

Federal Institute for Vocational Education and Training

Annual Research Programme of the Federal Institute for Vocational Education and Training 2018

With a brief presentation of new research projects



Bundesinstitut
für Berufsbildung **BiBB**

- Forschen
- Beraten
- Zukunft gestalten

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Research – development – academic research services

The Federal Institute for Vocational Education and Training (BIBB) has the statutory task of “... contributing to VET research by carrying out its own academic research” (§ 90 Paragraph 2 Vocational Training Act, BBiG). The main audiences of vocational education and training research are the academic research community, VET policy makers and occupational practice. VET research is expected to deliver impetuses, ideas, concepts and substantiated results in order to develop vocational education and training further in the interests of achieving harmonisation between the educational and employment system and of supporting learners. For this reason, research needs to provide guidance, demonstrate perspectives, investigate scenarios and future concepts and develop and promote innovative ideas all at the same time. The quality of research and development is thus also revealed by the manner in which it succeeds in addressing and processing topics from certain perspectives rather than solely by the direct feasibility of its outcomes.

BIBB’s vocational education and training research work is conducted in the form of projects. A differentiation is drawn between research projects that are financed via BIBB’s main budget, referred to as the institute’s “own research” (pursuant to § 90 Paragraph 2 Clause 2 BBiG), research projects that are implemented on the basis of instructions or commissions (pursuant to § 90 Paragraph pursuant to § 90 Paragraph 2 Clause 3 BBiG) and projects that are realised via the raising of third-party funding outside Federal Government administrative bodies (pursuant to § 90 Paragraph 4). In the case of research projects, the focus is on achieving findings via the deployment of academic research methods. A differentiation is also made between development projects and academic research services. In development projects, the emphasis is placed on the application and implementation of academic research results. Such projects are scientifically based and may also make contributions towards research. Academic services relate to areas such as longer-term tasks, for example extended observations on the basis of official statistics, but may also include services provided by the Research Data Centre or the preparation of results in portals and publications.

In the medium-term research and development programme which is valid for the years 2017 and 2018, the research and development projects and academic research services of BIBB are aligned to five main thematic areas. These are the training market and employment system, modernisation and quality development of vocational education and training, conditions and structures of lifelong learning, the diversity of vocational education and training and internationalisation of vocational education and training. The Annual Research Programme follows this system.

The institute’s own research programmes commencing within a given year are respectively specified in annual research programmes. The development of the institute’s own research programmes takes place within the scope of a concentrated discussion process, in which the BIBB committees are involved. To begin with, project ideas are drawn up on the basis of the medium-term research and development programme and of current challenges. Within the scope of the BIBB planning procedure, i.e. at the level of departmental and institutional management, a decision is then taken as to which ideas will be developed into project applications. Project ideas and applications are discussed at project conferences that may be attended by any member of the institute and at meetings with the Research Council and the Vocational Education and Training Research Sub-Committee and are then revised in the light of the results of these consultations. The draft for the Annual Research Programme

is subsequently presented to the Board of the Institute for Vocational Education and Training in order for a resolution to be adopted. The final stage of the process is approval from the Federal Ministry of Education and Research.

BIBB research and development projects in figures

- Four new self-financed research projects are being instigated in 2018.
- Together with the 14 research projects being continued, this means that the institute is working on 18 of its own research projects.
- A further six research projects are being conducted with the financial support of the BMBF or other funding providers.
- In addition, BIBB has carried out an average of 71 development projects and 64 academic research services over the past five years.

The BIBB Project Database provides information on the activities undertaken by the institute (<https://www2.bibb.de/bibbtools/de/ssl/dapro.php>). A summary of ongoing research and development projects and academic research services is also provided in the Annex.

Main focuses of the 2018 work programme

The thematic areas of the medium-term research and development programme are specified in projects. Challenges facing vocational education and training in the near future include the changes to the world of work being brought about by digitalisation and the need to guarantee a supply of qualified skilled workers. Securing the attractiveness of vocational education and training and improved transparency and permeability between educational pathways and qualifications both at national and international level will help in this process. Vocational education and training also offers opportunities for the integration of refugees.

These main focuses are on the medium-term horizon in terms of implementation. The individual annual programmes help to implement the aims and topics via the institute's own research projects. Commissioned research projects, research projects funded by third parties, development projects and academic research services also all have a contributory role to play in this regard. The Annex includes a summary of project activities which are ongoing or new in 2018 (status: July 2017).

Preparing for digitalisation of the world of work

Digitalisation of the world of work is bringing about a rationalisation and restructuring of work processes. The nature and extent of the changes have only been revealed in broad outlines thus far. On the one hand, the fear is that automation will lead to a devaluation of skilled tasks. On the other hand, IT-controlled tools support such skilled tasks, and new specialist activities with broader requirements profiles are created. This makes it even more important to support this process of change through research and development. For this reason, BIBB has made digitalisation a main thematic focus of its work over the coming years. Various projects have already been launched for this purpose.

A joint initiative of the Federal Ministry of Education and Research (BMBF) and the Federal Institute for Vocational Education and Training (BIBB) is looking at selected branches and occupations to identify which competences will be required for the digitalised work of the future and to investigate how timely preparations can be made at schools and in vocational education and training.

