses three case studies as a basis for depicting the training and examination of trainees with a hearing disability in the recognised occupations of industrial mechanic and milling machine operator.

ALADIN EL-MAFAALANI

Not treating like as like! Inclusion requires a rethinking process

The term inclusion has become established across a range of areas and has in recent times increasingly replaced reference to the concept of integration. The present paper contrasts the two concepts of inclusion and integration and the differing pedagogical logic of action associated with the terms. The focus of attention is also placed on the structures and mechanisms of an exclusive German educational system. Implementation of an inclusive form of pedagogy also requires changes to take place precisely within this area. The paper concludes by outlining these changes.

MARKUS BRETSCHEIDER, HENRIK SCHWARZ

Vocational education and training in disarray?
Structuring of training occupations

Training occupations are constructs at the seam between the educational and employment system and fulfil important economic and socially integrative functions. Existing construction principles for training occupations contain wide leeway for interpretation. The present paper highlights existing structural forms of training occupations within the context of their historical development and advocates a critical and systematising (re-)consideration of these structural forms and the reasons behind them.

CARSTEN BECKER, TORBEN BLEIKERTZ, JÜRGEN GEHRKE

The 3rd way in vocational education and training: evaluation results of a pilot project in North Rhine-Westphalia

The pilot project "The 3rd way in vocational education and training in North Rhine-Westphalia" uses a combination of various funding instruments taken from VET support for disadvantaged young people as a vehicle for facilitating vocational education and training for young people who are not considered to display the necessary apprenticeship entry maturity at the time they embark upon training despite being willing to undergo training. The present paper describes the concept and the funding instruments of this "3rd way" before moving onto present selected evaluation results and derive recommendations for the further development of the "3rd way".

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