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Credit transfer in Germany : ECVET meets BBiG / Christiane Eberhardt ; Silvia Annen. - Literaturangaben.
In: Implementing ECVET: crediting, recognition and transfer of learning outcomes between European target stipulations and national System conditions / Christiane Eberhardt [Hrsg.]. - Bonn. - (2013), S. 56-75
http://www.bibb.de/veroeffentlichungen/de/publication/download/id/7156 [Accessed 13.08.2014]. - ISBN 978-3-88555-949-8

Are graduates preferred to those completing initial vocational education and training? : Case studies on company recruitment strategies in Germany, England and Switzerland / Ute Hippach-Schneider ; Tanja Weigel ; Alan Brown ; Philipp Gonon. - Literaturangaben.
In: Journal of Vocational Education and Training. - 65 (2013), H. 1, S. 1-17
DOI:10.1080/13636820.2012.727856

"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)

Commitment to initial vocational training by German companies in India : Impulses for the development of an effective qualification system? / Maren Verfürth ; Martin Diart. - Literaturangaben.
In: Berufsbildung in Wissenschaft und Praxis : BWP. - 42 (2013), H. 5, S. 20-23
http://www.bibb.de/en/22625.php [Accessed 11.8.2015]

"The dual system of initial vocational training is held in high esteem around the world, including in India; the country faces the challenge of investing qualitatively and quantitatively in skilled-worker initial vocational training. As an effective vocational training infrastructure is established, the commitment of German companies in India also draws attention: how are these companies providing training, and which local structures can they draw upon for support? These questions were pursued in an exploratory study on the vocational training commitment of German companies in India which was commissioned by the Federal Institute for Vocational Education and Training (BIBB) on behalf of the Federal Ministry of Education and Research (BMBF) and carried out by the National Agency for Continuing Vocational Education and Training in the Skilled Crafts (ZWH). The article presents selected findings." (Authors' abstract; BIBB-Doku)

Second-chance vocational qualification for two million young adults without vocational certificates - How much willingness is there in enterprises?/ Klaus Troltsch. - Bonn, 2013. - 11 S. : Literaturverz., Abb., Tab. - <en.>. - http://www.bibb.de/en/15992.php [Accessed 11.8.2015]

“In Germany over 2 million young adults still do not have any vocational certificates. In view of the impact of demographic change on the training place and labour markets and the expected shortage of skilled workers this is unacceptable, not least from the point of view of justice, and should be reason enough to focus more attention on the possibilities of social and vocational integration of these young people. The Federal Ministry of Labour and Social Affairs and the Federal Employment Agency have therefore started the "AusBILDUNG wird was - Spätstarter gesucht" (Training works! - Looking for late starters) campaign. In the next three years 100,000 young adults between 25 and 35 years are to be admitted to initial company training courses (BMAS/BA 2013). Various initiatives were already launched some years ago by the Federal Ministry of Education and Research, one example being "certificate-oriented modular second-chance qualification". Concepts tailored to the demand are to be provided through the cross-linkage of regional support opportunities that can be used by enterprises for second-chance qualification (BMBF 2010; DLR 2010).” (Authors’ abstract; BIBB-Doku)

Vocational education and training in Mexico - how the country has tropicalised the dual model / Diana Caceres-Reebs ; Udo Schneider. - Literaturangaben.
In: Berufsbildung in Wissenschaft und Praxis : BWP. - 42 (2013), H. 5, S. 11-15 - http://www.bibb.de/en/22624.php [Accessed 11.8.2015]

“Mexico is one of the world's major economic locations and, as a G-20 member, is also an attractive place for German companies to do business. Given the global competition in the manufacturing sector, the training and securing of skilled workers is becoming ever more significant. Vocational education and training that provides a combination of theory and company-based training is considered to be a successful strategy for training skilled workers in line with economic needs. For this purpose, Mexico has developed a form of training based on the German dual model which it has then adapted to meet the "tropical" nature of its general conditions. This article presents the characteristics of Mexican dual VET and highlights commonalities with and differences to the German system of vocational education and training.” (Authors’ abstract; BIBB-Doku)

"Between a rock and a hard place" - structural dilemmas of workplace trainers in German apprenticeship training / Anke Bahl. - Literaturangaben.
In: Apprenticeship in a globalised world : premises, promises and pitfalls / Salim Akoojee [Hrsg.] ; Philipp Gonon [Hrsg.] ; Ursel Hauschildt [Hrsg.] ; Christine Hofmann [Hrsg.]. - Münster. - (2013), S. 157-160
ISBN 978-3-643-90352-5

"In the context of the general policy debate on professionalisation of teachers and trainers in

VET, the paper presents results of a number of case studies about the general situation of apprenticeship trainers in German companies. Starting from their personal accountsin interviews, competing demands of the work context are identified. These feed in a structural analysis of their position and status in the organisational setting. The resulting challenges eith regard to invidual professional development are described and further implications for VET policy suggested for discussion." (Authors' abstract, BIBB-Doku)

BIBB Supplemental Task Survey to the Employment Survey 2012 : Version 1 / Holger Alda ; Daniela Rohrbach-Schmidt ; Michael Tiemann. - Bonn, 2013. - 25 S. : Tab. - (BIBB-FDZ Daten- und Methodenbericht ; 2013,4) . -
http://www.bibb.de/dokumente/pdf/Data_manual_Task2012.pdf [Accessed 11.8.2015]

BIBB/BAuA Employment Survey 2012 : Version 1.1 / Daniela Rohrbach-Schmidt ; Anja Hall. - Bonn, 2013. - 36 S. : Tab. - (BIBB-FDZ Daten- und Methodenbericht ; 2013,1) . -
http://www.bibb.de/veroeffentlichungen/de/publication/download/id/7094 [Accessed 17.9.2015]

"The present data and methodological report contains a brief documentation of the Scientific Use File (SUF) of the BIBB/BAuA Employment Survey 2012. The publication of a more extensive data set version and documentation is planned for the spring of 2014. The Scientific Use File includes all cases (n=20,036) contained in the original data but, for example, no sensitive variables and only a selection of the newly generated variables. This version can only be accessed as a Scientific Use File via the BIBB-FDZ. The more extensive data publication planned for the spring of 2014 will include, on the one hand, sensitive variables which can then be evaluated via remote data processing or at the workplaces for guest researchers in the BIBB in Bonn. In addition, a larger set of e.g. newly generated variables will be made available for the SUF on request." (Authors' abstract, BIBB-Doku)