The expectation is that digitalisation will lead to an increase in productivity and therefore will also result in job cuts in industry. BIBB has joined forces with the Institute for Employment Research (IAB) to develop a model calculation of possible effects on the labour market. The result is that both institutes come to the conclusion that there will be an approximate balance between job losses in industry and jobs created in services.

Frey/Osborne expect that digitalisation will lead to a reduction in jobs in the intermediate qualifications segment, i.e. especially amongst skilled workers. The winners on the labour market would be workers in possession of higher level formal qualifications and members of the labour force with a low level of formal qualification. The reasoning behind this is that tasks that are cognitively demanding and manual activities are difficult to automate. BIBB is investigating whether these assumptions of a polarisation thesis apply to Germany.

BIBB is continuing to act on behalf of the Federal Ministry of Education and Research (BMBF) to fund providers of inter-company vocational education and training on the basis of guidelines for the promotion of digitalisation in inter-company vocational training centres and in centres of excellence (“Inter-company Vocational Training Centres Special Programme on Digitalisation”).

Securing the attractiveness of vocational education and training – meeting the requirement for skilled workers

Demographic change is already exerting an effect on the educational system and on the labour market. Over the coming years, large numbers of skilled workers will leave working life for reasons of age. This will leave a gap at the medium qualifications level. A further exacerbating factor is that young people with higher school leaving qualifications prefer to enter higher education study rather than pursue a career pathway via VET and advanced training. For this reason, small companies in particular are experiencing major difficulties in filling training places and jobs.

The Training Panel and the analysis of job advertisements provide important and effective research instruments to investigate company strategies and rationale with regard to the recruitment and development of young skilled workers. The analyses deliver significant indications with regard to aspects such as changes in the occupational structure, the shift in requirements made of job holders, commitment to initial and continuing training and the volume of vacant jobs.

Various research projects are looking at issues relating to the attractiveness of vocational education and training. Objects of investigation include the relationship between vocational and academic qualifications, particularly with regard to their usefulness on the labour market. These projects show that shifts have taken place so far, but general displacement of vocational qualifications on the labour market has not occurred. Although higher education graduates achieve higher average incomes, those completing advanced vocational education and training frequently reach comparable professional positions and enjoy incomes at a comparable level to those with a degree from a University of Applied Sciences.

Ensuring permeability

Significant convergence between the previously separate systems of vocational education and training and higher education has taken place over recent years. Important impetuses in this regard have emerged from initiatives such as ANKOM (“Credit transfer of occupational competences to higher education courses of study”) and the German Qualifications Framework (DQR). The alignment of vocational qualifications in the DQR has sent out an important signal in respect of the equivalence of educational pathways and qualifications. Most recognised advanced training qualifications have been aligned to level 6 alongside Bachelor degrees. It has even been possible to align a small number of continuing advanced qualifications to level 7. This makes them comparable with a Masters degree.

Nevertheless, much remains to be done in order to facilitate transitions between the systems. BIBB is, for example, working in conjunction with partners in trade and industry and with institutes of higher

education to develop modules which can be deployed both in advanced vocational education and training and within a programme of higher education study. The JOBSTARTER programme is piloting models to explore how higher education drop-out's can be attracted into initial and advanced VET and how credits acquired during higher education study can be transferred to an advanced training programme.

Integrating refugees into training and work

The migration of refugees that is currently taking place represents a major opportunity to secure a supply of young skilled workers.

Although the present influx of refugees provides a great chance to secure a supply of young skilled workers, it also constitutes a challenge for the training and labour market. Achieving a rapid transition into the educational and VET system and into the labour market despite differing educational backgrounds continues to be important to further integration.

BIBB company surveys reveal a high degree of willingness to provide practical placements and training places for refugees. However, the results also show that companies are struggling to cope with this task and require support. Only small numbers of refugees have sought training places thus far due to the fact that issues relating to status have not yet always been clarified and because of a lack of knowledge of German and absence of educational qualifications in the case of some people. Up until now, the main contribution towards the integration of refugees has been made by existing school-based provision in the federal states (such as so-called "Welcome classes"). These vocational preparation schemes are fulfilling an important function with regard to readying young people subject to compulsory vocational school attendance for life in Germany. However, integration can only succeed in the long term if refugees acquire a recognised professional or vocational qualification. Further measures are therefore needed.

BIBB is engaging in research, development and the implementation of programmes to look at how refugees can be successfully integrated into training, continuing training and employment. These endeavours include the "Recognition in Germany" information portal and the Specialist Reporting Agency for the Recognition of Foreign Professional and Vocational Qualifications. Online provision is in place with the aim of raising awareness of intercultural aspects in training amongst company-based training staff and vocational school teachers. The programme "Vocational orientation for refugees (BOF)" is being implemented in conjunction with the craft trades sector and its inter-company training centres. A concept containing proposals for better and effective integration has been drawn up.

The research project "Chances of access to vocational training for young refugees with a right to remain in Germany – opportunities and barriers in guidance and support" is conducting an investigation into the extent to which guidance and support can open up routes into (company-based) vocational training for this target group, into which stumbling blocks and innovative approaches are being revealed along these pathways and into how, against this background, guidance and support (provision and measures) can be designed and implemented in a precise and needs-oriented manner.

