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**Absenteeism in apprenticeships : What role do works councils play?** / Harald Pfeifer. - Update: Oktober 2014. - Zürich, 2014. - 34 S. : Literaturangaben, graf. Darst., Tab. - (Leading House working paper ; 98) . -

[http://repec.business.uzh.ch/RePEc/iso/leadinghouse/0098\\_lhwpaper.pdf](http://repec.business.uzh.ch/RePEc/iso/leadinghouse/0098_lhwpaper.pdf) [Accessed 10.7.2015]

"This paper examines the influence of works councils on apprentices' absence from the workplace in Germany. The analysis draws on merged administrative and survey data, including information on the cumulated days apprentices are absent from work due to sickness. On average, apprentices are absent 9 working days per year, whereas strong differences exist with respect to the training occupation and several firm characteristics. Regression results imply that the presence of a works council in a firm significantly reduces apprentices' absence. This result supports the hypothesis that works councils effectively exercise their legally anchored 'voice' function in the German apprenticeship system." (Authors' abstract, BIBB-Doku)

**Academisation or vocational drift? : International developments in the tertiary sector of education** / Ute Hippach-Schneider. - Literaturangaben, Tab.

In: Berufsbildung in Wissenschaft und Praxis : BWP. - 43 (2014), H. 4, S. 27-29

- <http://www.bibb.de/veroeffentlichungen/en/publication/download/id/7387> [Accessed 29.5.2015]

"OECD data for the period from 1995 to 2010 point to an enormous upturn in participants in academic courses. At the same time, vocational and practice-related training courses in the tertiary sector of education are stagnating. The question addressed in the article is how far it is justified, against this backdrop, to speak about academicisation, or whether it is not rather the case that the detailed content of tertiary education programmes is drifting in a 'vocationally oriented' direction." (Authors' abstract, BIBB-Doku)

**Apprenticeship-type schemes and structured work-based learning programmes : Germany /**

Kristina Alice Hensen. - Bonn, 2014. - 14 S. : Abb., Tab. -

[http://www.refernet.de/images\\_content/Artikel\\_WBL.pdf](http://www.refernet.de/images_content/Artikel_WBL.pdf) [Accessed 19.3.2015]

This article is the second one of a set of articles prepared within Cedefop's ReferNet network based on a common template. It provides an overview of the 'dual system' which forms the core element of existing apprenticeship programmes in Germany, looks at the specific features, the main strengths and weaknesses. (BIBB-Doku)

**Work until the end or retire early?** / Brigitte Seyfried ; Sabrina Inez Weller. - Bonn :

Bundesinstitut für Berufsbildung, 2014. - 12 S. : Literaturverz., Abb., Tab. - (BIBB Report :

Forschungs- und Arbeitsergebnisse aus dem Bundesinstitut für Berufsbildung ; 2014-01) . -

<http://www.bibb.de/en/14051.php> [Accessed: 7.11.2014]

"Few people in Germany work until they reach the standard retirement age of 65 years. The average retirement age in 2012 was 64 years (2011: 63.5 years): Many older employees cannot or do not want to work until they are 65 or older. In times of a skilled worker deficit, the German economy cannot afford to let experienced personnel go. But before thinking about age-appropriate measures-e.g. further education-to keep older employees on the job longer, it is important to ask which factors influence the decision of older employees between 50 and 65 years of age to retire early. This article is based on the representative 2012 BIBB/BAuA Workers' Survey and shows the factors that influence the decision of older employees between 50 and 65 years of age to seek early retirement." (Authors' abstract, BIBB docu)

**Upgrading training in the banking sector : design perspectives within the context of the German Qualifications Framework /** Monika Hackel. - Literaturangaben, Abb.

