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Graduate surplus and skilled-worker shortage: Trends in the vocational qualification structure / Felix Bremser ; Anna Christin Höver ; Manuel Schandock. - Literaturangaben, Abb. In: Berufsbildung in Wissenschaft und Praxis : BWP. - 41 (2012), H. 4, S. 11-15 - <http://www.bibb.de/en/23184.php> [Accessed 13.8.2015]

“For some considerable time, Germany's vocational qualification structure has shown a trend in the direction of higher qualifications. According to the OECD, however, graduate numbers are still very low in Germany by international comparison and it calls for them to be raised. This article sets out the possible consequences of a one-sided increase in the graduate ratio for the development of the qualification structure of the German population as a whole. To this end, trends in student numbers and transitions between the different qualification segments will be examined. Graphs are used to show the qualification supply and demand trends since 1996 and to carry out projections up to the year 2030 with the help of appropriate model-based calculations.” (BIBB-Doku)

Compatibility potential of vocational education and higher education in competence orientation/ Volker Rein. - 18 S. : Literaturverz. In: Berufs- und Wirtschaftspädagogik - online. - (2012), H. 23 http://www.bwpat.de/ausgabe23/rein_en_bwpat23.pdf [Accessed: 23.5.2013]

“The discussion about the ‘academization of vocational education’ is taking place within the context both of the increase in knowledge-based areas of work for skilled workers and managers introduction and in services, and the question of the extent to which the vocational professionalization of this can be designed in an increasingly academic way in connection with higher education. In the context of European educational processes (Bologna 1999, Copenhagen 2002, Maastricht 2004), the discussion until now regarding differences and common ground between the educational sectors has seen a qualitative leap through the competence-related Shift to Learning Outcomes for promoting vocational qualifications and qualification for employment. This paper assumes that, when qualification goals are defined as described, there are no fundamental barriers between the academic requirements of discipline-centric higher education systems and an orientation toward vocational requirements. On the contrary, in both educational sectors there is already a potentially compatible competence-related orientation for the design of educational pathways and qualifications, both implicit, and, to some extent, explicit, which represents a considerable prerequisite for the design of the permeability of educational pathways between vocational and higher education. This paper discusses educational and academic reflections as well as approaches towards orientation to action, in the context of educational policy goals and prevailing circumstances, with regard to a broader and compatible understanding of soft and hard skills for both educational sectors. Finally, there are discussions of the catalytic potential of instrumental approaches for transparency and comparability of qualifications (with a focus on qualifications frameworks), as well as of the interface between qualifications to promote competence-related compatibility and permeability between the two educational sectors.”(Authors’ abstract; BIBB-Doku)

Best practices in forecasting labour demand in Europe : Report II / Lukasz Arendt [Hrsg.] ; Magdalena Ulrichs [Hrsg.]. - Warsaw : Instytut Pracy i Spraw Socjalnych, 2012. - 154 S. : Literaturangaben, Abb., Tab. -

http://www.prognozowaniezatrudnienia.pl/g2/oryginal/2012_12/e682ecc28075e068b129be3245f75304.pdf [Accessed 28.2.2013]. - ISBN 978-83-61125-73-0

This book describes systems of forecasting labour demand used in five Member States of the European Union (United Kingdom, Finland, Czech Republic, Germany, Netherlands). "The analysis of these systems, which may be seen as examples of the so called best practices, has led to the formulation of recommendations for the new Polish model and system of employment forecasting that is built within the EU co-funded project 'Analysis of the processes on the Polish labour market and in the area of social integration in the context of conducted economic policy', Task 2 'Establishing the integrated forecasting and information system providing employment forecasts'." (Hrsg., BIBB-Doku)

Companies costs from dissolved training contracts / Felix Wenzelmann ; Heike Lemmermann. - Literaturangaben, Tab.

In: Berufsbildung in Wissenschaft und Praxis : BWP. - 41 (2012), H. 5, S. 4-5

<http://www.bibb.de/en/23109.php> [Accessed 21.10.2013]

„According to the 2012 Data Report of the Federal Institute for Vocational Education and Training (BIBB) around one in five training contracts in the German dual system of vocational education and training (VET) is dissolved before the end of the contractually agreed duration of training. Initially it seems as if the total investment by all parties concerned up to the point of dissolution has been wasted. But a majority of young people go on to conclude a new training contract, in which case the investment is not entirely wasted from the perspective of the economy as a whole. The article sets out calculations which enable the costs of these prematurely dissolved training contracts (referred to in abbreviated form as dissolved contracts) to be quantified for the first time.“ (BIBB-Doku)

Promoting diversity in the workplace and making such diversity visible - the example of an employee survey on migrant background / Jessica Erbe ; Gerburg Benneker. - Literaturangaben.

In: Berufsbildung in Wissenschaft und Praxis : BWP. - 41 (2012), H. 5, S. 38-39

<http://www.bibb.de/en/23112.php> [Accessed: 14.8.2015]

“Academic research assistant at the JOBSTARTER /KAUSA Programme Office at BIBB; member of the Diversity Working Group

It is useful for both private sector companies and public sector institutions to address the issue of the diversity of their staff. An initial step in this direction is for companies to ascertain where they actually stand. The present paper illustrates the specific approach adopted by BIBB as an example. The Institute recently polled its employees on their own migrant background. The main thing required for such a process to run successfully is good communication.“ (BIBB-Doku)

The BIBB Training Panel - An Establishment Panel on Training and Competence

Development / Christian Gerhards ; Sabine Mohr ; Klaus Troltsch. - Literaturangaben, Tab. In: Schmollers Jahrbuch : Zeitschrift für Wirtschafts- und Sozialwissenschaften ; journal of applied social science studies. - 132 (2012), H. 4, S. 635-652

