

Reflections on occupational groups by policymakers, trade and industry and the trade unions

Assessments and opinions by Kornelia Haugg, Eckhard Franz, Beate Scheffler, Sybille von Obernitz and Ingrid Sehrbrock

Berufsgruppen im Spiegel von Politik, Wirtschaft und Gewerkschaft

Einschätzungen und Stellungnahmen von Kornelia Haugg, Eckhard Franz, Beate Scheffler, Sybille von Obernitz und Ingrid Sehrbrock

Berufsbildung in Wissenschaft und Praxis – BWP 39 (2010) 4, p. 6

Since the recommendations made by the Innovation in Vocational Education Working Group in 2007 and the subsequent initiatives undertaken by policy-makers and the employers' associations, specialist debate has centred on the topic of occupational groups. The attendant aim of bundling training occupations into occupational groups is to make vocational education and training provision more transparent and efficient in terms of its structure and thus to increase the vocational flexibility and mobility of employees on the labour market. The present paper contains assessments from representatives of the relevant federal ministries, from the Standing Conference of the Ministers of Education and Cultural Affairs of the Federal States (KMK) and from the social partners reflecting the expectations of occupational groups as well as stating benefits and future stages of development.

MARKUS BRETSCHNEIDER, JORG-GÜNTHER GRUNWALD, GERT ZINKE

How can an occupational group be developed?

A possible structural concept

Wie entwickelt man eine Berufsgruppe?

Ein mögliches Strukturkonzept

Berufsbildung in Wissenschaft und Praxis – BWP 39 (2010) 4, p. 12

One of the current tasks facing vocational education and training in Germany is the collation of training occupations featuring related activities to form occupational groups. According to a recommendation issued by the Innovation in Vocational Education Working Group (IKBB), such a step should be examined each time a training occupation is updated or developed. In order for this process to take place, a systematic approach towards identifying joint characteristics of the qualifications forming the object of scrutiny is indispensable. Within the scope of a development project, BIBB has drawn up a proposal for the formation of occupational groups in a structured and criteria-driven manner. This proposal is portrayed by the present paper. The paper concludes by stating issues which need to be clarified within the framework of updating procedures, each of these being accorded specific mention in the final chapter.

CINDY GRZANNA, BÄRBEL FÜRSTENAU

Restructuring of basic vocational education and training – the BERG school pilot in Saxony

Neugestaltung der beruflichen Grundbildung – der Schulversuch BERG in Sachsen

Berufsbildung in Wissenschaft und Praxis – BWP 39 (2010) 4, p. 16

The Saxon Ministry of Education, Culture and Sport (SMK) has been conducting a pilot project on the "Restructuring of basic vocational education and training in commercial and related occupations" (known by its German acronym of "BERG") since the 2007/2008 school year. Basic vocational education and training is understood to mean the first year of full-time in-company training which takes place in the dual system within the scope of a basic vocational training year. The school pilot addresses the issue of how joint basic vocational education and training can be structured for commercial occupations or occupational groups. The paper presents the development of a curriculum structured along the lines of learning fields (including objectives, contents and lesson schedules with appropriate guideline times) which is currently being piloted.

NIELS LAAG, MARTINA MÜLLER

The didactic challenge of mixed-class schooling

Results of an explorative study carried out in Saxony Anhalt

Mischklassenbeschulung als didaktische Herausforderung

Ergebnisse einer explorativen Studie in Sachsen-Anhalt

Berufsbildung in Wissenschaft und Praxis – BWP 39 (2010) 4, p. 21

The present paper deals with schooling in so-called mixed classes, a form of training place related schooling in Saxony Anhalt which represents an opportunity for joint teaching in occupational areas/occupational groups at vocational schools. The paper provides specific work definitions as well as indicating the reasons for introducing mixed classes and school organisation related and micro-didactic changes. Selected results from an explorative study

conducted on this matter constitute the basis for the development of a "catalogue of acceptance conditions" for the formation of mixed classes, extracts from which the paper presents. The authors conclude by formulating recommendations as to how mixed-class schooling can be further developed and optimised in Saxony Anhalt.

RAINER BRÖTZ, FRANZ SCHAFFEL-KAISER

Identifying communalities within commercial training occupations

Interim results of a computer-aided documentary analysis

Gemeinsamkeiten in kaufmännischen Ausbildungsberufen ermitteln

Zwischenergebnisse einer computergestützten Dokumentenanalyse

Berufsbildung in Wissenschaft und Praxis – BWP 39 (2010) 4, p. 26

Communalities and differences in commercial training occupations have formed the object of investigation of a study conducted as part of a research project at the Federal Institute for Vocational Education and training since last year. The study involves the systematic analysis of the relevant training regulations and skeleton curricula governing commercial occupations with regard to learning contents and competence descriptions. The present paper describes the development and application of a computer-aided analysis instrument and the problems arising within the process. The selected procedure provides an opportunity to analyse extensive documentation whilst also enabling the development of a set of instruments to permit systematic occupational comparisons.

MICHÈLE ROSENHECK

Commercial training in Switzerland: commercial training occupations between all-round training and training for separate occupations

Kaufmännische Bildung in der Schweiz: Ausbildungsberuf Kaufleute zwischen Allrounder und Splitterberufen

Berufsbildung in Wissenschaft und Praxis – BWP 39 (2010) 4, p. 31

The ongoing reform of basic vocational education and training in commercial occupations in Switzerland was launched with a clear commitment to "standardised apprenticeships" in mind. Reforms had been preceded by extensive investigations in the form of activity and scenario analyses, which revealed that it was very much the case that there is a "core" of commercial activities which are shared by the majority of branches. Notwithstanding this, striking differences are also in evidence which may become even more apparent in future. The present paper summarises the procedures and results and outlines the draft of a new ordinance in existence today which seeks to achieve a compromise between branch demands for more flexibility, feasibility in the light of the small-scale structures at school level and the desire for inter-branch mobility on the part of those undergoing training in the commercial occupations.

CLAUDIA FÜLLING, VOLKER REXING

Promoting the reading competence of pupils at vocational schools

Experiences with the implementation of a diagnostic and support instrument used in dual courses of training in the construction and finishing trades

Förderung der Lesekompetenz von Berufsschülerinnen und Berufsschülern

Erfahrungen mit der Implementierung eines Diagnose- und Förderinstruments in dualen Bildungsgängen des Bau- und Ausbaugewerbes

Berufsbildung in Wissenschaft und Praxis – BWP 39 (2010) 4, p. 43

The significance of reading competence is undisputed within the context of the acquisition of employability skills. This only serves to make empirical findings showing that vocational school pupils are exhibiting considerable deficits in this area all the more alarming. The Cologne-based pilot project "Supporting reading in vocational education and training" has addressed this problem field with the objective of developing specific concepts for vocational education and training. No findings as yet exist with regard to transfer to daily VET practice, especially concerning experiences with implementation in vocational schools. The present paper outlines the main reference points of the pilot project and uses specialist vocational school classes in the construction and finishing trades within the dual system as an example in summarising initial experiences gained from the implementation of the scheme at a vocational school in North Rhine-Westphalia.

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