In: Berufsbildung in Wissenschaft und Praxis : BWP. - 43 (2014), H. 4, S. 30-33

- <http://www.bibb.de/veroeffentlichungen/en/publication/download/id/7389> [Accessed 29.5.2015]

"Despite the banking sector's high proportion of employees with higher education entrance qualifications, dual initial and advanced vocational training has been the dominant training strategy to date. But will the sector continue to withstand the general increasing trend towards academicisation? And what options are available for maintaining the attractiveness of these traditionally evolved structures for advanced vocational training in future? With reference to data on the current and future employment situation in the banking sector, the article reflects on requirements for the future design of upgrading routes for the sector. In the process, it shines a light on new parameters and opportunities presented by the introduction of the DQR." (Authors' abstract, BIBB-Doku)

**Companies seeking training-place applicants: instruments and strategies : findings from the BIBB Training Panel 2013 /** Christian Gerhards ; Margit Ebbinghaus. - Bonn : Bundesinstitut für Berufsbildung, 2014. - 15 S. : Literaturangaben, Abb., Tab. - (BIBB Report : Forschungs- und Arbeitsergebnisse aus dem Bundesinstitut für Berufsbildung ; 2014-03) . -

<http://www.bibb.de/en/18116.php> [Accessed 11.11.2014]. -

Matching supply with demand is increasingly problematic in the German market for in-company vocational training places. On the company side, the supply of training places is falling while the number of unfilled training places is rising; meanwhile young people's demand for training places is falling while the number of unplaced training-place seekers is rising. BIBB Report therefore takes a look at the instruments used by German companies in their efforts to publicise the training places they offer and attract suitable training-place applicants. The study investigates the extent to which companies favour particular instruments, whether identifiable patterns are evident, and which factors influence each of the respective approaches to recruiting applicants. Among other findings, the results show that companies which favour trainees with a higher level of prior school attainment devote greater effort to finding suitable applicants, and that companies in the skilled crafts rely most on making direct contact in order to win over prospective trainees. (Author's abstract, BIBB-Doku)

**Developing skills for employability with German Partners : 8 success stories from Central and Eastern European Countries and the CIS** / Silvia Niediek. - Bonn : Bundesinstitut für Berufsbildung, 2014. - 22 S. : Abb. - <http://www.bibb.de/veroeffentlichungen/de/publication/download/id/7508> [Accessed 9.3.2015]. - ISBN 978-3-88555-980-1

"This brochure presents eight vocational education and training success stories of skill development realised in a joint effort by partners from Germany and from Central and Eastern Europe as well as the Commonwealth of Independent States (CIS). With its wide range of training offers and its strong emphasis on employability, 'Training - Made in Germany' has the potential to successfully contribute to the design process of the training systems in these regions through co-operation projects." (Text extract, BIBB-Doku)

**Developing skills for employability with German Partners : 8 success stories from Southeast Asia** / Silvia Niediek. - Bonn : Bundesinstitut für Berufsbildung, 2014. - 22 S. - <http://www.bibb.de/veroeffentlichungen/de/publication/download/id/7341> [Accessed 13.08.2014]. - ISBN 978-3-88555-962-7

"Each of the 'Developing Skills for Employability with German Partners' brochures presents eight vocational education and training success stories of German and international partners in various countries and regions. This brochure presents eight success stories of skill development in a joint effort by partners from Germany and Southeast Asia. With its wide range of training offers and its strong emphasis on employability, 'Training - Made in Germany' has the potential to successfully contribute to the design process of the training systems in Southeast Asia via cooperation projects between partners from Southeast Asia and Germany." (BIBB-Doku)

**Developing skills for employability with German Partners : 8 success stories from Sub-Saharan Africa** / Silvia Niediek. - Bonn : Bundesinstitut für Berufsbildung, 2014. - 22 S. : Abb. - <http://www.bibb.de/veroeffentlichungen/de/publication/download/id/7414> [Accessed 12.11.2014]. - ISBN 978-3-88555-975-7

Each of the 'Developing Skills for Employability with German Partners' brochures presents eight vocational education and training success stories of German and international partners in various countries and regions. This brochure presents eight success stories of skill development realised in a joint effort by partners from Germany and Sub-Saharan Africa. With its wide range of training offers and its strong emphasis on employability, 'Training - Made in Germany' has the potential to successfully contribute to the design process of the training systems in Africa through African-German cooperation projects." (BIBB-Doku)