Establishments play a key role in Germany's working age population, be it as apprentices in the dual VET or later in the world of work, when establishments offer continuing training programs. All in all, establishments create integrated opportunities for their staff to acquire qualifications and competencies. In order to study training opportunities, BIBB has been carrying out an Establishment Panel on Training and Competence Panel, the so-called BIBB Training Panel. Long-term data on training activities in Germany's establishments are recorded. In its initial phase, the Training Panel has been financed by the Federal Ministry of Education and Research for three years and is conducted jointly by BIBB together with TNS Infratest, a market research company. A general aim of the Training Panel was the creation of a long-term database with information on establishment training and competence development in Germany. The structure of this document is the following: The general aims of the Training Panel - Summary of the statistical population and sampling requirements, explanation of technical terms - Technical information on questionnaires, field study phase and data editing - Access and data security - Conclusion: future tasks and forecast. (BIBB-Doku)

Creating the initial vocational qualification from the German Microcensus : [paper presented at the RC33 Eighth International Conference on Social Science Methodology, 10 July 2012, University of Sydney] / Tobias Maier ; Robert Helmrich. - 4. April 2012. - Sydney, 2012. - 15 S. : graf. Darst., Literaturangaben. - <http://conference.acspri.org.au/index.php/rc33/2012/paper/download/449/20> [Accessed 5.3.2013]

"After secondary education, school leavers generally specialize to compete on the labor market. This specific knowledge can be obtained through apprenticeship (vocational education and training) or higher education. This initial vocational qualification or trained occupation is supposed to have a high impact on further career paths of individuals in countries with a high degree of formalization in the education and training system, like Germany. However, in the German case, it is hard to find large data sources that measure the initial vocational qualification for all qualification levels (ISCED 3b-6) in conjunction with other socio-demographic variables." The German Labour Force Survey (LFS), an integral part of the German Microcensus, represents the official statistic on the population and the labour market in Germany and covers 1% of all households in Germany. Its purpose is to supply information on the economic and social position of the population, employment activity, the labour market and training. However, the initial vocational qualification of the economically active population is not provided directly in the sample. But since the survey year 2005 every respondent is compulsory asked to specify the major field of study. By using this additional information the BIBB is able to reconstruct the 'initial vocational qualification' for everybody with a qualification equal and higher to ISCED 3b. This paper demonstrates the method of creating the initial vocational qualification and illustrates the idea behind clustering occupations according to their main focus of activity. It also shows how this method could be used for other countries carrying out the LFS." (Authors' abstract, BIBB-Doku)

Boosting permeability between vocational training and higher education : transition measures and study models for people with vocational qualifications under the new BMBF-funded Initiative ANKOM / Egon Meerten. - Literaturangaben.

In: Berufsbildung in Wissenschaft und Praxis : BWP. - 41 (2012), H. 4, S. 58-59

<http://www.bibb.de/en/23183.php> [Accessed 21.10.2013]

“Enhancing permeability between vocational training and higher education requires target-group-specific transition management. The procedures for crediting vocational competence towards university degree programmes that were piloted under the BMBF - Initiative ANKOM (2005-2008) were a critical milestone in this process. Phase 2 of the BMBF - Initiative ANKOM was launched in 2012 and takes these results forward. Until 2014, 20 projects will pilot measures to support the target group of vocational-qualification holders and to develop and test transition models and course structures.” (BIBB-Doku)

ECVET as a instrument for quality assurance / Karin Küßner.

In: Ecvet as a vehicle for better mobility? Moving from recommendation to practice : experiences and results gained from the pilot projects SME Master Plus, AEROVET, CREDCHEM und VaLOGReg (2009-2012) / Christiane Eberhardt [Hrsg.]. - Bonn. - (2012), S. 46-51

<http://www.bibb.de/veroeffentlichungen/de/publication/show/id/6889> [Accessed 6.10.2012]. - ISBN 978-3-88555-926-9

This contribution deals with the significance of EQF, ECVET and EQAVET for the momentum to the implementation of the aims of a common European educational system. The aim of the new work program "Strategic Framework for European Cooperation in Education and Training (ET 2020) is to continue in the joint effort to develop a the most competitive economy in the world. These Instruments EQF, ECVET and EQAVET will only be successful if they lead to practicable solutions and if transparent and clear quality assurance takes place. Germany plays an active role from the very beginning of the in developing pilot projects in context with the DECVET pilot initiative. DECVET is the systematic piloting of a credit point system in order to facilitate the recording, transfer and crediting of learning outcomes of vocational training to another system. Even if progress has been made within the two decades of systematic joint efforts towards the aim of a common European educational system, there are still deficiencies in the recognition of occupational competencies acquired abroad, at other learning venues or in another context. Thus ECVET that is learning outcomes oriented provides a basis facilitating cooperation and communication between partners from abroad and can make an important contribution to a more effective use of learning phases abroad. (BIBB-Doku)

Ecvet as a vehicle for better mobility? Moving from recommendation to practice : experiences and results gained from the pilot projects SME Master Plus, AEROVET, CREDCHEM und VaLOGReg (2009-2012) / Christiane Eberhardt [Hrsg.]. - Bonn : Bundesinstitut für Berufsbildung, 2012. - 57 S. : Literaturangaben, Abb. + Anhänge, getr. Zählung. - (Wissenschaftliche Diskussionspapiere ; 134) . -

<http://www.bibb.de/veroeffentlichungen/de/publication/show/id/6889> [Accessed 6.10.2012]. - ISBN 978-3-88555-926-9

"The Copenhagen Declaration of 2002 initiated a multitude of activities aimed at fostering the mobility of individual persons and at increasing the transparency of qualifications. One of these initiatives encompasses the development of the European Credit System for Vocational Education and Training, or ECVET. The aim of ECVET is to establish a procedure which permits the transfer and reciprocal recognition of learning outcomes achieved in different educational systems and within various contexts of initial and continuing vocational education and training. One major stage of development is marked by the 'Proposal for the establishment of a European Credit System for Vocational Education and Training (ECVET)', which was adopted by the European Parliament in December 2008. Following a test phase suggested by a majority of the member states, the European Commission published an open call for tenders on the 'Testing and Development of the European Credit System for Vocational Education and Training - ECVET in May 2008. Eleven projects were selected to pilot ECVET across the whole of Europe during the period from 2009 to 2012. The present publication 'ECVET as a vehicle for better mobility? From the European Recommendation to piloting in practice' addresses the experiences and results gained from the pilot projects SME Master Plus, AEROVET, CREDCHEM and VaLOGReg with the objective of debating the opportunities for and limitations of applying ECVET within the context of the promotion of European mobility with representatives from practice and policymaking." (BIBB-Doku)

ECVET: Piloting between the poles of European requirements and German application practice / Birgit Thomann ; Christiane Eberhardt. - Literaturangaben.