Continuing international cooperation

The German model of dual vocational education and training is cited as a reference model all over the world. A high degree of policy making significance is attached to findings regarding the context within which the dual system can be transferred to other countries. However, all the experiences gleaned indicate that reforms can only be implemented together with the relevant stakeholders in trade and industry. Experiences with dual training provide a valuable foundation in this regard. However, it is always the case that only individual elements or principles can be adapted. BIBB supports its partner institutes in implementing and evaluating reforms.

By the same token, international economic relations and European programmes and initiatives are resulting in impetuses for the further development of vocational education and training in Germany. Research and development projects are investigating vocational education and training systems in comparative terms, analysing reforms and evaluating international data. Networking with BIBB's partner institutes worldwide and with European and international organisations such as CEDEFOP (European Centre for the Development of Vocational Training), UNEVOC (International Centre for Technical and Vocational Education and Training) or the ETF (European Training Foundation) plays an important role in this regard.

BIBB's own research projects for 2018

Four new research projects are proposed for the 2018 Annual Research Programme. One research project will be aligned to each of the main thematic areas of "Training market and employment system", "Conditions and structures of lifelong learning" and "Internationalisation of vocational education and training". In addition to this, a research project within the field of organisational development has been proposed for the first time.

The benchmark data of BIBB's own research projects scheduled to commence in 2018 is described below. Particular emphasis is placed on integration into the academic research context. For this purpose, a justification of the topics and main ideas is provided, status of research is described and theoretical references are established. The planned approach is then explained. This involves developing questions and hypotheses, expounding upon the methodological approach to be adopted and providing indications of project organisation. The project descriptions conclude with pointers regarding transfer and planned publication.

Main thematic focus: Training market and employment system

Within this main thematic focus, BIBB concentrates on aspects that are of significance to the further development and structuring of vocational training. The emphasis is on investigations and surveys relating to the development of VET supply and demand, the willingness of companies to provide training, relevant developments in the employment system and the implications of these for vocational training. BIBB also establishes a foundation for the further development of occupations by looking at transitional processes in training and employment, factors relating to company training behaviour and changes to skills requirements.

Opportunities and risks of technological change for occupational participation of disabled persons

Project Head Dr. Sabrina Inez Weller

Brief summary of key points

Today's world of work is characterised by numerous changes. Increased deployment of computer technology in the workplace is creating a shift in Tasks carried out by employees. According to the polarisation hypothesis, routine tasks will decrease at the medium qualifications level in particular because they will be increasingly substituted by computer technology and machines. At the same time, demand for persons with a high level of qualification will rise. The introduction of "Industry 4.0", which denotes interactive networking between production and the digital realm, will bring further serious structural changes in the world of work. Current research results indicate that the transformation of occupations, tasks and whole sectors being driven by digitalisation of the economy will accelerate to

create services that are more dependent on technology. The job losses predicted within the scope of the polarisation thesis will, however, not come to pass because of the importance of the mix of tasks in the workplace. It remains to be seen whether these developments will offer employment opportunities to persons previously viewed as being at a disadvantage on the labour market.

Over recent years, Germany has introduced numerous changes in disability policy with the aim of improving participation of disabled persons (including in working life). Nevertheless, disabled persons are less likely to be employed on the primary labour market, face considerable problems in finding a job and thus tend to be affected by unemployment more frequently and for longer periods.

The main objective of the project is to examine the extent to which technological change improves or declines the labour market participation of disabled persons (digital divide).

A further aim is to analyse task structures and the influence of computerisation (including assistive technologies) on tasks differentiated by type of disability. Moreover, the perceived impacts of technological change are differentiated by type of disability.

The research issues will be addressed within the scope of a survey of the primary labour market (follow-up survey of the BIBB/BAuA Employee Survey 2017/2018) and a (supplementary) survey of the second labour market.

As no empirical data is yet available on the impact of technological change on employees with various types of disability a major research gap will be closed.

Main thematic focus: Modernisation and quality assurance of vocational education and training

The emphasis of this main thematic focus is on the qualitative further developments in vocational education and training. Societal and economic developments make it necessary to prepare young people for integration into the employment system and to facilitate participation. On the other hand, the employment system needs to be supplied with qualified skilled workers. In order to fulfil these tasks, quality objectives must be taken into account in subjecting VET structures, institutions and learning venues to ongoing development together with teaching and learning processes.

Planning and structuring training within the context of work-based learning

Project Head Daniel Schreiber

Brief summary of key points

The main focus of this research project is the question of how companies plan and structure training. It will use the situated learning model to investigate how general conditions that are conducive to learning can be developed and implemented in training. The project will reflect on current regulatory instruments against the background of the actions taken by those planning training.

Further developments in regulatory instruments are creating ever greater requirements for companies planning and implementation of training, and these need to be taken into account in the realisation of general training plans. Employment orientation, process orientation, competence orientation, digitalisation and work-based learning are just some of the key points to which greater consideration will need to be accorded in future for the training of young skilled workers.

We presently have very little knowledge of how companies implement training regulations and general training plans in particular. The aim of this research project is to investigate how companies deal with training regulations, how they evaluate such regulations as an instrument of governance and how they integrate the general training plans into their training.

Main thematic focus: Internationalisation of vocational education and training

The shaping of the European Education Area and the observation and comparative analysis of the vocational education and training systems of other countries both form tasks within this thematic area. There is a further on recognition of professional and vocational qualifications acquired abroad and on implementation and quality assurance of the Recognition Act. BIBB promotes the establishment of dual structures in international VET cooperation.