**Developing skills for employability with German Partners : 8 success stories from the Renewables and Cleantech Sector** / Silvia Niediek. - Bonn : Bundesinstitut für Berufsbildung, 2014. - 22 S. - <http://www.bibb.de/veroeffentlichungen/de/publication/download/id/7509> [Accessed 10.3.2015]. - ISBN 978-3-88555-979-5

This edition of the brochure "Developing Skills for Employability with German Partners" presents eight success stories of skill development in the renewable energies and environmental technology sector. It was realised in a joint effort by German and international partners. (BIBB-Doku)

**Developing skills for employability with German Partners : 8 success stories from Turkey** / Silvia Niediek. - Bonn : Bundesinstitut für Berufsbildung, 2014. - 22 S. - <http://www.bibb.de/veroeffentlichungen/de/publication/download/id/7341> [Accessed 13.08.2014]. - ISBN 978-3-88555-966-5

Each of the 'Developing Skills for Employability with German Partners' brochures presents eight vocational education and training success stories of German and international partners in various countries and regions. This brochure presents eight success stories of skill development realised in a joint effort by partners from Germany and Turkey. With its wide range of training offers and its strong emphasis on employability, 'Training - Made in Germany' has the potential to successfully contribute to the design process of the training system in Turkey via Turkish-German cooperation projects." (BIBB-Doku)

**Developing the Vocational Training Report of Vietnam : Lessons learned for international TVET cooperation** / Britta van Erckelens ; Philipp Phan Lassig ; Nguyen Quang Viet. In: Berufsbildung in Wissenschaft und Praxis : BWP. - 43 (2014), H. 6, S. 32-35 <http://www.bibb.de/veroeffentlichungen/en/publication/download/id/7484> [Accessed 17.9.2015]

"The Vocational Training Report of Vietnam, the first of its kind in the ASEAN region, is a milestone in building the monitoring and reporting capacities needed for reforms in Technical and Vocational Education and Training (TVET). The article provides insights into how the Vietnamese National Institute for Vocational Training (NIVT) strengthened its capacities (competencies of personnel, procedures, resources) in order to develop the Vocational Training Report in the frame of a trilateral cooperation with the German Federal Institute for Vocational Education and Training (BIBB) and the Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ). It finally draws lessons learned from this process for similar undertakings in other countries." (Authors' abstract, BIBB-Doku)

**Does CVT of firms in Germany suffer from poaching?** / Normann Müller. - 26 S. : Literaturangaben, graf. Darst., Tab. In: Empirical Research in Vocational Education and Training. - (2014), H. Online-Ausg. <http://www.ervet-journal.com/content/pdf/1877-6345-6-1.pdf> [Accessed 26.2.2014]

"'Non-excludability' of skills is suspected to give rise to poaching externalities and cause under-investment in training. To substantiate this hypothesis, the paper at hand investigates the relationship between labor turnover and firms' dedication to continuing vocational training (CVT) exploiting novel survey data on firms in Germany (BIBB-FluCT data, N = 1.238). Regression analyses of these data point at a negative correlation between turnover and CVT incidence in firms with presumably low skill needs (i.e. firms employing workers with no formal vocational education). However, the scope of the relationship is of limited economic relevance. Merely a minority of firms states to actually forego CVT because of high turnover. Also, the direction of the relationship remains debatable; a reversed negative effect of training on turnover seems unlikely, but not impossible. Eventually, when exclusively focusing on firms providing some CVT (80.6% of the sampled firms), no negative and significant relationship between turnover and CVT spending emerges in the analyses; this is regardless of whether training is rather specific, or rather general. Overall, these findings do not serve to reinforce the notion of a generally detrimental effect of turnover on CVT. Note however, that a poaching problem may not necessarily become manifest in the relationship between turnover and training. For instance, employers explicitly stating to pay attention to potential training externalities provide CVT with a slightly lower probability than other employers. They might fear a free-rider problem regardless of the actual dimension of turnover. Notwithstanding, even this effect is limited in scope suggesting that only few firms actually withdraw from CVT because of a perceived free-rider problem. Altogether, the evidence available to substantiate the hypothesis of prevalent under-investment in CVT is not very compelling. In fact, payback clauses may help employers turn 'non-excludable' skills into part-time private goods and mitigate potential poaching risks. The analyses indicate that payback clauses go along with considerably higher employer-spending on CVT." (Authors' abstract, BIBB-Doku)