In: Ecvet as a vehicle for better mobility? Moving from recommendation to practice : experiences and results gained from the pilot projects SME Master Plus, AEROVET, CREDCHEM and VaLOGReg (2009-2012) / Christiane Eberhardt [Hrsg.]. - Bonn. - (2012), S. 3-7 <http://www.bibb.de/veroeffentlichungen/de/publication/show/id/6889> [Accessed 6.10.2012]. - ISBN 978-3-88555-926-9

"This contribution is a strong plea in favor of a training phase abroad, as it provides personal as well as professional motivation. Both is confirmed by the good experience made by executives in enterprises offering their apprentices mobility phases abroad. A view which is also supported by a survey "Hidden mobility in vocational education and training." A vast majority of them underlines that a time spent abroad strengthens the autonomy of their apprentices and see a "boost in their motivation". Admittedly, training phases abroad are still the exception in apprenticeships in Germany, where a stay abroad is predominantly confined to larger companies with more than 500 employees. In recent years progress has been made to create a legal framework which is favorable for training phases abroad, i.e. the amendment of the Vocational Training Act (BBiG). In the last few years there was an array of European instruments fostering transnational mobility. One of them is ECVET, the European Credit Transfer System for Vocational Education and Training. It provides apprentices with the chance of transferring proven learning outcomes to training in their own country and to obtain a credit for their achievements. The results of the pilot projects reveal another important point to be made in future debates ECVET-based mobility elements require favorable general conditions making ECVET approaches available for subsequent use by companies, schools or further educational providers. (BIBB-Doku)

The effect of labor market regulations on training behaviour and quality : the German labor market reform as a natural experiment / Anika Jansen ; Mirjam Strupler Leiser ; Felix Wenzelmann ; Stefan C. Wolter. - Zürich, 2012. - 24 S. : Literaturverz., Tab. - (Leading House working paper ; 83) . - <http://edudoc.ch/record/106902/files/zu13027.pdf> [Accessed: 12.6.2013]

"Labor market frictions are seen in many extensions of the classical human capital theory as a prerequisite for firms financing general training. The labor market reforms in Germany at the beginning of the millennium have therefore been seen by many as a danger to the firms' willingness to support the apprenticeship training system. This paper analyzes the training strategies German firms deployed to cope with the greater labor market flexibility as a result of the labor market reform. Switzerland where no reforms had taken place serves as the counterfactual. The results show that firms successfully reduced the net-costs of training by involving apprentices in more work and reducing non-productive tasks, like practicing. Contrary to the widespread fear, this adapted training strategy resulted also in a substantial increase in work-related competencies and productivity of apprentices." (Authors' abstract; BIBB-Doku)

Employment forecasting in Germany - an occupational flexibility matrix approach / Robert Helmrich ; Tobias Maier. - Literaturangaben, Abb., Tab.

In: Best practices in forecasting labour demand in Europe : Report II / Lukasz Arendt [Hrsg.] ; Magdalena Ulrichs [Hrsg.]. - Warsaw. - (2012), S. 103-126

https://www.prognozowaniezatrudnienia.pl/g2/oryginal/2012_12/e682ecc28075e068b129be3245f75304.pdf [Accessed 28.2.2013]. - ISBN 978-83-61125-73-0

This chapter starts with an overview of the data sources and taxonomy used for the coordinated projections of the demand and the supply of labour by occupation and qualification level. Then the methodology of the two-side models (BIBB-DEMOS and BIBB-FIT) and the results of supply forecasts on the occupational level compared to the demand of occupations are described. Furthermore, the concept of occupational fields developed by BIBB and an occupational flexibility matrix. The latter is a tool designed to analyse the interaction between initial vocational qualifications and the occupation exercised. Finally, the authors take a look at the planned actions within the project QUEBE ("Qualifikation und Beruf" - "Qualification and Occupation in the Future"), which aims at combining the demand and supply-side models into one integrated model. (BIBB-Doku)

New findings from the BIBB-IAB qualifications and occupational-field projections for the period up to the year 2030 / Robert Helmrich ; Gerd Zika ; Michael Kalinowski ; Marc Ingo Wolter. - Bielefeld : Bertelsmann, 2012. - 14 S. : Literaturangaben, graf. Darst., Tab. - (BIBB Report : Forschungs- und Arbeitsergebnisse aus dem Bundesinstitut für Berufsbildung ; 18/12)

<http://www.bibb.de/en/14067.php> [Accessed 17.9.2015]

"Statements regarding an impending shortage of skilled workers or even an overall shortage of labour have become a standard feature in political discussions about the future of the

German labour market. Model calculations of the qualifications and occupational-field projections conducted as part of the QuBe project which is being carried out jointly by the Federal Institute for Vocational Education and Training (BIBB) and the Federal Employment Agency's Institute for Employment Research (IAB) show that until the year 2030 there will be shortages in a few occupational fields despite increased employment behaviour, particularly among women and older workers. At macroeconomic level, no serious shortages are to be expected at national level in the coming years." (Authors' abstract, BIBB-Doku)

Employment without a vocational qualification - what are the available routes? / Uta Braun ; Felix Bremser ; Klaus Schöngen ; Sabrina Inez Weller. - Bielefeld : Bertelsmann, 2012. - 10 S. : Literaturangaben, graf. Darst., Tab. - (BIBB Report : Forschungs- und Arbeitsergebnisse aus dem Bundesinstitut für Berufsbildung ; 17/12)
<http://www.bibb.de/en/14052.php> [Accessed 17.9.2015]

"The present BIBB REPORT provides information on the nature of the opportunities which exist on the labour market for unskilled workers and on the type of employment such persons pursue if they are in active employment. The Report also presents the possibilities which arise for unskilled workers if they wish to obtain a higher qualification or adapt their existing training to meet organisational and/or technical changes. It concludes by describing the training provision offered for the target group of 'unskilled workers'." (Authors' abstract, BIBB-Doku)

European approaches to recognition of informal learning - potentials regarding ICT-components : paper / Silvia Annen. - 6 S. : Literaturangaben, Abb., Tab.