Occupational tasks and requirements in international comparative terms – analyses of national and international datasets

Project Head Dr. Philipp Grollmann

Brief summary of key points

The debate surrounding the further development of occupational tasks and requirements, - which therefore also centres on the aims, contents and forms of vocational education and training, can be mapped on the basis of two perspectives. One of these focuses on the rising requirements made of the theoretical knowledge of workers, whilst the other emphasises occupational experience for the overcoming of demands in the workplace.

In international comparative terms, data relating to occupational tasks has primarily been analysed and discussed with regard to its general (not occupationally specific) development, technical substitutability and remuneration. The conclusions drawn from this frequently correspond with the first perspective stated – the requirements with regard to theoretical knowledge and increasing, and this is something to which vocational education and training policy will need to adjust.

A data-based analysis of task requirements between countries and *within occupations* has not yet been presented, although there is a series of empirical indications that jobs within a (nominal employment) occupation and their associated requirements differ between countries. This project aims to map and investigate this hypothesis of heterogeneity of occupational requirements (which are usually measured as specialist and non-specialist requirements) in the same occupations between different countries. The objective is to accord particular consideration to the significance of work experience and learning in the workplace.

The initial aim is to enter into cooperation with researchers from various countries to investigate the extent to which this is facilitated by existing international records (PIACC, European Working Conditions Survey etc.) and national datasets (such as the Employee Survey and questionnaires conducted in selected federal states and regions).

The second stage of the project will involve looking at how far the data is able to explain the differences which have been identified. Main emphases will be placed on an analysis of training programmes and

qualifications and on the interplay between the biographical characteristics of employees and company factors.

The intention is that the results of the investigation will enrich debate within international vocational education and training research (with regard to aspects such as curricular issues and “job design”) as well as helping to inform both the VET policy pursued by international organisations and international consultancy and guidance (e.g. ESCO, bilateral cooperation agreements etc.).

Organisational development – academic research communication

Free access to specialist literature is indispensable for the support of research. The aims of projects such as BIBB's Open Access Policy and the Open Access Strategy of the BMBF are to make such access easier. The opportunities and risks of the Open Access concept are an object of controversial debate. In order to improve the VET research infrastructure, the institute using a research project to address this issue.

Open Access in vocational education and training research

Project Head Dr. Bodo Rödel

Brief summary of key points

This research project investigates the technical and structural regulations, policy standards and conditions inherent within the academic research system which influence acceptance, dissemination and use of Open Access (OA – free access to academic research information) from the point of view of authors working within the field of vocational education and training research. OA has thus far enjoyed its greatest level of acceptance in the field of STM¹, where research into it as a publication model has also been most extensive. By way of contrast, very few research results which also focus on specific products or series of publications within the area of OA are available for the humanities and social sciences. Because vocational education and training research consists of a combination of different related fields of study rather than constituting an independent discipline in its own right, the supposition must be that the results of the research project will be at least partially transferable to the humanities and social sciences and will thus help to provide a benefit in the form of improved findings for the whole of this area with regard to OA. A reciprocal expectation is that the various publication customs of the related academic research areas will also exert an influence on the use and perception of OA in vocational education and training research.

Free access to academic research literature is being fostered by the BIBB OA Policy and the BMBF OA Strategy. Nevertheless, critical counter-arguments are also being levelled. The supporters of OA see it as an opportunity to promote transparency and dissemination of academic research results. The extent to which OA is also producing a positive impact on the quality of research will be an object of debate.

The background to the research project has its basis in the sociology of science and media theory. The empirical foundation of the project is provided in the form of a qualitative exploration that takes place via the vehicle of group discussions (focus groups) with academic researchers from the field of vocational education and training research who are primarily addressed in their capacity as authors. Within this context, consideration is accorded to the fact that this group also takes on the role of users of (OA) publications. The exploration of the field of research serves as the basis for an online survey aimed at academic researchers from various disciplines who have common ground in that they deal

¹ STM = Science, Technology, Medicine.

with topics related to VET research. One positive side effect that is expected to ensue from the methodological approach is a systematic identification of the vocational education and training research community in Germany.

List of Project Heads

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Summary of research projects, development projects and academic research services ongoing in 2018

Projects are aligned to the main thematic focuses of the medium-term research and development programme and sorted by types of project. A distinction is drawn between research and development projects and academic research services. Externally financed projects are stated separately. For further information on the projects, please follow the link attached under the respective project number or consult the BIBB Project Database at: <http://www.bibb.de/dapro>.