Changes in workplace tasks in Germany - evaluating skill and task measures / Daniela Rohrbach-Schmidt ; Michael Tiemann. - Literaturangaben, Abb., Tab.
In: Zeitschrift für Arbeitsmarktforschung : ZAF. - 46 (2013), H. 3, S. 215-237

"The task approach is attracting increasing attention and recognition among scholars in economics, sociology and related fields. However, measurement still presents an important challenge to the task approach. This paper studies the comparability of task measures in the commonly used German BIBB/IAB-BIBB/BAuA employment cross-sections on qualification and working conditions from 1979, 1985/86, 1991/92, 1998/99, and 2006. We hypothesize that findings on task-biased technological change are sensitive to variable choice. The task data differ substantially from other task data, and task items are not readily comparable between survey years. As a result, classifying single task items into distinct domains leads to a number of problems. To test our hypothesis, we use different strategies for classifying tasks into task domains, and analyze whether different operationalizations lead to different conclusions about task change in Germany. Our results show that this indeed is the case. Our

paper provides readers with a broader understanding of German task data and gives recommendations for applying the task approach to German employment data." (Authors' abstract)

Connections between the recognition of non-formal and informal learning and National Qualification Frameworks - consequences for VET / Silvia Annen. - Literaturangaben.
In: Apprenticeship in a globalised world : premises, promises and pitfalls / Salim Akoojee [Hrsg.] ; Philipp Gonon [Hrsg.] ; Ursel Hauschildt [Hrsg.] ; Christine Hofmann [Hrsg.]. - Münster. - (2013), S. 229-232
ISBN 978-3-643-90352-5

"It is assumed that National Qualification Frameworks (NQFs) can support the dissemination and the effectiveness of approaches towards the recognition of non-formal and informal learning. Within this paper exemplary European recognition approaches are analysed with a special focus on their relationships to the development of NQFs. the presented approaches were selected with reference to a theoretical derived typology. The paper focuses particular on recognition approaches, which are integrated within the formal educational system, and identifies their political and methodological aims as well as their institutional construction. Against this background the potentials of qualification frameworks to support recognition appear regarding the enhancement of transparency of qualifications, the provision of a common reference point and the promotion of the learning outcomes concept." (Authors' abstract, BIBB-Doku)

The costs of recruiting apprentices : evidence from German firm-level data / Samuel Mühlemann ; Harald Pfeifer ; Felix Wenzelmann. - December 2013. - Zürich, 2013. - 39 S. : Literaturverz., Tab., Abb. - (Leading House working paper ; 95) . - http://www.isu.uzh.ch/leadinghouse/WorkingPapers/0095_lhwpaper.pdf [Accessed 19.12.2013]

"In this paper, we use firm-level data to analyse a firm's costs of recruiting apprentices in Germany. We find that recruitment costs amount on average to 600 Euros per hire (approximately one month of apprentice pay), but costs are heterogenous across firms and vary strongly with the training occupation. Our results suggest that shortages in the local supply of apprentices and a high degree of competition among training firms in the region increase recruitment costs. Furthermore, we find that firms with a works council or an investment-oriented training strategy incur higher recruitment costs. Finally, marginal recruitment costs first increase but eventually decrease for firms hiring a large number of apprentices. Our results are important in light of the increasing firm competition for talented school leavers induced by demographic change." (Authors' abstract; BIBB-Doku)

Current trends in the Arab-German training cooperation / Silvia Niediek.
In: Education Guide : Partnerships and Perspectives of Arab-German Cooperation. - November 2013. - Berlin. - (2013), S. 12-15

Indicating the GQF level on the leaving certificates / Johanna Mölls. - Literaturangaben.
In: Berufsbildung in Wissenschaft und Praxis : BWP. - 42 (2013), H. 3, S. 52-53
http://www.bibb.de/en/23970.php [Accessed 11.8.2015]

"The German Qualifications Framework stands for transparency and mobility. Its objective is to allow for comparing educational certificates with each other and with European educational certificates in order to improve transnational exchange on the training and labour markets. These are comparatively abstract goals. But how can the GQF be made tangible to the individual? A major step in that direction would be to indicate the GQF level on leaving certificates. This article deals with the issues still to be clarified in order to implement this measure." (Authors' abstract; BIBB-Doku)

Dual vocational education and training not leading to a qualification - causes and further VET histories : an analysis on the basis of the 2011 BIBB Transitional Study / Ursula Beicht ; Günter Walden. - Bonn : Bundesinstitut für Berufsbildung, 2013. - 16 S. : Literaturverz., Abb., Tab. - (BIBB Report : Forschungs- und Arbeitsergebnisse aus dem Bundesinstitut für Berufsbildung ; 21/13) http://www.bibb.de/en/14065.php [Accessed 11.8.2015]

„Not all young people entering vocational education and training in the dual system actually successfully complete such training. Although many go on to continue their incomplete training in another occupation, the worst case scenario is a permanent exit from participation in education and training. For this reason, failure to complete training within an occupation frequently represents a problem for both the trainees and for the companies providing training. There are, however, many questions that require clarification. How often do trainees fail to obtain a qualification because they end (or have to end) training prematurely or because they do not pass the final examination? Are there factors that significantly increase or decrease the risk that dual training ends without a qualification? From the point of view of the young people, what are the reasons why their training terminates prematurely or unsuccessfully? What is the later career progression of young people who remain without a qualification following initial vocational education and training? How likely are they to progress to dual training once again or to another from of fully qualifying training? The present report will address these issues using the database of the 2011 Transitional Study conducted by the Federal Institute for Vocational Education and Training (BIBB)." (Authors' abstract; BIBB-Doku)

Dual courses of study from the perspective of the enterprises-a practical model of success through selection of the best / Franziska Kupfer. - Literaturangaben, Abb., Tab.
In: Berufsbildung in Wissenschaft und Praxis : BWP. - 42 (2013), H. 4, S. 25-29
http://www.bibb.de/en/22749.php [Accessed: 11.8.2015]