**The double path of expansive learning in complex socio-technical change processes /**  
Monika Hackel ; Michael Klebl. - graf. Darst.

In: Outlines : critical practice studies. - 15 (2014), H. 1, S. 4-27

<http://ojs.statsbiblioteket.dk/index.php/outlines/article/download/15829/13701> [Accessed 27.1.2015]

"The purpose of this article is to describe how expansive learning in organisations can become a resource for learning in a wider community of practice (CoP). The 'developmental work research' approach (DWR) based on 'cultural historical activity theory' (CHAT) is beneficial for analysing and interpreting the requirements in a field of action. Engeström's specific form of 'action research' focuses on expansive learning in activity systems. However, complex socio-technical change processes cannot be initiated and managed by the local community of practise alone. In order to establish the use of new tools, new methodologies or organisational solutions in a field of work, a double path of expansive learning is needed: Findings from the participative analysis and interpretation of contradictions in the local activity system have to be transferred to wider communities of practice. This paper illustrates a double path of expansive learning by presenting the experiences of research and development in machine and plant engineering companies in Germany. In the AQUIMO project, a project team has developed an adaptable software tool for multidisciplinary mechatronical engineering and created a related qualification program. The support from

external social researchers has helped to initiate, disseminate and establish new ways to organise the division of labour in teams of engineers." (Authors' abstract, BIBB-Doku)

**Early leaving from vocational education and training : Germany** / Kristina Alice Hensen. - Bonn, 2014. - 17 S. : Literaturverz., graf. Darst., Tab. - [http://libserver.cedefop.europa.eu/vetelib/2014/ReferNet\\_DE\\_ESL.pdf](http://libserver.cedefop.europa.eu/vetelib/2014/ReferNet_DE_ESL.pdf) [Accessed 10.11.2014]

One of the headline targets within the Europe 2020 strategy is reducing the share of early leavers from vocational education and training to less than 10%. This article aims to help understanding dropping out from VET in Germany. For this purpose, it deals with the following topics: reasons why learners drop out from VET; measures within VET programmes to prevent learners from 'dropping out'; measures to encourage learners to re-engage in VET/education and training once they have dropped out from VET. The article is the first one of a set of articles prepared within Cedefop's ReferNet network. It is based on a common template prepared by Cedefop for all ReferNet partners. (BIBB-Doku)

**Shortages in the medium qualifications area despite increased immigration: Latest results from BIBB and Institute for Employment Research (IAB) qualifications and occupational field projections up until the year 2030 taking wage developments and occupational flexibility into account** / Tobias Maier ; Gerd Zika ; Marc Ingo Wolter ; Michael Kalinowski ; Robert Helmrich. - Bonn : Bundesinstitut für Berufsbildung, 2014. - 16 S. : Literaturverz., graf. Darst., Tab. - (BIBB Report : Forschungs- und Arbeitsergebnisse aus dem Bundesinstitut für Berufsbildung ; 23/14) . - [http://www.bibb.de/dokumente/pdf/a14\\_BIBBreport\\_2014\\_23.pdf](http://www.bibb.de/dokumente/pdf/a14_BIBBreport_2014_23.pdf) [Accessed: 7.11.2014]