Status: 19/12/2017

Main thematic area 1: Training market and employment system

Research projects (self-financed)			
No.	Title	Head	Time frame
2.1.310	Training orientations and decisions of young people within the context of competing educational and training provision	Dr. Mona Granato	I/14 – IV/20
2.1.312	The development of qualifications-related educational returns as reflected in occupations, task areas and companies	Dr. Holger Alda	I/16 – II/18
2.1.313	Bachelor degrees in competition with vocational and advanced vocational qualifications? An analysis of company preferences	Tobias Maier	I/16 – II/19
4.1.303	Typical educational and training biographies and career pathways in selected commercial occupational areas – competition and complementarity between persons with vocational and academic qualifications	Dr. Hannelore Mottweiler	I/16 – I/19
2.1.314	2018 BIBB/BAuA Employee Survey Changes in work and occupations – acquisition and utilisation of professional and vocational qualifications	Dr. Anja Hall, Dr. Michael Tiemann	IV/16 – IV/21
2.1.315	Occupations in Germany – societal perception and personality characteristics	Prof. Dr. Christian Ebner, Dr. Daniela Rohrbach-Schmidt	I/17 – I/20
2.1.316	Costs and benefits of company-based training 2017/18 (BIBB-CBS 2017/18)	Dr. Harald Pfeifer, Felix Wenzelmann	I/17 – IV/19

Research projects (third party funded and commissioned)				
No.	Title	Head	Time frame	Client
7.8.166	DiWaBe - Digitalisation and change in employment	Ralf Dorau	II/17 – I/19	Ministry of Labour and Social Affairs (BMAS)

Development projects (D) and academic research services (A) (self-financed)			
No. / project type	Title	Head	Time frame
A 1.0.001	Annual investigations on the preparation of the Report on Vocational Education and Training since 1993 – regional analyses	Michael Friedrich	I/93 – ongoing
A 1.0.004	Annual evaluations for initial and continuing training in companies since 1994 – evaluation of data for the Data Report	Prof. Dr. Robert Helmrich	II/94 – ongoing
A 2.0.503	Prognosis of training place supply	Tobias Maier	IV/99 – ongoing
A 2.0.512	Involvement in the preparation and publication of the Data Report to accompany the Report on Vocational Education and Training	Michael Friedrich	IV/01 – ongoing
A 2.0.520	Statistical analyses of initial and continuing training structures	Dr. Alexandra Uhly	I/04 – ongoing
A 2.1.311	The BIBB Training Panel – an establishment panel on training and competence development	Klaus Troltsch	I/15 – ongoing
A 6.0.001	Database “Training allowances”	Ursula Beicht	I/78 – ongoing

Development projects (D) and academic research services (A) (third party funded and commissioned)				
No. / project type	Title	Head	Time frame	Client
D1.0.525	JOBSTARTER – Training for the future	Katharina Kanschat	III/05 – IV/20	Ministry of Education and Research (BMBF)
D 7.8.031	JOBSTARTER Programme Office – Coordinating Agency for Training and Migration (KAUSA)	Özgür Nalcacioglu	III/99 – IV/20	Ministry of Education and Research (BMBF)
D7.8.071	JOBSTARTER – Educational Chains Service Agency	Satiye Sarigöz	IV/10 – IV/20	Ministry of Education and Research (BMBF)
A7.8.096	Specialist Reporting Agency for the Recognition of Foreign Professional and Vocational Qualifications (recognition monitoring, continuation of the project “Contributing towards quality assurance by monitoring the implementation of the Federal Government Recognition Act”)	Dr. Jessica Erbe	IV/12 – IV/18	Ministry of Education and Research (BMBF)
A7.8.121	National Agency – EU educational programme Erasmus +/Thematic network for work-based learning and apprenticeships (NetWBL)	Klaus Fahle	I/14 – IV/20	EU-KOM (Co-financed by the BMBF)
A7.8.139	Implementation of funding principles for analyses of potential within the scope of career entry support	Guido Kirst	II/15 – IV/18	Ministry of Education and Research (BMBF)
A7.8.142	Areas of potential of the German Educational Panel Study (NEPS) for VET policy issues – NEPS-BB	Annalisa Schnitzler	III/15 – III/18	Ministry of Education and Research (BMBF)

Development projects (D) and academic research services (A) (third party funded and commissioned)				
No. / project type	Title	Head	Time frame	Client
A7.8.163	Establishment of a data and information base for regular reporting on the topic of "Refugees"	Stephanie Matthes	IV/16 – IV/19	Ministry of Education and Research (BMBF)
A7.9.009	"Recognition in Germany" information portal	Kornelia Raskopp	IV/11 – IV/18	Ministry of Education and Research (BMBF)

Main thematic area 2: Modernisation and quality assurance of vocational education and training

Research projects (self-financed)				
No.	Title	Head	Time frame	
2.2.305	Measurement of professional competences of skilled workers in the field of mechatronics and electrical engineering	Dr. Agnes Dietzen	IV/14 – I/18	
2.2.307	Company approaches to competence assessment and to the recognition of competences acquired by informal means – opportunities for improvement of the occupational development of semi-skilled and unskilled workers	Carolin Böse	I/16 – IV/17	
2.2.308	Company training partnerships – structures, areas of potential and risks for SME's	Anke Bahl, Dr. Margit Ebbinghaus	II/17 – II/20	
3.2.305	Digital media in company-based vocational education and training – media acquisition and use in the everyday practice of company training staff	Michael Härtel	I/15 – III/17	
3.2.308	Company-based training under the auspices of academic education – didactic design of practical phases within dual programmes of higher education study taking technical occupations as an example	Kim-Maureen Wiesner	I/17 – I/20	
4.2.452	Introduction of procedures for the validation of non-formal and informal learning – requirements and options	Katrin Gutschow; Dr. Julia Jörgens	III/15 – IV/17	
Research projects (third party funded and commissioned)				
No.	Title	Head	Time frame	Client
7.8.154	Vocational education and training 4.0 – skilled worker qualifications and competences for the digitalised work of the future	Prof. Dr. Friedrich Hubert Esser; Michael Härtel; Prof. Dr. Robert Helmrich; Torben Padur; Dr. Gert Zinke	II/16 – IV/18	Ministry of Education and Research (BMBF)
7.8.164	Training quality in companies – what is the contribution made by co-determination?	Dr. Harald Pfeifer	IV/16 – IV/18	Hans Böckler Foundation