"With the dual courses of study, a promising training model has taken root at the interface between vocational and university education. The number of courses offered by the universities and the demand on the part of enterprises and students has increased steadily in recent years. There are hardly any larger enterprises not offering dual study places. But why is

it that companies engage in dual courses of study and what makes this study model so successful? In November 2012, the BIBB conducted an online survey among 280 enterprises that were participating in dual courses of study at universities of applied sciences. The results presented in this article show that dual courses of study are attractive recruiting tools for the enterprises although their quality potential may not yet have been exhausted." (Authors' abstract; 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. - Literaturangaben, Tab.
In: Apprenticeship in a globalised world : premises, promises and pitfalls / Salim Akoojee [Hrsg.] ; Philipp Gonon [Hrsg.] ; Ursel Hauschildt [Hrsg.] ; Christine Hofmann [Hrsg.]. - Münster. - (2013), S. 243-246
ISBN 978-3-643-90352-5

"Labor market fictions 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)

Tips for imigrant parents : Vocational training in Germany : How ti help you child get a good start in working life / Gerburg Benneker [Red.] ; Özgür Nalcacioglu [Red.]. - Stand: September 2013. - Bonn, 2013. - 45 S. : Abb. -
http://www.bmbf.de/pub/Kausa_Elternbroschuere_englisch.pdf [Accessed: 9.10.2013]

Empirical investigations of costs and benefits of vocational education and training / Harald Ulrich Pfeifer. - Maastricht : ROA, 2013. - X, 177 S. : Literaturverz., Tab., Abb. - Zugl.: Maastricht, Univ., Diss., 2013. - http://pub.maastrichtuniversity.nl/eebb6559-903f-4d3c-9973-e3c5ec943e95 [Accessed 14.11.2013]. - ISBN 978-90-5321-517-3

Although economic and sociological research concerning the costs and the benefits of vocational education and training has improved the information base needed for an in-depth cost-benefit assessment, several questions remain unanswered: How do the wages and productivity of VET workers differ to those of more generally educated workers? How do institutional frameworks influence cost and benefit structures of training for firms? How large are the benefits for firms using VET as a mean to meet their demand for skilled workers? The

present thesis addresses these research gaps without claiming to answer all the open issues. In the first two chapters, the theoretical relationship between initial skill endowments (due to different educational pathways) and wages and productivity is analysed. Using industry-level panel data for Germany, Netherlands and the United Kingdom it is assessed whether productivity varies with the importance of the VET system in these countries. Chapter 3 compares experience-earnings profiles of workers with vocational and general education backgrounds in Germany, Netherlands and the United Kingdom. In chapter 4 the monetary value of the firm-specific component of German apprenticeship training is calculated by comparing the initial productivities and wages of externally recruited and internally trained workers in the same job, occupation and firm. Chapter 5 investigates the influence of employment protection legislation on the costs and compares benefits of vocational training in firms and the training behaviour of firms in Germany and Switzerland. In chapter 6 firm-level data is used to answer the question as to whether works councils may have an impact on firms' cost-benefit ratio of training. Chapter 7 analyses another form of direct training benefit to the firm: the saving of hiring costs for workers from the external labour market. The thesis closes with a short summary of the chapters and tentative conclusions on their meaning for research and policy. (BIBB-Doku)

Energy transition in the construction sector - are there enough qualified workers with the appropriate skills to meet requirements? / Jorg-Günther Grunwald ; Robert Helmrich ; Tobias Maier. - Literaturangaben, Abb.
In: Berufsbildung in Wissenschaft und Praxis : BWP. - 42 (2013), H. 6, S. 19-22
http://www.bibb.de/en/22564.php [Accessed 11.8.2015]

“The present article discusses whether and the extent to which enough qualified building workers with sufficient skills are available for the energy transition in the construction sector. As part of its Intelligent Energy Europe (IEE) Programme, the European Union (EU) launched the "BuildUp Skills"[1] Initiative in 2011 with the aim of identifying how many construction workers have which qualifications and which steps may be needed to increase the number of such workers and their skill levels in line with requirements. The paper presents the results of the project and a proposed catalogue of measures to avoid possible shortages of skilled workers.” (BIBB-Doku)

Initial vocational training modules ("Ausbildungsbausteine") at the transition from school to work and for second-chance qualifications / Christoph Acker. - Literaturangaben.
In: Implementing ECVET: crediting, recognition and transfer of learning outcomes between European target stipulations and national System conditions / Christiane Eberhardt [Hrsg.]. - Bonn. - (2013), S. 94-101
http://www.bibb.de/veroeffentlichungen/de/publication/download/id/7156 [Accessed 13.08.2014]. - ISBN 978-3-88555-949-8

European standards for quality assurance in vocational education and training and their implementation at the national / Thomas Gruber ; Helena Sabbagh. - Literaturangaben, Abb.
In: Berufsbildung in Wissenschaft und Praxis : BWP. - 42 (2013), H. 2, S. 30-33
http://www.bibb.de/en/22923.php [Accessed: 11.8.2015]

“Comparability, transparency and mobility - this triad stands for one decade of extensive developments that were launched as part of the systematic efforts towards establishing a European education area. The establishment of a European quality assurance reference framework for initial and continuing vocational education and training is an important milestone in this process. The article enumerates the goals of the European process of quality assurance in vocational education and shows what relevance the European standards developed have for quality assurance in the German context. It also refers to the opportunities now open to Germany for having a say in the European discourse. The role of the German Reference Point for Quality Assurance in Vocational Education and Training is dealt with against that background.” (BIBB-Doku)

Export induced qualification needs / Tobias Maier ; Anke Mönnig ; Gerd Zika.
In: Procedia Economics and Finance - International Conference on Applied Economics (ICOAE) 2013 / Nicholas Tsounis [Hrsg.] ; Aspasia Vlahvei [Hrsg.]. - Amsterdam [u.a.]. - (2013), S. 542-551
http://www.sciencedirect.com/science/article/pii/S2212567113000646/pdf?md5=05286a745d7f1058d0ec524d84cd60f7&pid=1-s2.0-S2212567113000646-main.pdf [Accessed 27.5.2014]

"Foreign markets determine success and failure of those industries that have become reliant on foreign demand, impair the demand for employment and invoke changes in occupational fields and qualification requirements. This paper aims to disclose the direct and indirect influence of major trading partners on Germany's production, employment, and qualification needs. It projects the effects by using the dynamic macro-econometric input-output model INFORGE. Industrialized economies are the most important determinants for employment in the manufacturing industries. Businessrelated services are highly indirectly affected. The growth impact of industrialized nations is declining while BRICS nations are gaining momentum. A shift towards higher qualification needs can be observed." (Authors' abstract, IAB-Doku)

