
WOLF-DIETRICH GREINERT

Qualification for gainful employment as initial vocational education and training – will this remain the ultimate solution?

There is a growing interest in models of dual and alternating initial vocational education and training in view of the high youth unemployment rates in the southern EU Member States. The author warns, however, against attempting to solve social problems in the short term by transferring the German initial training model. It becomes clear in the historical perspective that this particular arrangement has developed over many years and has entered in the course of time into highly complex interrelations with numerous social subsystems. The author concludes by pointing out that, even in Germany, the problems of youth unemployment and social integration of young people have not been fully solved yet and states the need for reforms.

VOLKMAR HERKNER

Basics of the genesis and development of a regulation of training occupations based on the corporate model

An essential feature of developed vocational education and training systems is the existence of regulatory provisions. Vocational education and training follows certain rules and regulatory principles and involves stakeholders from business and government. That is how quality standards are met and inter-company comparability is ensured. What seems almost self-evident today was not at all commonplace about 100 years ago. The article traces the development of regulated occupations since the beginning of the 20th century. It does so with a view to the stakeholders and the interplay between business and government interests which has significantly shaped this corporate model.

HOLGER REINISCH, MATHIAS GÖTZL

Formation of occupational groups in the field of commercial and business administration occupations from a historical perspective

The increasing importance of commercial activities in the labour market is reflected in the number of commercial training occupations (over 50). How occupations in this sector can be collated in occupational groups depends crucially on the degree of affinity between the occupations to be collated. In this respect it might help to take a look at the history of the development of commercial occupations. Since a high degree of differentiation indicates a low degree of affinity, this article traces the criteria on which the differentiation of the commercial sector was based. Against that background and taking earlier attempts at collating commercial training occupations into consideration, the article finishes by deriving conclusions and providing stimuli for the current debate.

GÜNTER ALBRECHT, GERT ZINKE

The process of transformation in vocational education and training in East Germany

A review with prospects

With the political decision to adopt the Vocational Training Act for the GDR taking effect on 1 September 1990, joint action was called for in vocational education and training as well. The tremendous pace at which the two German states grew together entailed far-reaching consequences and changes for vocational education and training. The article takes an exemplary approach in attempting to take a closer look at this period of vocational education and training in a reunited Germany, which has not been systematically researched as yet. It concludes by pointing out what the uniform federal vocational education and training system has „learned“, or maybe still could learn, from experiences in the time of upheaval.

GÜNTER PÄTZOLD, MANFRED WAHLE

Vocational education and training research: Self-perception of a discipline in the historical perspective

Vocational education and training research is characterised by a large number of stakeholders, research fields and topics, issues and development assignments. Its key objective is to study the interrelations between occupation, gainful employment and education.

These tasks have shaped its self-perception since long before the 1960s. In fact, its history harkens back to the pre-industrial age. To shed light on the guiding themes that have greatly influenced the self-perception of vocational education and training research since Germany's industrialisation, the article uses two examples, both in their own way relevant to vocational training history and still influential today: the German empire and the National Socialist dictatorship.

KARIN BÜCHTER

Fight memory loss!

The five congresses on the history of vocational pedagogy and their contribution to historiographical vocational education and training research

The congresses on the history of vocational pedagogy which were organised in cooperation between university-based vocational educationists and the BIBB in the 1980s and 1990s have made an important contribution to historiographical vocational education and training research, provided ample stimuli for critical reflection and led to new factual arguments. The topics of the congresses were focused on the 19th and the first half of the 20th century. Now, at a time when a reappraisal of vocational education and training history in the post-war years is urgently needed, this is an attempt to revisit the congresses.

PHILIPP GONON

From Kerschensteiner's vocational pedagogy to the European Qualifications Framework – a look back and into the future

Georg Kerschensteiner as a prominent figure in the classical period of vocational and economic education did not want education and occupation to be seen as antagonistic and vocational education as merely occupation-specific education providing professional skills. In view of the European Qualifications Framework, a broad understanding of education and occupation is still of importance today. With reference to the current educational reform discussion, the article deals with the relationship between general and vocational education, a relationship which is at the service of social reform, interconnects professional with general education and has to be redefined again and again.

TANJA MANSFELD, JAN QUAST, FRIEDHELM SCHÜTTE

From the further training school to the virtual classroom

Emergence and modification of vocational learning venues

The educational policy decision to establish so-called further training schools at the end of the 19th century as a complement to apprenticeship with a master craftsman, which was primarily oriented on manual work, formed the basis of the dual training concept with its two learning venues. In the 20th century, the institutional dynamics of the learning venues were mainly shaped by the creation of legal provisions for company and school training and by technological innovations. The article focuses on the systemic level of organised vocational education and training and its institutions (learning venues), the modifications in vocational-pedagogic concepts in reaction to the learning venue problem and the changes with regard to the development of virtual learning worlds.

GÜNTER PÄTZOLD

Company teaching personnel: Looking back at requirements, self-perception and qualification needs in the past century

For various reasons there has so far been only rudimentary systematic historical research dealing in a differentiated fashion with the professional knowledge, structures of action and occupational awareness of company teaching personnel. In taking a look back, the article exemplifies how strongly the assumptions about in-company training activity depend on the respective period's concept of man. In addition, reasons for the comparatively weakly developed professional self-perception of company training staff are discussed. To answer the question of what skills and therefore knowledge vocational trainers need to have in the future, it is necessary to make greater use than hitherto of the insights offered by vocational and economic education research.

REGINE MATHIES

Academisation of vocational school teacher training in Austria

Historical reconstruction and current structural developments as reflected by the intentions of educational policy

Teacher education in Austria is currently undergoing radical academic changes. In 2006 the complete compulsory teacher training – and thus vocational school teacher training as well – was entrusted to the newly established Pedagogical Universities (PH). However, this „institutional surge in professionalism“ towards tertiarisation has so far not been completed because the training tasks assigned to the PH under public law are currently restricted to offering three-year bachelor courses.

The article discusses the historical background of the belated academisation attempts in Austria from a structural perspective and sheds light on the current intentions of educational policy to expand vocational school teacher training to the Master's study level.

Translation: Paul David Doherty, Gobaal Sprachteam Berlin