In: Proceedings of the 3rd International Conference on Society and Information Technologies (ICSIT 2012) / Nagib Callaos [Hrsg.] ; Hsing-Wei Chu [Hrsg.] ; Christian Kaufmann [Hrsg.] ; u. a.. - Orlando. - (2012), CD-ROM
http://www.iiis.org/CDs2012/CD2012IMC/ICETI_2012/PapersPdf/EB812BE.pdf [Accessed 6.6.2013]. - ISBN 978-1-936338-56-6

"In Europe the topic recognition of informal learning becomes more and more important (cf. e.g. Werquin/OECD 2007). At the same time the Europe-wide as well as the national approaches dealing with recognition are rather diverse. To present the results of a systematic analysis of selected European approaches is the aim of this paper. Furthermore a synoptical comparison of these practical examples is presented paying special attention on the use of ICT to support concrete recognition approaches. Further ideas to integrate ICT within these approaches are also introduced. To theoretically conceptualise and analyse the processes in the context of recognition of informal acquired competences beyond a mere descriptive level an institutional research perspective is required. So to examine the recognition of informal learning not only pedagogical theories but especially institutional theoretical approaches are relevant. Besides the competence theory and the certification theory the theoretical basis of the analysis is formed by the institution theory (particularly New Institutional Economics) and the governance approach (cf. Richter/Furubotn 2003 and Altrichter/Brüsemeister/Wissinger 2007)." (Authors' abstract, BIBB-Doku)

From "trying ECVET" to "putting ECVET into practice" : the CREDCHEM example / Christiane Eberhardt. - Abb.

In: ECVET magazine : keeping you informed about European Credit system for Vocational Education & Training. - (2012), H. 10, S. 21-23

http://www.ecvet-projects.eu/Documents/Bulletins/ecvet_mag_10-08-2012_0.pdf [Accessed 22.1.2013]

German case study report / Tanja Weigel.

In: Study on a comprehensive overview on traineeship arrangements in Member States : final synthesis report / Kari Hadjivassiliou ; Emanuela Carta ; Tom Higgins ; Catherine Rickard ; Suzanne Ter-Minassian ; Flavia Pesce ; Manuela Samek ; Davide Barbieri ; Daria Broglio ; Sandra Naaf ; Philipp Grollmann ; Tanja Weigel ; Tobias Wolfgarten ; Kristina Alice Hensen. - Luxembourg. - (2012), S. 247-252

<http://ec.europa.eu/social/BlobServlet?docId=7754&langId=en> [Accessed: 1.8.2012]. - ISBN 978-92-79-23539-9

"In Germany regulation of traineeships is largely restricted to those schemes which are training related, and as such, are covered by the Federal Vocational Training Act (Berufsbildungsgesetz). At present, of particular interest in Germany is how far the new Bologna-Structure of Higher Education causes substitution effects in recruitment at the cost of recruitment from the vocational education sector. Therefore, the aim of the German case study is to investigate whether the 'package' of Bachelor's degree plus traineeships might develop as an alternative to the dual system for clerical or technical occupations." (Authors' abstract; BIBB-Doku)

Germany: Preparing for the Labour Market and Lifelong Learning / Reinhold Weiß. - Literaturangaben.

In: KRIVET 15th Anniversary International Seminar : youth employability and skills development / Korea Research Institute for Vocational Education and Training [Hrsg.]. - Seoul. - (2012), S. 3-17

Germany has one of the lowest rates of youth unemployment in Europe and the world (8.0% in July 2012 compared to an EU average rate of 22.5%). This contribution argues that the main reason for the low level of youth unemployment is the close linkage between school-based and company-based learning in the dual system of vocational education and training (VET). One chapter describes the VET strategies of both the Federal Government and the federal state governments to reduce youth unemployment. Finally, special measures which aim to provide better vocational orientation for young people and improved matching of supply and demand on the training market are presented. (BIBB-Doku)

Getting ahead through advanced vocational training : German background report on the OECD study "Skills beyond school" / Ute Hippach-Schneider ; Georg Hanf ; Normann Müller ; Manuel Schandock ; Verena Schneider. - Bonn, 2012. - 61 S. : Literaturverz., Tab., Abb. - http://www.bmbf.de/pub/getting_ahead_through_advanced_vocational_training.pdf [Accessed 14.1.2013]

"This OECD-endeavour started in 2011 and deals predominantly with postsecondary skills acquired after initial training. This phase of training - advanced vocational training, continuing training - is continuously gaining importance in view of enterprises being forced to be more and more competitive in dynamic economies. These enterprises are all the more in need of highly skilled workers. This was the starting point for OECD to prepare an international comparative overview on participating countries as well as specific reviews dealing with countries under this activity. Under the auspices of the Federal Ministry of Education and Research (BMBF) and the Standing Conference of the Länder Ministers of Education the focus of the national report was laid on formal advanced training programs, the respective qualifications at level 5 B on the scale of the International Classification of Education (ISCED). They include advanced training courses according to the Vocational Training Act (BBiG) and the Crafts Regulation Code (HwO). Additionally courses at trade and technical schools (Fachschulen) and specialized academies were examined. As they are not regarded as part of the higher education sector, courses at universities of cooperative education (Berufsakademien) or cooperative state universities (Duale Hochschulen) are not part of the report. Likewise, schools for the health sector and for public administration are excluded because they mainly deal with initial vocational education and training. All the participating countries had to conceive their own national background reports with the OECD only furnishing guidelines for the structure of the respective reports and the questions to be answered. That was also the basis for the "National Background Report". State regulated formal vocational training with a strong involvement of company practitioners is at the core of a wide range of advanced training programs in Germany. The "National Background Report for Germany" not only deals with responsibilities and structure, but also with aspects of participation and continuing education counseling. It illustrates among others possibilities of transfer to higher education, i.e. the aspect of permeability. Due to the restricted thematic focus a comprehensive overview of all advanced training opportunities was neither possible nor intended." (BIBB-Doku)

Induction as a research area of pedagogical interest : the first year of work and induction into a job as field of interest for pedagogical research? / Marthe Geiben. - Literaturangaben ; graf. Darst.