An investigation of external examination candidates : How do younger adults obtain a vocational education and training qualification via the second-chance route? / Daniel Schreiber ; Katrin Gutschow. - Bielefeld : Bertelsmann, 2013. - 8 S. : Literaturverz., Tab. - (BIBB Report : Forschungs- und Arbeitsergebnisse aus dem Bundesinstitut für Berufsbildung ; 20/13) . - http://www.bibb.de/en/14054.php [Accessed 3.8.2015]

"The completion of a second-chance vocational education and training qualification provides unskilled and semi-skilled members of the working population with a renewed opportunity to achieve a sustained increase in their employability on the labour market. One way of achieving a VET qualification at a later stage is via the so-called external examination. This makes it possible for unskilled and semi-skilled persons to take part in the regular final

examination. External candidates normally use preparatory measures as a retrospective means of acquiring any knowledge and competences that they may be lacking for the final examination. Participation represents a major challenge from the point of view of external candidates, since the theoretical contents of training are examined alongside practical skills. The present issue of the BIBB REPORT explains how external candidates prepare for the final examination and identifies areas where specific action is required." (Authors' abstract; BIBB-Doku)

Forecasting supply and demand in nursing professions : impacts of occupational flexibility and employment structure in Germany / Tobias Maier ; Anja Afentakis. - 24 S.
In: Human Resources for Health. - 11 (2013), H. 6
http://www.human-resources-health.com/content/pdf/1478-4491-11-24.pdf [Accessed 5.8.2013]

"To portray the different possible developments in the supply of nursing professionals, we projected the supply of formally trained nurses and the potential supply of persons who are able to work in a nursing profession. This potential supply of nursing professionals was calculated on the basis of empirical information on occupational mobility provided by the German Microcensus 2005 (Labour Force Survey). We also calculated how the supply of full-time equivalents (FTEs) will develop if current employment structures develop in the direction of employment behaviour in nursing professions in eastern and western Germany. We then compared these different supply scenarios with two demand projections ('status quo' and 'compression of morbidity' scenarios) from Germany's Federal Statistical Office." One of the main findings of the analysis is "that additional potential supply could be generated by especially training more young people for a nursing profession as they tend to stay in their initial occupation. Furthermore, the number of FTEs in nursing professions could be increased by promoting more full-time contracts in Western Germany." (Authors' abstract, BIBB-Doku)

Forging India Germany Partnerships in Skills Development / Ministry of Labour & Employment / Government of India [Hrsg.]. - New Delhi, 2013. - 68 S. : zahlr. Abb. -
http://www.bibb.de/dokumente/pdf/Final_Report_-_India_Germany_Partnership_on_Skills.pdf [Accessed 27.2.2014]

Cooperation between Germany and India in vocational education and training (VET) is developing at a rapid pace. It advanced to a new level when Germany's Federal Minister of Education Schavan signed a 'Memorandum of Understanding' (MoU) on cooperation in the VET field on 31 May 2011 during German-Indian government consultations in New Delhi. Prior to that, in October 2010, BIBB & iMOVE at BIBB signed a cooperation agreement with the Federation of Indian Chambers of Commerce and Industry (FICCI). This agreement provides for regular exchanges in numerous areas of VET such as the development of occupational standards, the provision of training for instruction personnel and the establishment of contacts between initial and continuing training providers and enterprises. The Indo-German Joint Working Group on VET, which was constituted in 2007, was entrusted with the task of conducting and monitoring the activities mentioned in the MoU. This publication shows how the Indo-German Partnership in VET has developed over the course of time. It not only

captures the spirit of partnerships in skills development but also the areas that have evolved and need further nurturing for promoting trade and bilateral investments. Several examples of joint projects, including skills development projects of MoL&E (Ministry of Labour & Employment) with German partners and projects whith National Skill Development Council (NSDC) partners are doing with German stakeholders are presented. (BIBB-Doku)

Future skilled-labour markets in Germany : from model-based calculations to scenarios / Robert Helmrich ; Marc Ingo Wolter ; Gerd Zika ; Tobias Maier. - Literaturangaben, Abb., Tab.
In: Statistika : statistics and economy journal. - 93 (2013), H. 3, S. 70-90

"In this article, we focus on the potential development of the German labour market. For this purpose, we developed a forecasting system that considers both supply and demand by occupational fields and qualifications and that relies on consistent datasets, exogenous assumptions and systematic correlations. We present the key impacts for our forecasting system and highlight the effects of different assumptions (scenarios) exemplified on our demand model. On the supply side, we point out how different behaviours on the individual level influence the structure of development of the supply of skilled labour. Keeping the possibility of those various potential futures in mind, we conclude with an outlook on potential skilled labour shortages in the future." (Authors' abstract, IAB-Doku)

German crafts training internationally in high demand / Silvia Niediek.
In: Germany - Partner of the World : Documentation of Economy and Export 2013. - Köln. - (2013), S. 20-21

Implementing ECVET: crediting, recognition and transfer of learning outcomes between European target stipulations and national System conditions / Christiane Eberhardt. - Bonn : Federal Institute for Vocational Education and Training, 2013. - 161 S. - (Wissenschaftliche Diskussionspapiere ; 146)
http://www.bibb.de/veroeffentlichungen/de/publication/download/id/7156 [Accessed 13.08.2014]. - ISBN 978-3-88555-949-8

"In 2008 the European Parliament and Council passed the 'Recommendation on the establishment of a European Credit System for Vocational Education and Training (ECVET)'. The aim of ECVET is to facilitate the transfer and mutual recognition of learning outcomes attained in different education systems and in a variety of initial and advanced vocational training contexts. In past years a great number of steps have been undertaken at European level and in the Member States to create suitable framework conditions in which ECVET could be applied.In the present discussion paper, the question is raised as to how far ECVET may generate “added value” even outside of measures to promote geographical mobility. The initial spark for this came from the so-called 'second generation' of European projects, in which Member States were funded to test ECVET in their national contexts. The discussion paper also takes up findings, results and approaches from pilot initiatives like DECVET and JOBSTARTER CONNECT, and discusses barriers, options and scope for the use of unit-based

concepts at the interfaces within the German (vocational) education system." (Authors' abstract, BIBB-Doku)