Development projects (D) and academic research services (A) (self-financed)			
No. / project type	Title	Head	Time frame
A4.2.485	Online information for the occupation of “wood mechanic”	Hedwig Brengmann-Domogalla	I/17 – IV/17
D4.2.486	Vocational education and training in the public sector (ÖD:BB)	Martin Elsner	II/15 – II/18
D4.2.495	Reorienting the design of training – online-based implementation guides for regulatory work	Kerstin Jonas	II/15 – ongoing
D 4.2.517	Updating of vocational education and training in the occupation of “biological modeller”	Gunda Görmar	II/16 – I/18
D4.2.521	Updating of vocational education and training in the occupations of “building and object coater” and “painter and varnisher”	Daniel Schreiber	I/16 – II/17
D 4.2.522	Updating of vocational education and training in the metallurgical and semi-finished goods industry (process technologist in the metal industry)	Axel Kaufmann	I/16 – I/18
D 4.2.524	Updating procedure for modernising vocational education and training in the occupation of “vessel and equipment constructor”	Axel Kaufmann	II/16 – I/18
A4.2.526	Online information for the occupations of “sales assistant for retail services” and “management assistant for retail services”	Carl Schamel	II/16 – III/17
A4.2.533	Implementation guide on structuring training for the occupation of “violin maker”	Margareta Pfeifer	II/16 – IV/17
A4.2.534	Implementation guide on structuring training for the occupation of “bow maker”	Hedwig Brengmann-Domogalla	II/16 – IV/17
D4.2.535	Updating of the ordinance for vocational education and training in the occupation of “process technologist in the production of sheet glass”	Margareta Pfeifer	II/16 – IV/17
D4.2.539	Preliminary investigation in the occupation of transport services clerk	Anke Kock	I/17 – II/18
D4.2.540	Evaluation of the pilot ordinance for the training occupation of “office manager”	Andreas Stöhr	III/16 – II/20
D4.2.541	Updating of the occupation of stonemason	Daniel Schreiber	III/16 – I/18
D4.2.543	Updating of vocational education and training in the occupation of “management assistant in e-commerce”	Manfred Zimmermann	IV/16 – I/18

A4.2.544	Online information for the occupation of “footwear maker and finisher”	Petra Fitzner-Kohn	IV/16 – I/18
D4.2.545	Updating of advanced training regulations in the media sector	Dr. Heike Krämer	I/17 – I/18
D 4.2.546	Updating of vocational education and training in the occupation of “custom shoemaker”	Christiane Reuter	I/17 – II/18
D4.2.547	Updating of vocational education and training in the occupation of “precious stone engraver”	Brigitte Seyfried	I/17 – III/18
D4.2.548	Preliminary investigation to identify changes needed to structure and contents in vocational education and training in the occupation of “paper technician”	Dr. Heike Krämer	I/17 – IV/17
D4.2.549	Updating of advanced training regulations leading to the qualification of “certified senior event technology specialist”	Dr. Heike Krämer	I/17 – III/18
A4.2.551	Online occupational information (implementation guide) in the “Structuring training” series for the training occupation of “engraver”	Petra Fitzner-Kohn	II/17 – IV/17
D4.2.553	Updating of the legal ordinance of 12 July 2006 pursuant to § 53 BBiG on the examination leading to the recognised advanced training qualification of “certified business economist”	Gunther Spillner	II/17 – II/18
D4.2.554	Updating of vocational education and training in the occupation of “precision tool mechanic”	Axel Kaufmann	I/17 – II/18
D4.2.557	Development of advanced training regulations leading to the qualification of “certified restorer in the craft trades”	Markus Bretschneider	I/17 – IV/18
D4.2.558	Need for foreign language competence in the area of advanced training regulations	Dr. Yuliya Prakopchyk	I/17 – II/18
D4.2.559	Guidance on the qualification of “certified specialist for vocational rehabilitation”	Kirsten Vollmer	III/17 – IV/18
D4.2.560	Implementation guide on structuring training for the occupation of “foundry mechanic”	Hedwig Brengmann-Domogalla	II/17 – II/18
A4.2.561	Online occupational information (implementation guide) in the “Structuring training” series for the training occupation of “management assistant in e-commerce”	Carl Schamel	IV/17 – III/18
D4.2.562	Updating of the IT occupations (information technology specialist, information technology and telecommunications system electronics technician, information and	Henrik Schwarz	III/17 – III/18