In: Perspectives on European Educational Policy and Practice (PEEPP) : papers from the Erasmus Intensive Programme Summer School, Haapsalu, 2009 and 2010 / Paul Garland. - Sheffield. - (2012), S. 47-59
ISBN 978-1-84387-350-1

"In this article, the author presents key questions on induction into work and the first year of employment of job entrants with midlevel qualifications. To point out the most relevant issues in research and practice, the author will in a first step define the used understanding of the key concepts: induction, job entrants and midlevel qualification. In a second step, she will

show some of the relevant disciplines already dealing with the issue of the first year of work, e.g. human resources development, pedagogic, or sociology. In a third step, current research projects will be outlined and in the conclusion, open (research) questions on this special period in (professional) life will be stressed." (Authors' abstract, BIBB-Doku)

Is ECVET fostering the establishment of a European mobility network? : The example of CREDCHEM / Christiane Eberhardt ; Beatrice Schlegel. - Literaturangaben, Abb., Tab.

In: Ecvet as a vehicle for better mobility? Moving from recommendation to practice : experiences and results gained from the pilot projects SME Master Plus, AEROVET, CREDCHEM und VaLOGReg (2009-2012) / Christiane Eberhardt [Hrsg.]. - Bonn. - (2012), S. 30-40

<http://www.bibb.de/veroeffentlichungen/de/publication/show/id/6889> [Accessed 6.10.2012]. - ISBN 978-3-88555-926-9

On the basis of the chemical sector the authors illustrate the necessity of promoting international competence. The interests of the European chemical industry are congruent with the efforts made in the European educational policy. Since March 2009, CREDCHEM has been piloting the ECVET instrument, which aims at reducing barriers to mobility. CREDCHEM is a collaboration of VET institutes from Bulgaria (NAVET), the Czech Republic (NUV), Slovakia (SIOV) and Germany (BIBB). Pedagogical Support was provided by the relevant chemical and environmental faculties of the Technical University of Dresden. The main principle for CREDCHEM was that mobility phases in skilled work in the chemical sector can only be achieved in the medium or long run. The following passages describe meticulously the methodological approach which can be described as the conversion from the work task to the learning outcome unit. These units are able to map a complete occupation. Working competence can only be identified in connection with work tasks. Therefore monitoring of increased competence an increased at the end of a learning phase abroad takes place by competence oriented test assignments. Furthermore there is also an assessment form reflecting professional skills, problem solving ability, communication skills and team player skills. There are many indications has so far succeeded in establishing structural approaches which are favorable for the promotion of ECVET aimed at improving transnational mobility even if these three years of project piloting reveal problems that remain open. For example the extent to which dual training partners will be able and open to impart units of learning outcomes within their everyday company routine. It goes without saying that ECVET based mobility requires an appropriate infrastructure. (BIBB-Doku)

Methods and instruments for the evaluation of vocational education and training systems : requirements of practitioners and the claim for evidence / Philipp Grollmann ; Birgit Thomann. - Literaturangaben.

In: ETF yearbook 2012 : evaluation and monitoring of vocational education and training systems and the role of evidence-based policy in their reforms. - Luxembourg. - (2012), S. 121-124

[http://www.etf.europa.eu/webatt.nsf/0/93FF9A0E437F7794C1257A560053A2EA/\\$file/ETF%20Yearbook%202012.pdf](http://www.etf.europa.eu/webatt.nsf/0/93FF9A0E437F7794C1257A560053A2EA/$file/ETF%20Yearbook%202012.pdf) [Accessed 1.10.2012]. - ISBN 978-92-9157-603-6

This chapter takes stock of methods and instruments which can be used to evaluate vocational education and training (VET) systems. It "takes as its point of departure the international conference on VET evaluation methodologies and tools organised in Königswinter in December 2009 and extracts lessons from papers presented at this event. The paper reflects on two overarching trends in contemporary VET policy: the increasing demand for instruments that can help policymakers and practitioners and the rising expectations about the quality of such instruments. A discussion on the potential applicability of approaches forms the core of the chapter. The chapter also discusses the importance of interpretive frameworks and the potential role of hermeneutic approaches (Verstehen) when trying to assess VET reforms. Finally, the chapter argues that organisations and centres of expertise, like BIBB and the ETF, could take a stronger role in further systematising of available knowledge in the field." (Hrsg., BIBB-Doku)

Methods and results of skills demand and supply forecasting - the case of Germany / Tobias Maier. - Literaturangaben ; graf. Darst. ; Tab.

In: Building on skills forecasts - comparing methods and applications : conference proceedings. - Luxembourg. - (2012), S. 129-146

http://www.cedefop.europa.eu/EN/Files/5518_en.pdf [Accessed 7.1.2013]. - ISBN 978-92-896-0892-3

This article gives an introduction to the methods of the QUBE (Beruf und Qualifikation in der Zukunft - Occupation and Qualification in the Future) project carried out by the Federal Institute for Vocational Education and Training (BIBB) and the Institute for Employment Research (IAB) with the Fraunhofer Institute for Applied Information Technology (FIT) and the Institute of Economic Structures Research (GWS). In this project, model calculations for future developments in labour supply and requirements in accordance with four qualification levels and 12 main occupational fields/54 occupational fields were drawn up. The author then compares the QUBE results with those of the Cedefop forecast of "Skills supply and demand in Europe". The main finding of this comparison is that even though the taxonomy and methods of the QUBE project differ from those of the Cedefop forecasts, both projections rely on similar databases and forecast similar trends for skills demand and supply development in Germany. (BIBB-Doku)

National report on traineeships : Germany / Tobias Wolfgarten ; Markus Linten.