The influence of more prevalent technology use on the tasks carried out by older employees in Germany / Sabrina Inez Weller. - Literaturangaben, graf. Darst., Tab.
In: Collaboration in TVET : proceedings of the 2nd UPI International Conference on Technical and Vocational Education and Training. Bandung, West Java, Indonesia, 4-5 December 2012 / Joachim Dittrich [Hrsg.] ; Ade Gafar Abdullah [Hrsg.]. - May 2013. - Bandung/West Java. - (2013), S. 149-159
http://tvetrc.upi.edu/tvetconference2012/proceedings/118_Sabrina%20Inez%20Weller_149_159.pdf [Accessed 11.8.2015]

"The labour market of tomorrow will be determined by the transition from an industrial to a knowledge society. In this process, the accumulation of human capital becomes increasingly important whilst opportunities for low qualified staff steadily diminish. Globalisation and technological advancement result in enhanced economic participation of highly qualified staff in the form of higher wages and better employment opportunities. In the literature, this is attributed to the 'Skill Biased Technological Change' (SBTC) [Nikutowski 2007]. According to the ALM approach [Autor et al. 2003], technological change due to falling computer prices (computerisation) leads to changes in task structures which favour a trend towards routinisation (the 'routinisation hypothesis'). Alongside these developments Germany faces the challenge of demographic change, which is reflected primarily in the shrinking and ageing of the population [Siegrist et al. 2005]. Consequently, Germany anticipates a distinct decline in the number of economically active persons in the next few decades [Federal Statistical Office 2009]. From this starting point, the question derived concerns the influence of technological change on the relationship between employment (where still possible) and its compatibility with old age. The article sets out to study what influence the more prevalent use of technology has on the tasks carried out by older employees (aged 55-65). The analyses are based on data from the BIBB/IAB and BIBB/BAuA Employment Survey from the years 1979 to 1999, which enable the precise measurement of task profiles over time [Tiemann and Zopf 2010]. The work tasks carried out by older employees (aged 55-65) were studied on the basis of the 'task approach' model [Autor et al. 2003]. This approach essentially hypothesises that subsidiarities and complementarities exist between human manpower and the use of technology in the workplace, which can be modelled in terms of the employees' task structures." (Authors' abstract, BIBB-Doku)

The influence of the use of the more prevalent technology on the wages of older employees in Germany / Sabrina Inez Weller. - Literaturangaben, graf. Darst., Tab.
In: Eurasian journal of social sciences : EJSS. - 1 (2013), H. 2, S. 1-20

"The labor market of tomorrow will be determined by the transition from an industrial to a knowledge society. In this process, the accumulation of human capital becomes increasingly important whilst opportunities for low qualified staff steadily diminish. Globalization and technological advancement results in enhanced economic participation of highly qualified staff in the form of higher wages and better employment opportunities. In the literature, this

is attributed to the 'Skill-Biased Technological Change' (SBTC) (Nikutowski, 2007). According to the 'task approach' (Autor et al. 2003), the technological change due to falling computer prices (computerization) leads to changes in task structures which favor a trend towards routinization ('routinization hypothesis'). Alongside these developments Germany faces the challenge of demographic change, which is reflected primarily in the shrinking and ageing of the population (Siegrist et al. 2005). Consequently, Germany anticipates a distinct decline in the number of economically active persons in the next few decades (Federal Statistical Office, 2009). With the objective of securing adequate labor force potential the pension age was raised to 67 years, although statistics confirm that the average retirement age in Germany is a long way off the present age limit of 65 years (German Statutory Pension Insurance, 2012; Stößel, 2008). From this starting point, the question derived concerns the influence of technological change on occupational success, as measured by the gross wages of older working persons. The study examines whether the increasing use of computers in workplaces is leading to a shift towards non-routine tasks among older workers to the same extent as younger workers in accordance with the routinization hypothesis. Moreover, it is analyzed if among older workers it is also primarily the highly qualified persons who benefit from this trend in the form of higher gross wages. The analyses are based on data from the BIBB/IAB and BIBB/BAuA Employment Survey from the years 1979 to 2012, which enable the precise measurement of task profiles over time (Tiemann and Zopf, 2010). The work tasks carried out by older employees (aged 50-65) are investigated on the basis of the 'task approach' model (Autor et al. 2003)." (Authors' abstract, BIBB-Doku)

Making informal and non-formal learning visible in the German Qualifications Framework : discussion results and initial piloting phases / Katrin Gutschow. - Literaturangaben.
In: Berufsbildung in Wissenschaft und Praxis : BWP. - 42 (2013), H. 5, S. 40-42 - http://www.bibb.de/en/22626.php [Accessed 20.6.2014]

Young lower secondary school graduates in in-company vocational education and training: Who (still) trains them, what experience has been gained and how can their chances be improved? / Christian Gerhards ; Klaus Troltsch ; Günter Walden. - Bonn : Bundesinstitut für Berufsbildung, 2013. - 16 S. : Literaturverz. ; Abb. - (BIBB Report : Forschungs- und Arbeitsergebnisse aus dem Bundesinstitut für Berufsbildung ; 22/13) . - http://www.bibb.de/en/14048.php [Accessed 11.8.2015]

Concepts at the interface of the German VET system : findings from piloting the DECVET initiative / Christiane Köhlmann-Eckel. - Literaturangaben.
In: Implementing ECVET: crediting, recognition and transfer of learning outcomes between European target stipulations and national System conditions / Christiane Eberhardt [Hrsg.]. - Bonn. - (2013), S. 82-88
http://www.bibb.de/veroeffentlichungen/de/publication/download/id/7156 [Accessed 13.08.2014]. - ISBN 978-3-88555-949-8

Open Educational Resources / Bodo Rödel. - Literaturangaben.
In: Berufsbildung in Wissenschaft und Praxis : BWP. - 42 (2013), H. 6, S. 54-55
http://www.bibb.de/veroeffentlichungen/de/publication/download/id/7159 [Accessed 20.6.2014]