	telecommunications system support specialist and information technology officer)		
A4.2.563	Digitalisation of the Archive of Occupations	Petra Steiner	IV/17 – IV/21
A4.2.564	Online occupational information (implementation guide) in the “Structuring training” series for the training occupation of “custom shoemaker”	Petra Fitzner-Kohn	IV/17 – IV/18
D4.2.565	Updating of vocational education and training in the occupation of “goldsmith and silversmith”	Brigitte Seyfried	IV/17 – I/19
D4.2.566	Updating of vocational education and training in the occupation of “organ builder”	Brigitte Seyfried	IV/17 – IV/18
D4.2.567	Partial updating of vocational education and training in the industrial metal occupations	Axel Kaufmann	IV/17 – II/18
D4.2.568	Partial updating of the industrial electrical occupations and of the occupation of mechatronics technician	Henrik Schwarz	IV/17 – III/18
D4.2.569	Amendment to the ordinance on vocational education and training in the occupation of chemical technician	Dr. Stephanie Conein	IV/17 – II/18
D4.2.570	Updating of the ordinance for vocational education and training in the occupation of “industrial cleaner”	Daniel Schreiber	IV/17 – III/18
A4.2.571	Online occupational information (implementation guide) in the “Structuring training” series for the training occupation of “vessel and equipment constructor”	Carl Schamel	IV/17 – IV/18
A2.0.501	Qualifications development research in the data infrastructure sector – surveys for the early recognition of changes in skills requirements	Prof. Dr. Robert Helmrich	III/97 – ongoing
A3.0.254	Documentation of initial and advanced training occupations	Jörg Schröder	III/98 – ongoing
A3.2.307	“Training Plus”	Silvia Hofmann	I/15 – ongoing
D3.2.309	Transfer of the German National Reference Point for Quality Assurance in Vocational Training (DEQA-VET) to BIBB	Helena Sabbagh	III/17 – III/19

Development projects (D) and academic research services (A) (third party funded and commissioned)				
No. / project type	Title	Head	Time frame	Client
A 7.8.098	Office for Transitions to Training and Work – “überaus”	Frank Neises	IV/12 – IV/18	Ministry of Education and Research (BMBF)
D 7.8.153	Vocational education and training for sustainable development 2015-2019	Barbara Hemkes	III/15 – IV/19	Ministry of Education and Research (BMBF)
D 7.8.165	ASCOT+ transfer initiative	Dr. Yuliya Prakopchyk	II/17 – III/21	Ministry of Education and Research (BMBF)
A 7.8.167	Promotion of European cooperation in the field of quality assurance in vocational education and training (Research and Internet)	Helena Sabbagh	III/17 – I/19	EU Commission EACEA 36/2016 (Erasmus +)
A 3.0.554	Specialist guidance, support and coordination for the Vocational Education and Training Research Initiative of the BMBF (departmental research)	Christoph Heuer, Dr. Bernhard Hilker	III/06 – IV/18	Ministry of Education and Research (BMBF)
A 3.0.560	Development and deployment of digital media in vocational training – project consultancy, support and evaluation of the BMBF funding measure	Tanja Schubert	IV/07 – IV/19	Ministry of Education and Research (BMBF)
A 3.0.570	SafetySim – development of digital training concepts for realistic plant simulation of the use of safety programmable logic controllers (PLC’s) in company-based initial and continuing training	Prof. Dr. Michael Heister	IV/17 – III/20	German Statutory Accident Insurance Associati

				on (DGUV)
A 7.8.150	Digitalisation in inter-company vocational training centres and in centres of excellence (“Inter-company Vocational Training Centres Special Programme on Digitalisation”)	Dr. Claudia Schreier	I/16 – II/20	Ministry of Education and Research (BMBF)
A 7.8.160	Open Educational Resources (OER) – Information Agency	Dr. Bodo Rödel	IV/16 – IV/18	DIPF/ BMBF

Main thematic area 3: Conditions and structures of lifelong learning

Research projects (self-financed)				
No.	Title	Head	Time frame	
1.3.301	Models and procedures for the recognition of professional and vocational qualifications and competences acquired abroad in selected states – design principles, construction, implementation (MoVA)	Dr. Christiane Eberhardt	I/13 – I/18 (also in main focus of activity 5)	
2.3.306	Continuing vocational training – expenditure and benefits of individuals	Dr. Normann Müller	I/15 – IV/18	
3.3.308	Transformation and coordination at the interfaces from vocational to higher education – permeability in practice from the perspective of vocational education and training	Barbara Hemkes	I/17 – IV/19	
Research projects (third party funded and commissioned)				
No.	Title	Head	Time frame	Client
7.8.148	Survey on continuing training behaviour in Germany in 2016	Dr. Friederike Behringer	IV/15 – IV/17	Ministry of Education and Research (BMBF)
7.8.168	CVTS5 additional survey for Germany	Dr. Normann Müller	II/17 – II/20	Ministry of Education and Research (BMBF)

Development projects (D) and academic research services (A) (self-financed)			
No. / project type	Title	Head	Time frame
A 2.0.001	Pilot projects (funding pilot projects including evaluation research – BBiG § 90 Paragraph 3 No. 1) (self-financed since 2010)	Barbara Hemkes	II/11 – ongoing

Development projects (D) and academic research services (A) (self-financed)			
No. / project type	Title	Head	Time frame
D 4.3.305	Advanced training requirements for possible professional careers alongside certified industrial foreman specialised in metal working	Axel Kaufmann	I/17 – I/18

Development projects (D) and academic research services (A) (third party funded and commissioned)				
No. / project type	Title	Head	Time frame	Client
D 7.8.135	Innovative approaches to future-oriented continuing vocational training	Barbara Hemkes	II/15 – II/19	Ministry of Education and Research (BMBF)
A 7.8.092	Training grant	Bert Butz	III/12 – II/19	Ministry of Education and Research (BMBF)
A 7.8.145	Decade for Literacy (Decade Office)	Karin Küßner	III/15 – III/20	Ministry of Education and Research (BMBF)

