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Diversity management – (not) a topic for vocational training?
Diversity Management – (kein Thema für die berufliche Bildung?)

Berufsbildung in Wissenschaft und Praxis – BWP 38 (2009) 1, p. 7

The increasing diversity of learners represents a major challenge for vocational training. There have been very few signs thus far of a resources oriented, overarching consideration of the matter which attempts to address the areas of potential afforded by diversity both for learners and teachers and for the vocational schools and companies. One possible route comes in the form of diversity management, a concept which has its origins in business administration. The present paper deals with how this concept can be used for the pedagogical context and with which changes are necessary at the levels of teaching, staff and organisational development.

ALADIN EL-MAFAALANI

Exploiting the potential offered by heterogeneity

Opportunities of individual support in full-time school based vocational education and training

Heterogenität als Potenzial nutzen

Möglichkeiten individueller Förderung in der vollzeitschulischen beruflichen Bildung

Berufsbildung in Wissenschaft und Praxis – BWP 38 (2009) 1, p. 11

Individual curricula vitae are becoming ever more specific, leading to the emergence of increasingly heterogeneous learning requirements. The main focus of the present paper is on the question of how schools as an organisation can deal with heterogeneity and use it as an area of potential. The author concentrates primarily on diagnosis of initial learning status. The concept has been piloted in the full-time school based "basic vocational training year" course at Ahlen Vocational College. Measures relating to individual support are provided as an example.

BETTINA ENGLMANN

The recognition of foreign qualifications in the German qualifications system

Practice and reform requirements

Die Anerkennung von ausländischen Abschlüssen im deutschen Qualifikationssystem

Praxis und Reformbedarf

Berufsbildung in Wissenschaft und Praxis – BWP 38 (2009) 1, p. 15

According consideration to qualifications and occupational experiences acquired abroad is a matter of particular interest in terms of further anchoring cultural diversity within the human resources policy of German companies. The main focus of the present paper is on the results of the Brain Waste study, which make it clear that too little recognition has hitherto taken place and too little use made of the areas of potential offered by qualified migrants. This is illustrated on the basis of an example case study. Recommendations for better labour market integration of foreign skilled workers are also provided.

URSULA BISCHOFF, KIRSTEN BRUHNS, SANDRA KOCH

Scope for action and structural options in workforces which are mixed in terms of ethnic origin and age

Handlungsspielräume und Gestaltungsoptionen in ethnisch- und altersgemischten Belegschaften

Berufsbildung in Wissenschaft und Praxis – BWP 38 (2009) 1, p. 22

Ways of promoting cooperative action in workforces which are mixed in terms of ethnic origin and age formed the object of a qualitative study conducted by the German Youth Institute (DJI). The results make it clear that, alongside company structural measures, up and coming workers with intercultural experience are also highly significant within this process. Such workers represent an area of staff potential suited to fostering cooperative skills and problem solving competence in interculturally structured workforces featuring staff of varying ages.

MAGDALENE KELLNER

The pedagogy of diversity in vocational education and training

The Diversity Strategy of the Ford Works

Pädagogik der Vielfalt in der Berufsausbildung

Die Diversity-Strategie der Ford-Werke

Berufsbildung in Wissenschaft und Praxis – BWP 38 (2009) 1, p. 26

The way in which Ford deals with diversity within its vocational education and training is derived from the Ford Motor Company Corporate Diversity Strategy and focuses on fostering the social and personal competences of trainees. This approach is encapsulated in the slogan "Diversity is the solution, not the problem".

The pedagogical concept underlying Ford's vocational education and training forms the object of the present paper, which presents approaches and measures promoting cooperative action whilst also compensating for individual deficits on the part of the trainees. Evidence of the success of the concept is provided in the form of trainee surveys and research results.

DICK MORAAL

Differentiated support for older employees in the light of demographic challenges

Differenzierte Förderung älterer Beschäftigter angesichts demografischer Herausforderungen

Berufsbildung in Wissenschaft und Praxis – BWP 38 (2009) 1, p. 34

The problem of the excessive population ageing is one of the major challenges which European countries will need to overcome in the next few decades. German companies are particularly reliant on older workers and on the retention of employability skills and will be required to react to the demographic pressure exerted in view of the predicted shortage of skilled workers and highly qualified staff. Which measures are companies initiating in this regard and how can they be afforded support? The author presents the results of the additional CVTS3 Survey, which show that the provision of effective support for older workers requires a differentiated raft of measures.

KRISTINE BADER, CHRISTIAN RIESE, RÜDIGER PIORR

Passing on the knowledge and experiences of older workers

A model for intergenerative knowledge transfer in companies

Wissen und Erfahrungen älterer Beschäftigter vererben

Ein Modell zum intergenerativen Wissenstransfer in Unternehmen

Berufsbildung in Wissenschaft und Praxis – BWP 38 (2009) 1, p. 38

Staff specialist knowledge and experiences represent important success factors in the efficient managing of work within a company. This know-how has been built up by workers operating within and for the company over the course of time and cannot simply be replaced when such staff leave. The present paper takes the Nova.PE instrument as an example to show how a sevenstage intergenerative knowledge management system can assist in securing knowledge within companies. The authors outline the approach adopted and expound upon the experiences gained from implementation.

KLAUS TROLTSCH, NAOMI GERIKE, SIMON HUBER

Training bonus: exploiting company training place potential for unplaced applicants from previous years?

Ausbildungsbonus: Ausschöpfung des betrieblichen Ausbildungsstellenpotenzials für Altbewerber/-innen?

Berufsbildung in Wissenschaft und Praxis – BWP 38 (2009) 1, p. 44

In introducing the training bonus, the Federal Government has created an incentive for companies to establish additional training opportunities for apprenticeship applicants who have thus far failed to obtain a training place. The authors present the results of two representative company surveys conducted within the scope of the BIBB Training Monitor 2008, one of which was carried out prior to the introduction of the training bonus and the other one after its inception. Such an approach enables a view to be formed which extends beyond the prevailing opinion at the start of the year and an initial impression to be gained of the extent to which this measure has really been taken on board by the companies and of how far it could assist in improving the chances of moving into training for unplaced applicants from previous years.