“Since the mid-1990s the phenomenal increase in the penetration of the Internet has gone hand in hand with growing public awareness of the idea of open access, i.e. making academic documents freely available either as primary or secondary publications. In Germany the idea had certainly reached the scientific community by the time of the Berlin Declaration (2003), and in 2006 the German Research Foundation (DFG) firmly embedded open access in its funding policy. In this light, the fact that only quite a select circle should be familiar with the open educational resources (OER) approach, at least in Germany, is quite surprising since the two approaches share the underlying principle of open content and are therefore closely related.” (Authors’ abstract, BIBB-Doku)

Participation in vocational education and training : a summary of indicators and rates / Regina Dionisius [Hrsg.] ; Nicole Lissek [Hrsg.] ; Friedel Schier [Hrsg.]. - Bonn : Bundesinstitut für Berufsbildung, 2013. - 144 S. : Literaturangaben, Tab., Abb. - (Wissenschaftliche Diskussionspapiere ; 143) . -
http://www.bibb.de/veroeffentlichungen/de/publication/show/id/7125 [Accessed 21.8.2013]. - ISBN 978-3-88555-946-7

"Vocational education and training reporting uses various indicators, rates and guidance values to describe developments and problem areas in VET. There are, however, considerable differences in the construction and significance of some of these indicators, even when they relate to similar facts and circumstances. For this reason, a systematic description of the most important vocational education (and training) seemed apposite in order to facilitate their application. The indicators focus on transitions from the general educational system to the training system (“1st threshold”). The present publication explains the calculation method of the individual indicators and documents their scope and explanatory capacity." (Authors’ abstract, BIBB-Doku)

Preparing for the labour market and lifelong learning in Germany / Reinhold Weiß. - Literaturangaben, graf. Darst.
In: Youth employability and skills development / Young-bum Park [Hrsg.]. - Seoul. - (2013), S. 199-228
ISBN 978-89-6355-411-2

The paper deals with the situation of youth employment and unemployment in Germany. The first chapter shows that in Germany youth unemployment is low in international terms. Then the two major challenges vocational education and training (VET) in Germany had to overcome during the past twenty years are described: the restructuring of VET in the East and West of the country after the reunification on the one hand and the demographic development on the other hand. The second chapter explains the reasons for the low level of youth unemployment. The third chapter gives an overview of the "various instruments that

have been discussed and dismissed, piloted and introduced, modified over the years and sometimes abolished again" over the course of time aiming at reducing youth unemployment and helping young people to get qualified VET. Finally, three additional programs and special measures to combat youth unemployment are presented: (1) Improving the apprenticeship entry maturity of school leavers, (2) permanent adaptation of occupations to the requirements of the labour market, and (3) securing the attractiveness of dual VET. (Textauszug, BIBB-Doku)

Productivity of apprentices : the impact of school-developed key competencies / Anika Jansen ; Harald Pfeifer. - Literaturangaben, Tab.
In: Apprenticeship in a globalised world : premises, promises and pitfalls / Salim Akoojee [Hrsg.] ; Philipp Gonon [Hrsg.] ; Ursel Hauschildt [Hrsg.] ; Christine Hofmann [Hrsg.]. - Münster. - (2013), S. 247-250
ISBN 978-3-643-90352-5

"In this paper, we analyze the relation between pre-training competencies of apprentices and individual productivity in the training firm. For our analysis, we use firm-level information on the apprentice's oral and written communication skills, basic arithmetic operations skills, basic knowledge of information technology (IT), and problem solving skills and relate this information to the apprentice's productivity level. Controlling for several sources of individual and firm-level heterogeneity, we find that only higher levels of pre-training oral and written skills and problem-solving skills are associated with a higher productivity level of the apprentice." (Authors' abstract, BIBB-Doku)

Recognising non-formal and informal learning : typology and comparison of selected European approaches / Silvia Annen.
In: Literacy Information and Computer Education Journal : LICEJ. - 4 (2013), H. 1, S. 928-937
http://infonomics-society.org/LICEJ/Recognising%20Non%20formal%20and%20Informal%20Learning%20Typology%20and%20Comparison%20of%20Selected%20European%20Approaches.pdf [Accessed 10.6.2013]

"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)

Recognizing lifelong learning via credit systems - Strategies and practices of selected European countries / Silvia Annen ; Christiane Eberhardt. - Literaturangaben, Abb.
In: International Journal for Cross-Disciplinary Subjects in Education (IJCDSE). - 3 (2013), H. Special Issue 3, S. 1495-1504
http://www.infonomics-society.org/IJCDSE/Recognizing%20Lifelong%20Learning%20via%20Credit%20Systems%20Strategies%20and%20Practices%20of%20Selected%20European%20Countries.pdf [Accessed 10.6.2014]

"In general credit systems are supposed to facilitate transparency, comparability, transferability and mutual recognition of proved learning outcomes and to contribute to a better permeability of the educational system. It is peculiar that within the pan-European initiatives towards the implementation of credit systems the central elements are the awarding of credits and the accumulation of certified learning outcomes on the basis of modular structured units of qualification. Regardless of these central elements the core of a credit system lies within facilitating access and transmission between different learning contexts and shortening the duration of training. Therefore the crucial questions of this paper are if in selected countries already approaches and models exist, which also aim to facilitate transparency, comparability and recognition and on which central elements they are based. Relevant examples, which are implemented respectively discussed, can be found in Germany, Denmark, the Netherlands and Scotland." (Authors' abstract, BIBB-Doku)

Relationship between potential recruits from VET and HE : case studies from Germany, England and Switzerland / Ute Hippach-Schneider ; Tanja Weigel. - Literaturangaben.
In: The architecture of innovative apprenticeship / Ludger Deitmer [Hrsg.] ; Ursel Hauschildt [Hrsg.] ; Felix Rauner [Hrsg.] ; u. a.. - Dordrecht. - (2013), S. 27-37
ISBN 978-94-007-5398-3

"The project involves an investigation of company recruitment strategies for intermediate level employees in three countries: Germany, England and Switzerland. It is conducted by the Federal Institute for Vocational Education and Training (BIBB) in cooperation with the University of Zurich. The reasons for recruitment decisions are investigated to shed light on which qualifications best cover the requirements companies have for certain activities. The objective is to identify the strengths and weaknesses of recruitment from vocational education and training (VET) compared to graduates for a certain activity profile as well as to facilitate discussion about equivalences between qualifications among the three countries. This chapter presents some results of the first project phase." (Authors' abstract, BIBB-Doku)