In: Study on a comprehensive overview on traineeship arrangements in Member States : final synthesis report / Kari Hadjivassiliou ; Emanuela Carta ; Tom Higgins ; Catherine Rickard ; Suzanne Ter-Minassian ; Flavia Pesce ; Manuela Samek ; Davide Barbieri ; Daria Broglio ; Sandra Naaf ; Philipp Grollmann ; Tanja Weigel ; Tobias Wolfgarten ; Kristina Alice Hensen. - Luxembourg. - (2012), S. 227-246

<http://ec.europa.eu/social/BlobServlet?docId=7754&langId=en> [Accessed: 1.8.2012]. - ISBN 978-92-79-23539-9

"Traineeships play a very important role in ensuring a smooth transition both between school and professional training or university and between graduation from university or training and employment. They offer an essential opportunity for young people to acquire practical

skills that prepare them for their professional career." This contribution focuses on the situation concerning traineeships in Germany, considering the following aspects in particular: Traineeships as part of Member State's Youth Policy Measures; Legislative Framework for Traineeships; Availability of and Access to Traineeships; Practices and Content of Traineeships; Trainee's Rights and Terms and Conditions; Quality Assurance of Traineeships; Overall Assessment as regards Traineeships. (BIBB-Doku)

National report on traineeships : the Netherlands / Kristina Alice Hensen ; Dietmar Frommberger.

In: Study on a comprehensive overview on traineeship arrangements in Member States : final synthesis report / Kari Hadjivassiliou ; Emanuela Carta ; Tom Higgins ; Catherine Rickard ; Suzanne Ter-Minassian ; Flavia Pesce ; Manuela Samek ; Davide Barbieri ; Daria Broglio ; Sandra Naaf ; Philipp Grollmann ; Tanja Weigel ; Tobias Wolfgarten ; Kristina Alice Hensen. - Luxembourg. - (2012), S. 629-650

ISBN 978-92-79-23539-9

<http://ec.europa.eu/social/BlobServlet?docId=7754&langId=en> [Accessed: 14.8.2015]

"Traineeships ('stages'; 'stagelopen'; 'praktijkvorming'; 'beroepspraktijkvorming' (BPV); 'bvp-plaatsen') are an essential element of general, vocational and higher education in the Netherlands. In many programmes traineeships are an integral part of the curriculum. This is particular the case for the following sectors of vocational and higher education and training: Preparatory senior secondary vocational education (voorbereidend middelbaar beroepsonderwijs - VMBO) - a component of fulltime compulsory general education/lower secondary education. Senior secondary vocational education (middelbaar beroepsonderwijs - MBO) - the main part of vocational education and training in the Netherlands. Vocational/professional higher education (hoger beroepsonderwijs, HBO), which forms the bridge between vocational education and training and higher education. The main information presented in this study refers to these three elementary areas of the public system of vocational education, training and higher education in the Netherlands." (Authors' abstract, BIBB-Doku)

Patterns of Recruitment and Induction in Selected European Countries : First Results of Feasibility Study / Philipp Grollmann ; Marthe Geiben. - Literaturverz.

In: The future of vocational education and training in a changing world / Matthias Pilz [Hrsg.]. - Wiesbaden. - (2012), S. 499-517

ISBN 978-3-531-18527-9

The projects (Patterns of Recruitment and Induction in Selected European Countries, INDUCT II) described in this contribution "deal with an international comparison on the question of how companies recruit, with a focus on labour market entrants and what they (need to) do in order to make sure that labour market entrants fulfill the expectations that employers have in terms of skills and competences on the level of intermediate skilled work. One project was a feasibility study and the other project, that is just starting, is a full study following the feasibility study. The aim of the two projects was to investigate the linkage between establishments' recruitment practices, induction and work organization in various European

countries and the quality assigned to such VET system by employers. "(Textauszug; BIBB-Doku)

Potentials for Change in Education in Training through Interactions between Credit Systems and Qualifications Frameworks / Isabelle Le Mouillour.

In: The future of vocational education and training in a changing world / Matthias Pilz [Hrsg.]. - Wiesbaden. - (2012), S 481-497
ISBN 978-3-531-18527-9

Promoting ECVET to practitioners : the NetECVET network / Sibilla Drews ; Anette Curth. - Abb.

In: ECVET magazine : keeping you informed about European Credit system for Vocational Education & Training. - (2012), H. 12, S. 37-39

<http://www.ecvet-projects.eu/Documents/Bulletins/ecvetmag12.pdf> [Accessed 22.1.2013]

Qualification of staff in vocational education for prevention of break-offs of apprenticeships

/ Andreas Frey ; Birgit Rodler. - Bonn, 2012. - 6 S. - http://www.na-bibb.de/uploads/tx_ttproducts/datasheet/pib_2012_praelab_web.pdf [Accessed 15.11.2012]

Qualification pathways in the health professions and current challenges / Maria Zöller. - Literaturangaben, Abb.

In: Berufsbildung in Wissenschaft und Praxis : BWP. - 41 (2012), H. 6, S. 5-10
- <http://www.bibb.de/en/23049.php> [Accessed 17.8.2015]

“With around 4.8 million employees, the health system is Germany's largest and most expansive growth and employment market. Future challenges are posed by changing care needs resulting from demographic change, and by the growing complexity of care provision and new demands for interprofessional collaboration. These have implications for future qualification requirements and hence also for training and qualification. So what are the existing (training and qualification) pathways into the health service? The article structures and systematises the heterogeneous and confusing landscape of the non-academic training occupations. Starting out from the various legal bases on which these qualifications are regulated, it introduces the relevant initial vocational education and training (IVET) programmes. Currently these account for an approximate total of 330,000 school-based and company-based trainees across the (German vocational education) system (cf. Figure 1). After discussing continuing vocational education and training (CVET) options and current developments, the article concludes with an outlook for the possible further development of vocational education in this sector.” (BIBB-Doku)

Recognition of informal learning in Europe - criteria-based comparison of different approaches : paper presented at the Canada International Conference on Education (CICE-2012), University of Guelph, Ontario, Canada, June 18-21, 2012 / Silvia Annen. - [s.l.], 2012. - 7 S. : Literaturangaben, Tab.