Main thematic area 4: the diversity of vocational education and training

Research projects (self-financed)				
No.	Title	Head	Time frame	
3.4.305	Chances of access to vocational training for young refugees with a right to remain in Germany – opportunities and barriers in guidance and support	Dr. Bernhard Hilker	II/17 – III/19	
Research projects (third party funded and commissioned)				
No.	Title	Head	Time frame	Client
None at present (status: 27/07/2017)				

Development projects (D) and academic research services (A) (self-financed)				
No. / project type	Title	Head	Time frame	
A3.0.538	Foraus.de – the BIBB Internet forum to support training staff	Franziska Kupfer	I/04 – ongoing	
D3.4.304	Process chain for the sustainable integration of refugees into dual training	Dr. Christian Vogel	IV/16 – II/18	
Development projects (D) and academic research services (A) (third party funded and commissioned)				
No. / project type	Title	Head	Time frame	Client
A7.9.004	The Vocational Orientation Programme of the Federal Ministry of Education and Research (BOP) – vocational orientation in inter-company vocational training centres and comparable VET centres	Guido Kirst; Lucia Winter	I/08 – ongoing	Ministry of Education and Research (BMBF)

Main thematic area 5: Internationalisation of vocational education and training

Research projects (self-financed)				
No.	Title	Head	Time frame	
1.3.301	Models and procedures for the recognition of vocational qualifications and competences acquired abroad in selected states – design principles, construction, implementation (MoVA)	Dr. Christiane Eberhardt	I/13 – I/18	
1.5.312	Dual training as a company strategy to secure a supply of skilled workers – case studies on motivation and organisation in international comparative terms	Dr. Philipp Christian Grollmann	II/15 – III/17	
1.5.313	Development of national training standards – stakeholders, procedures and design in European comparative terms	Philipp Ulmer	I/15 – IV/18	
Research projects (third party funded and commissioned)				
No.	Title	Head	Time frame	Client
7.8.151	New models of work-based learning	Marthe Geiben	IV/15 – II/18	EU

7.8.157	The changing nature and role of vocational education and training	Ute-Hippach Schneider	I/16 – IV/18	Cedefop
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Development projects (D) and academic research services (A) (self-financed)			
No. / project type	Title	Head	Time frame
D1.5.310	Evaluation research for the German-Portuguese Training Project for company-based tutors	Philipp Ulmer	I/14 – III/17
A1.5.314	Transfer in (international) VET cooperation agreements	Dr. Marthe Geiben	II/15 – II/17
D1.5.316	Employee mobility in border areas (AMoG) – preliminary study for a research project on conditions, motives and implementation instruments for employee mobility in selected border areas of Germany	Dr. Christiane Eberhardt	II/17 – IV/18
D1.5.317	Concept for a relaunch of the Data Report – chapter on VET indicators for the purpose of European comparison	Dr. Philipp Christian Grollmann	IV/17 – IV/19
A1.0.511	Database for the presentation of the German vocational education and training system in an international context	Thomas Materna	I/03 – ongoing

Development projects (D) and academic research services (A) (third party funded and commissioned)				
No. / project type	Title	Head	Time frame	Client
A1.0.516	European cooperation in vocational education and training research within the scope of the CEDEFOP ReferNet Network	Ute-Hippach Schneider	III/03 – IV/19	CEDEFOP
A7.8.002	Activities with partner institutions and international organisations and activities undertaken within the scope of government programmes	Michael Wiechert	I/17 – ongoing	
A7.8.041	National Agency – German National Europass Centre (NEC)	Sibilla Drews, Klaus Fahle	I/07 – ongoing	EU Commission
A7.8.094	European Agenda for Adult Education	Hans-Georg Rosenstein	III/12 – IV/19	Ministry of Education and Research (BMBF)
A7.8.111	German-Israeli Programme for Cooperation in Vocational Education and Training (Israel)	Bahram Kazemkhani	II/13 – ongoing	Ministry of Education and Research (BMBF)
A7.8.112	Information and Advisory Centre for periods of vocational education and training spent abroad (IBS)	Dr. Gabriele Schneider	I/13 – IV/20	Ministry of Education and Research (BMBF)
A7.8.124	National Agency – “European Platform for Adult Learning in Europe” (EPALE)	Christian Bernhard	IV/14 – IV/18	EU
A7.8.133	Prototyping Transfer – recognition via skills analyses	Kornelia Raskopp	I/15 – IV/18	Ministry of Education and Research (BMBF)
A 7.8.159	Erasmus+ mobility project in vocational education and training with pool places	Dr. Monique Nijsten	II/16 – IV/20	EU + BMBF
A7.8.161	MoPaDual (Modelo Paraguayo de Formación Dual) – implementation of a dual training	Dr. Anika Jansen	IV/16 – IV/18	SINAFOCAL, SNPP

Development projects (D) and academic research services (A) (third party funded and commissioned)				
No. / project type	Title	Head	Time frame	Client
	system in public and private VET institutions in Paraguay			
A7.8.162	Monitoring and evaluation research of the “Professional Recognition in Baden-Württemberg” scholarship programme	Robert Stephan Koch	I/17 – IV/18	Baden-Württemberg Foundation