Buoyant sentiment among German exporters of vocational education and training / Monika Muylkens. - Abb.
In: Berufsbildung in Wissenschaft und Praxis : BWP. - 42 (2013), H. 6, S. 52-53
http://www.bibb.de/en/22565.php [Accessed 17.9.2015]

"Vocational education and training 'made in Germany' is booming. Since 2007 iMOVE has

been surveying 100 German initial and continuing vocational education and training providers about their current activities and future plans in foreign markets. Selected results of the iMOVE TrendBarometer are presented in the article. The export of vocational education and training services is frequently accompanying other exports and is not systematically recorded - in no small part because the multitude of providers and the variety of their offerings make it a field that is very complex to analyse. There is, however, great interest in compiling an overview of this growing economic sector in the form of indicative figures. These could be useful to German training providers as a basis for defining their strategic outlook and making investment decisions. State agencies would have the benefit of some evidence-based reference points on how they can continue to promote German education export in the field of initial and continuing vocational education and training. For instance, such information could give the Federal Institute for Vocational Education and Training (BIBB) pointers on how the services provided by iMOVE (cf. information box) could be further improved to meet the sector's needs." (Authors' abstract, BIBB-Doku)

Trade and qualification : linking qualification needs to Germany's export flows / Anke Mönnig ; Gerd Zika ; Tobias Maier. - Nürnberg : Institut für Arbeitsmarkt- und Berufsforschung, 2013. - 28 S. : Literaturangaben, graf. Darst. - (IAB Discussion Paper : Beiträge zum wissenschaftlichen Dialog aus dem Institut für Arbeitsmarkt- und Berufsforschung ; 7/2013) . - http://doku.iab.de/discussionpapers/2013/dp0713.pdf [Accessed 27.2.2014]

"Foreign markets determine success and failure of those industries that have be-come reliant on foreign demand, impair the demand for employment and invoke changes in occupational fields and qualification requirements. This paper aims to disclose the direct and indirect influence of major trading partners on Germany's production, employment, and qualification needs. It projects the effects by using the dynamic macro-econometric input-output model INFORGE. Industrialised economies are the most important determinants for employment in the manufacturing industries. Business-related services are highly indirectly affected. The growth impact of industrialised nations is declining while BRICS nations are gaining momentum. A shift towards higher qualification needs can be observed." (Authors' abstract, IAB-Doku)

Training for the future : Jobstarter - objectives, tasks and achievements / Simone Asmuth [Red.] ; Ute Engel [Red.] ; Anne Gassen [Red.] ; Virgina Gerard [Red.] ; Katharina Kanschat [Red.] ; Sigrid Meiborg [Red.]. - Bonn, 2013. - 22 S. : Abb. - http://www.bmbf.de/pub/jobstarter_training_for_the_future.pdf [Accessed 17.7.2013]

The Federal Ministry of Education and Research (BMBF) has been using JOBSTARTER to generate structural impetuses for vocational education and training all over Germany since 2006. Until July 2013, more than 280 innovative projects have already been supported nationwide via five rounds of funding. All of these projects are delivering tangible results by creating and filling training places in small and medium-sized companies (SMEs) in particular. This brochure provides an overview of the JOBSTARTER programme. (BIBB-Doku)

Transparency of competences via recognition - criteria-based analysis of different European approaches / Silvia Annen. - Literaturangaben, Tab.
In: Collaboration in TVET : proceedings of the 2nd UPI International Conference on Technical and Vocational Education and Training. Bandung, West Java, Indonesia, 4-5 December 2012 / Joachim Dittrich [Hrsg.] ; Ade Gafar Abdullah [Hrsg.]. - May 2013. - Bandung/West Java. - (2013), S. 167-177
http://tvetrc.upi.edu/tvetconference2012/proceedings/120_Silvia%20Annen_167_177.pdf [Accessed 9.1.2014]

"The recognition of formal, non-formal and informal learning gains increasing importance in Europe, while the national approaches to recognition are rather diverse [cf. e.g. Otero/Hawley/Nevala 2008; Werquin 2007]. In the European context the professional mobility of the workforce is more in the focus - in the national context aspects like improving permeability of the educational system, support of lifelong learning or employability are focused. Overall the use of the term 'recognition' is in no way consistent [cf. e.g. Käpplinger 2007]. The aim of this paper is an analysis and typology of different European approaches towards the recognition of competences. This is done mostly from an institutional research perspective. Besides the competence theory and the certification theory the theoretical basis of the analysis is formed by the institution theory and the governance approach. Within this paper selected European approaches towards the recognition of competences are analysed criteria-based and on this basis evaluated from a comparative perspective regarding their methodological and their institutional design." (Authors' abstract, BIBB-Doku)

Implementation of the German Qualifications Framework - development of a quality system in vocational education and training demanded at all levels / Irmgard Frank. - Literaturangaben, Abb.
In: Berufsbildung in Wissenschaft und Praxis : BWP. - 42 (2013), H. 2, S. 34-37
- http://www.bibb.de/en/22924.php [Accessed 11.8.2015]

"Mit der Entscheidung, einen Deutschen Qualifikationsrahmen (DQR) zu entwickeln und zu implementieren, gewinnen Fragen der Qualitätsentwicklung in der Berufsausbildung an Bedeutung. Eine wesentliche Anforderung an die Qualitätsentwicklung besteht darin, auf allen Ebenen sicherzustellen, dass die Absolventinnen und Absolventen der jeweiligen Bildungsgänge tatsächlich über die in den Bildungsgängen beschriebenen Kompetenzen verfügen. Dabei steht die Outputorientierung, also das was jemand nach Absolvierung eines Bildungsgangs kann, im Mittelpunkt. Im Beitrag werden ausgehend von den im Europäischen Qualifikationsrahmen formulierten Grundsätzen zur Qualität - Aspekte der Qualitätsentwicklung in den für die Berufsausbildung wichtigen Bereichen aufgenommen und die gegenwärtige Praxis beschrieben. Abschließend werden Schritte zur Entwicklung eines systemischen Qualitätsentwicklungsmodells für die Berufsausbildung skizziert." (Authors' abstract, BIBB-Doku)