"In Europe the topic recognition of informal learning becomes more and more important. At the same time the Europe-wide as well as the national approaches dealing with recognition are rather diverse. To present the results of a systematic analysis of selected European approaches is the aim of this paper. Furthermore a synoptical comparison of these practical examples is presented. Due to the fact that the existing approaches have not been integrated in a consistent Europe-wide strategy for the recognition of competences, the systematic comparison of the approaches shall provide a basis for appropriate recommendations. In this paper selected European approaches for the recognition of informal learning are analysed, classified and evaluated with the help of the following theoretically derived criteria: objectives, methods, norms and standards, stakeholders, rights of disposal, coordination as well as signaling and screening." (Authors' abstract, BIBB-Doku)

Measuring the social skills of medical assistants / Agnes Dietzen ; Moana Monnier ; Tanja Tschöpe. - Literaturangaben, Abb.

In: Berufsbildung in Wissenschaft und Praxis : BWP. - 41 (2012), H. 6, S. 24-28

<http://www.bibb.de/en/23050.php> [Accessed 17.8.2015]

"Specifically in personal services occupations where the primary emphasis is on dealing with people, social competences have a major influence on successful work performance. In health and nursing occupations this not only applies to coordination within the team but also, more importantly, to interactions with patients whose experiences and responses are often coloured by anxieties, worry or pain. 'Always be kind' is one of the requirements frequently mentioned in expert interviews. But what does this simple adage really mean? The article describes how the CoSMed project sets about answering this question in order to make the social competences of qualified Medical Assistants measurable." (BIBB-Doku)

The structure of hiring costs in Germany / Samuel Mühlemann ; Harald Pfeifer. - April 2012. - Zürich, 2012. - 30 S. : Literaturverz., graf. Darst., Tab. - (Leading House working paper ; 77) . - http://www.isu.uzh.ch/leadinghouse/WorkingPapers/0077_lhwpaper.pdf [Accessed 21.5.2013]

"In this paper, we analyze the structure of hiring costs of skilled workers in Germany. Using detailed and representative firm-level data on recruitment and adaptation costs of new hires, we find that average hiring costs amount to more than 8 weeks of wage payments (4,700 Euros). The structure of hiring costs is convex, as an increase in the number of hires by 1% increases hiring costs by 1.3%. We find a moderate effect of labor market institutions on the magnitude, but none on the structure hiring costs." (Authors' abstract, BIBB-Doku)

Study on a comprehensive overview on traineeship arrangements in Member States : final synthesis report / Kari Hadjivassiliou ; Emanuela Carta ; Tom Higgins ; Catherine Rickard ; Suzanne Ter-Minassian ; Flavia Pesce ; Manuela Samek ; Davide Barbieri ; Daria Broglio ; Sandra Naaf ; Philipp Grollmann ; Tanja Weigel ; Tobias Wolfgarten ; Kristina Alice Hensen. - Luxembourg : Publications Office of the European Union, 2012. - VI, 858 S. : Literaturverz., Tab., Abb. - <http://ec.europa.eu/social/BlobServlet?docId=7754&langId=en> [Accessed 3.7.2012]. - ISBN 978-92-79-23539-9

"The main objective of this study was to provide an overview of traineeship arrangements in all 27 Member States and to collect the most up-to-date information about different forms of traineeships across the EU. Traineeships are seen as an effective mechanism which allows young people to familiarise themselves with the world of work, thus facilitating their transition from education (or a period of inactivity or unemployment) to employment. However, there are also growing concerns across the EU about the quality and fairness of traineeships as well as their effectiveness as a school-to-work transition mechanism. The availability and quality of information on traineeships is rather uneven across the EU. This study is a response to the need for a comprehensive EU-wide robust traineeship-related evidence base. The study's methodological approach combined a range of qualitative methodologies which included stakeholder interviews at both EU and national levels; a quasi-systematic literature review; a comparative mapping exercise based on information collected in each Member State; and case studies." For the purposes of this study the following five types of traineeships were examined: (1) Traineeships which form optional or compulsory part of academic and/or vocational curricula; (2) Traineeships in the open market; (3) Traineeships as part of active labour market policies (ALMPs) for unemployed young people; (4) Traineeships which form part of mandatory professional training, e.g. law, medicine, teaching, architecture, accounting, etc.; and (5) Transnational traineeships. (Textauszug, BIBB-Doku)

Subsidies and levies as policy instruments to encourage employer-provided training / Normann Müller ; Friederike Behringer. - 20 June 2012. - Paris, 2012. - 56 S. : Literaturangaben. - (OECD Education Working Paper ; 80) . - [http://search.oecd.org/officialdocuments/publicdisplaydocumentpdf/?cote=EDU/WKP\(2012\)17&docLanguage=En](http://search.oecd.org/officialdocuments/publicdisplaydocumentpdf/?cote=EDU/WKP(2012)17&docLanguage=En) [Accessed 14.5.2013]

"This paper provides an overview of the available information concerning selected policy instruments intended to promote employer-provided training, including the stated rationale and objectives, the target groups and operational design as well as a summary of the evaluative evidence regarding their operation. The analysis focuses on policy instruments providing financial assistance or incentives, specifically, subsidies (including tax incentives and grants) and levy schemes that devote at least some share of their resources to continuing training. Training leave regulations are considered only to the extent that they can be treated as a form of subsidy or a levy scheme, depending on the main financing mechanism involved. Instruments that focus solely on improving the quality of training or enhancing transparency in the training market are not addressed. In addition to offering a description of different instruments, the paper discusses the strengths and weaknesses (or risks and opportunities, respectively) of different types of instrument or particular elements of instrument design. It also specifies principles of successful instrument design that have been put forth in the

literature and concludes with some remarks regarding the choice of policies." Training funds in combination with levy schemes in OECD and non-OECD countries are appended. (Authors' abstract, BIBB-Doku)

The transformation of the German vocational training regime: evidence from firms' training behaviour / Marius R. Busemeyer ; Renate Neubäumer ; Harald Pfeifer ; Felix Wenzelmann. - Literaturangaben.

