

WOLFGANG LUDWIG-MAYERHOFER, HEIKE SOLGA, KATHRIN LEUZE
National Educational Panel Study for Germany: areas of potential for vocational education and training research

The National Educational Panel Study (NEPS), which began in 2008, investigates the correlation between competence development and educational pathways in the Federal Republic of Germany from early childhood to late adulthood. This paper gives a summary of the research design of the NEPS and provides examples of the potential offered by the NEPS for the research into individual pathways during and following the phase of vocational education.

MARLISE KAMMERMANN, ACHIM HÄTTICH
Entering the labour market with a Vocational Certificate

Results of a longitudinal study carried out in Switzerland on occupational pathways following two years of basic vocational training

This paper presents results of a longitudinal study on the labour market integration of young workers following two years of basic vocational training in retail or in the hotel trade. It focuses on the occupational development of young people who have obtained a Vocational Certificate and deploys a longitudinal and comparative approach to debate data relating to the employment situation, mobility and flexibility of those who have undergone the two-year vocational qualification since its enactment in 2005. This enables it to provide initial longer term findings on this new form of training.

RAINER SCHULZ, KATJA HORSMANN
Systematic transitions – the new route into vocational training developed in Hamburg

A reform of the transitional system from school to work is currently taking place in Hamburg. The overriding aim is to avoid waiting loops and integrate many young people as directly as possible into dual vocational education and training, thus ultimately facilitating their initial entrance into the labour market. This paper presents the core elements of this restructuring of the transitional system between school and work. These elements include delivering redesigned and practically related vocational and higher education orientation into district schools and upper secondary schools at an earlier stage, establishing sustainable educational provision in the field of training preparation and offering new forms of vocational training for young people who are at a disadvantage on the market ("Hamburg Training Model").

DOREEN HOLTSCHE, RAINER LEHMANN
School and vocational routes travelled by functional illiterates in Germany
 Initial findings from the AlphaPanel Project

The present paper uses initial surveys conducted within the scope of AlphaPanel Project to trace the school and vocational routes travelled by functional illiterates before beginning a literacy course. It places a focus on the transition to vocational training and on integration into the labour market. The results show that although the majority of those surveyed are in work, employment is mostly casual or in semi-skilled occupations. One of the main motivations for taking part in a literacy course is to improve the occupational situation.

MONIKA SOSSNA, MELANIE POHNER
Training concepts in temporary employment
 Requirements from the point of view of employees

Despite predictions of a shortage of skilled workers, less is invested in continuing training in the field of temporary employment than in other branches. This paper deals with the issue of the attitudes adopted towards training by temporary workers themselves and of how they assess their occupational development opportunities. The findings of a qualitative survey of 20 workers in temporary employment is presented, and the paper also offers initial ideas for the differentiated planning of continuing training provision in this branch.

SVENJA PFAHL, STEFAN REUYSS
Combining employment, training and non-work life
 Approaches and ideas for a life-phases oriented human resources policy

The topic of work-life balance is frequently limited to the individual situation of women on parental leave thus largely ignoring the multifarious life realities of other employees. The present paper raises awareness of a more broadly based understanding of the theme of work-life balance and also makes explicit reference to issues relating to lifelong learning.

FRERICH FRERICH
Age-oriented training and learning throughout the course of employment

Technological and organisational changes require permanent development of company human resources. Demographic developments mean that all age and qualification groups need to be integrated into competence and skills development processes and that the know-how of older workers needs to be used. The paper presents three main areas of measures capable of achieving age-oriented training and of providing learning motivation throughout the course of employment.

DIETER MÜNK
Selectivity and dysfunctionality of pre-vocational education
 Remarks on the correlation between the "transitional system" and the American NBA

The transitional system partially perpetuates what has already been established in upstream educational areas which exert a socially selective influence instead of creating transitions to vocational training courses. One of the causes of these "creaming out" effects can be discerned in the dual system of vocational education and training, which is strongly aligned towards the principle of the regulated occupation. The present discussion paper uses current findings and figures to undertake a critical analysis of the structural backgrounds and correlations of this development and sheds light on possible flexibilisation approaches within the context of European developments.

KATRIN GUTSCHOW, SABINE SEIDEL
Can the German Qualifications Framework assist in the recognition of non-formal and informal learning?

The introduction of the European Qualifications Framework (EQF) is aimed at improving access opportunities to lifelong learning and the use of qualifications at both a national and EU level. The present paper investigates the issue of whether and how the recognition of non-formal and informal learning via the European Qualifications Framework and by the German Qualifications Framework for Lifelong Learning (DQR) in particular can be promoted and strengthened.

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