VET Data Report Germany 2012 : Facts and Analyses accompanying the Federal Report on Vocational Education and Training - Selected findings / Michael Friedrich [Red.] ; Georg Hanf [Red.]. - Bonn : Bundesinstitut für Berufsbildung, 2013. - 30 S. : graf. Darst., Tab. - http://datenreport.bibb.de/media2012/DR2012_engl._Screen.pdf [Accessed 24.1.2013]

"This English version of the 2012 Data Report provides a selection of the main findings. The first two chapters present the current situation in initial vocational training and in continuing vocational training as well as highlighting the changes which have taken place over the course of time. Chapter 3 ('In focus') is on the different forms of transition from school into VET and is looking at the future of the 'transition system'. This theme is also addressed in the fourth chapter comparing the German situation to the situation in other European countries. The chapter finishes with data on moblity as part of VET." (Hrsg., BIBB-Doku)

VET in Europe - Country Report Germany 2013 / Kristina Alice Hensen ; Ute Hippach-Schneider. - Bonn, 2013. - 63, XXXII S. : Literaturverz., Tab. - http://www.refernet.de/images_content/2013_DE_CR_komplett.pdf [Accessed 26.5.2014]

“This is an overview of the VET system in Germany. Information is presented according to the following themes: 1. External factors influencing VET; 2. Providing vocational education and training in a lifelong learning perspective; 3. Shaping VET qualifications; 4. Promoting participation on vocational education and training. This overview has been prepared in 2013 and its reference year is 2012. (BIBB-Doku)

Many young people end up in the transition area - despite their good education backgrounds / Regina Dionisius ; Amelie Illiger ; Friedel Schier. - Literaturangaben, Tab.
In: Berufsbildung in Wissenschaft und Praxis : BWP. - 42 (2013), H. 2, S. 4-5
http://www.bibb.de/en/22925.php [Accessed: 11.8.2015]

“Despite the changing situation in the training place market there are still many young people entering measures in the transition area. The educational background of these young people is assumed to be the reason. However, one quarter of the beginners in the transition area have an intermediate school or higher school leaving certificate.” (Authors’ abstract, BIBB-Doku)

Vocational education and training 2020 : consequences for continuing development of the recognised-occupation model / Friedrich Hubert Esser [Interviewer/in] ; Johanna Bittner-Kelber [Interviewte/r] ; Thomas Gießler [Interviewte/r] ; Esther Hartwich [Interviewte/r] ; Beate Scheffler [Interviewte/r] ; Thomas Sondermann [Interviewte/r] ; Georg Spöttl [Interviewte/r].
In: Berufsbildung in Wissenschaft und Praxis : BWP. - 42 (2013), H. S : Vocational education and training - new challenges, S. 4-8
http://www.bibb.de/en/14054.php [Accessed: 11.8.2015]

"The key challenges for vocational education and training (VET) are demographic change with all its consequences including the implications for securing the skilled workforce, and internationalisation in business and society and the associated task of integration. We must bear these aspects in mind for the continuing development of the VET system - that was one of the central messages at the 2011 BIBB Congress in Berlin. What are the likely repercussions for the continuing development of the model of the recognised occupation? Within the framework of communication between research, policy and practice pursued at BIBB, this question was explored in order to gather answers from the principal players in VET policy, who influence the future elaboration of recognised occupations. This yielded a range of comments that are not only interesting but also practicable, and are presented in this article." (Authors' abstract, BIBB-Doku)

From a special case to a model that is in demand - what makes dual VET attractive abroad? / Birgit Thomann ; Isabelle Le Mouillour. - Literaturangaben.
In: Berufsbildung in Wissenschaft und Praxis : BWP. - 42 (2013), H. 4, S. 47-48
http://www.bibb.de/en/22750.php [Accessed 11.8.2015]

"Not too long ago, the German model of VET and its combination of school-based and company-based learning venues was considered to be a vocational training pathway all of its own, and Germany regularly had to face criticism from the OECD that its rate of persons with academic qualifications was too low. The OECD [1] is now recommending that others look to Germany and Switzerland. What is the reason for this recent interest in dual vocational education and training? On the basis of experiences from the international cooperation in which BIBB is engaged, the present article develops responses to this question and outlines the prospects for supporting the promotion of dual training in European partner countries." (Authors' abstract, BIBB-Doku)

From experimental development to the structural implementation of credit transfer : 7 theses on the use of the DECVET results for the establishment of sustainable permeability in VET / Barbara Hemkes ; Egon Meerten ; Christiane Köhlmann-Eckel.
In: Implementing ECVET: crediting, recognition and transfer of learning outcomes between European target stipulations and national System conditions / Christiane Eberhardt [Hrsg.]. - Bonn. - (2013), S. 89-93
http://www.bibb.de/veroeffentlichungen/de/publication/download/id/7156 [Accessed 13.08.2014]. - ISBN 978-3-88555-949-8

To what extent do facts of the learning environment influence apprentices' motivation and learning success? / Annalisa Schnitzler ; Stefanie Velten. - Literaturangaben, Tab.
In: Apprenticeship in a globalised world : premises, promises and pitfalls / Salim Akoojee [Hrsg.] ; Philipp Gonon [Hrsg.] ; Ursel Hauschildt [Hrsg.] ; Christine Hofmann [Hrsg.]. - Münster. - (2013), S. 91-94
ISBN 978-3-643-90352-5

"The German VET system requires apprentices to learn both at a vocational school, imparting theoretical knowledge, and in a company providing the apprentice with specific professional experience. To secure learning and competence development, an apprentice's intrinsic motivation is indispensable. With regard to the company where practical training takes place, the apprentice's immediate working environment strongly affects intrinsic motivation. Data from more than 500 German apprentices training to become mechatronics fitters suggests an influence of work task design on the one hand and social environment on the other hand. Apprentices' evaluations of their tasks' diversity and complexity, their colleagues' supportive behaviour, and their trainers' competence and personal involvement significantly predicted degree of intrinsic motivation. The direct impact of the working environment on competence development turns out less pronounced." (Authors' abstract, BIBB-Doku)

Many bright spots - but shadows too! : Editorial / Friedrich Hubert Esser.
In: Berufsbildung in Wissenschaft und Praxis : BWP. - 42 (2013), H. 4, S. 3
http://www.bibb.de/veroeffentlichungen/en/publication/download/id/7121 [Accessed: 11.8.2015]