In: Industrial relations journal. - 43 (2012), H. 6, S. 572-591

<http://kops.uni->

[konstanz.de/bitstream/handle/123456789/22658/Busemeyer_226589.pdf?sequence=2&isAll](http://kops.uni-konstanz.de/bitstream/handle/123456789/22658/Busemeyer_226589.pdf?sequence=2&isAll)
[owed=y](#) [Accessed: 17.4.2015]

"The German system of industrial relations has undergone significant changes in the last decade. This article reflects on and provides empirical evidence for how these changes have affected the training behaviour of firms. Conventional perspectives would predict a general decline in training investment when the constraints of collective wage bargaining are loosened. Relying on a large data set on the costs and benefits of apprenticeship training for the years 2000 and 2007, we do find evidence for this hypothesis but would add that the strength of the effect varies strongly across different types of firms. Large firms have benefited much more from participating in training than have small firms and have therefore maintained their investment in training because they are able to reduce net costs by expanding the productive contributions of apprentices. This finding may help to explain the apparent resilience of the German training system in the recent economic and financial crisis." (Authors' abstract, BIBB-Doku)

VET in Europe - Country Report Germany 2012 / Ute Hippach-Schneider ; Kristina Alice Hensen. - 10th ed. - Bonn, 2012. - getr. Zähl. : Literaturverz., Tab. -

http://www.refernet.de/images_content/DE_Country_Report_2012_mit_Annexe.pdf

[Accessed 16.1.2013]

VET Qualifications versus Bachelor Degrees? Recruitment at the Intermediate Qualification Level : Case Studies from Germany, England and Switzerland / Ute Hippach-Schneider ; Tanja Weigel. - Literaturangaben.

In: The future of vocational education and training in a changing world / Matthias Pilz [Hrsg.]. - Wiesbaden. - (2012), S. 259-272

ISBN 978-3-531-18527-9

"The German and Swiss economies value skilled work highly and initial vocational education and training (IVET) has been the predominant traditional pathway into such work. However, concerns about a more 'knowledge-based society' and the 'academic shift in the labour market' are starting to undermine the status associated with those who complete IVET pathways and these former trainees also face competition from graduates from the relatively new Bachelor programmes in Switzerland and Germany. An international project investigated

whether these developments pose a threat to developed IVET systems and whether companies are changing their recruitment strategies and how they rate the status of IVET. The findings from Germany and Switzerland were compared with the situation in England, the home of two-phase HE structures along with a very different tradition of vocational training. The findings from individual case studies in England, Germany and Switzerland are presented here, with the focus on the expectations of companies towards applicants with experience of IVET or Bachelor's degrees." (Authors' abstract; BIBB-Doku)

Vocational training for skilled workforces worldwide / Silvia Niediek.

In: Germany - Partner of the World : Documentation of Economy and Export 2012. - Köln. - (2012), S. 14-15

<http://www.orschel-verlag.de/wirtschaft/Partner72.pdf> [Accessed 1.7.2013]

Out of the frying pan and into the fire? : Vacant training places a future challenge faced by the training places market / Klaus Troeltsch ; Christian Gerhards ; Sabine Mohr. - Bielefeld : Bertelsmann, 2012. - 12 S. : Tab. ; graf. Darst. ; Literaturangaben. - (BIBB Report : Forschungs- und Arbeitsergebnisse aus dem Bundesinstitut für Berufsbildung ; 19/12) . -

<http://www.bibb.de/en/14058.php> [Accessed: 16.8.2015]

"Although demographic change and its attendant consequences for the dual training system are not being revealed to the massive extent predicted by many, its effects on the training places market are already clearly discernible. Whereas for many young people the search for vocational education and training places was long characterised by unsuccessful application letters, by waiting loops extending over periods of several years and by career choice compromises, their initial opportunities are now improving on a step-by-step basis albeit without any indication that conditions on the training places market could yet be described as satisfactory. Demographic upheaval means that increasing numbers of companies are unable to fill the training places they have on offer and are being left empty-handed as they seek to recruit young skilled workers for their own company-based training." (Authors' abstract, BIBB-Doku)

Ways through the jungle of competences : pre-application information and advisory provision / Claudia Moravek.

In: Berufsbildung in Wissenschaft und Praxis : BWP. - 41 (2012), H. 5, S. 15-18

<http://www.bibb.de/en/23111.php> [Accessed: 17.8.2015]

"People who are trying to obtain recognition of a foreign qualification so that they can work in Germany require a great deal of information about the legal bases of the various possible recognition procedures, and about the German vocational education and training system and labour market. Only then can they work out whether a procedure is worthwhile and where they can apply for an equivalency review. The article points out the challenges faced by individuals on the way to applying successfully for recognition of their occupational qualifications, and what information and advisory provision is available to support them." (Authors' abstract, BIBB-Doku)

Proportion of training contracts prematurely dissolved remains at a high level / Alexandra Uhly. - Literaturangaben, Tab.

In: Berufsbildung in Wissenschaft und Praxis : BWP. - 41 (2012), H. 2, S. 4-5

<http://www.bibb.de/en/23252.php> [Accessed: 17.8.2015]

"The stability of training contracts can be viewed as an indicator of the efficiency and effectiveness of the dual system of vocational education and training. Although training contracts dissolved before the end of the contractually agreed duration of training (referred to in abbreviated form as dissolved contracts) cannot be completely avoided and also make sense in some cases, they usually at least involve a loss of resources and may at worst mean an exit from participation in training. Selected findings are presented on the basis of VET statistics below." (Authors' abstract, BIBB-Doku)

Where to recruit - or poach - from next? : Reserves of skilled staff for nursing care / Tobias Maier. - Literaturangaben.

In: Berufsbildung in Wissenschaft und Praxis : BWP. - 41 (2012), H. 6, S. 4-5

<http://www.bibb.de/en/23048.php> [Accessed: 17.8.2015]

"Owing to the demographic trend, the Federal Statistical Office assumes a rising number of people in need of care, whose needs can only be met if a growing number of people are employed in nursing professions. Despite longer working hours and the loyalty of skilled nursing staff to their occupations, Germany's already appreciable skilled worker shortage in the nursing professions will not be alleviated before the year 2025. Against this backdrop, the article sheds light on how far the rising demand for skilled workers in the nursing field can be met by tapping into additional reserves of qualified staff. " (Authors' abstract, BIBB-Doku)