"The results of the third wave of the qualifications and occupational field projections conducted under the joint lead management of the Federal Institute for Vocational Education and Training (BIBB) and the Institute for Employment Research (IAB) provide an overview of the expected development of the German labour market up until the year 2030. Assuming that previous patterns of behaviour will continue, it is revealed that shortages in the medium qualifications area will persist despite the fact that increased immigration has been taken into account compared to the first two waves. Even wage adjustments included in the modelling for the first time are unable to compensate for occupational bottlenecks. The reasons for this are that existing structural differences in remuneration between occupations cannot be overcome and labour supply by occupation learned cannot work in every other occupation." (Authors' abstract, BIBB-Doku)

**European inventory on validation of non-formal and informal learning 2014 : country report Germany** / Silvia Annen ; Markus Bretschneider. - S.l., 2014. - 16 S. : Literaturangaben, Tab. - [http://libserver.cedefop.europa.eu/vetelib/2014/87053\\_DE.pdf](http://libserver.cedefop.europa.eu/vetelib/2014/87053_DE.pdf) [Accessed 4.2.2015]

"There is currently no overall national approach to validation of non-formal and informal learning in Germany, but good progress has been made during the last three years. Within the formal system of education, which already contains elements for the validation of non-formal

and informal learning, bottom-up and top-down approaches complement each other. A new approach is the Vocational Qualifications Assessment Law (Gesetz über die Feststellung der Gleichwertigkeit von Berufsqualifikationen). The implementation of the German Qualifications Framework for Lifelong Learning (DQR) on 1 May 2013 is another measure which might support the greater use of validation. Being developed as a comprehensive framework, the DQR is open to encompass not only formal qualifications but also non-formally and informally acquired competences. Besides these operational approaches, there are other 'conceptual preliminary studies' for the recognition of non-formal and informal learning. In 2013, a working group on validation was set up by the Federal Ministry of Education and Research. It aims at identifying topics and options for activities, as well as agreements for practical steps. For example, part of the work is to compile a compendium of studies in the field of competence development and informal learning for the purpose of spreading knowledge across Germany." (authors' abstract; BIBB-Doku)

**European inventory on validation of non-formal and informal learning 2014 : country report Liechtenstein** / Silvia Annen ; Markus Bretschneider. - S.l., 2014. - 14 S. : Graf. Darst., Tab. - [https://cumulus.cedefop.europa.eu/files/vetelib/2014/87065\\_LIE.pdf](https://cumulus.cedefop.europa.eu/files/vetelib/2014/87065_LIE.pdf) [Accessed 5.2.2015]

"Since 2010, the approaches towards validation of non-formal and informal learning in Liechtenstein have mostly stayed the same - regarding the process as well as regarding the use. The most significant innovation was implemented within the higher education system. In 2010, the Law on Higher Education changed admission procedures to a bachelor programme or to further training master programme, so that sur dossier became an option (on the basis of a written application), which means on the basis of the validation of prior non-formal or informal learning. This was already informal practice before 2010 (by a flexible interpretation of the phrase in the law that admission could be granted because of the Matura and other qualifications). Through the change of the law, this informal practice of admission to higher or further educational programmes was formalised. Within vocational education and training, the legal regulation regarding validation is still the same as 2010. " (authors' abstract; BIBB-Doku)

**The German vocational education and training system : its institutional configuration, strengths, and challenges.** - SP I / Heike Solga ; Paula Protsch ; Christian Ebner ; Christian Brzinsky-Fay. - October 2014. - Berlin : Wissenschaftszentrum Berlin für Sozialforschung, 2014. - 29 S. : Literaturangaben, graf. Darst. - (Discussion paper / Wissenschaftszentrum Berlin für Sozialforschung / Wissenschaftszentrum Berlin für Sozialforschung ; 2014-502) . - <http://bibliothek.wzb.eu/pdf/2014/i14-502.pdf> [Accessed 5.1.2015]

"Germany is widely known for its high-quality vocational education and training (VET) system. The two key features of that system are (a) firm-based training programs accompanied by a schoolbased component (of one to two days per week), in which apprentices acquire upper secondary general education in core subjects (like math and German) and theoretical knowledge in their training occupation. This duality of practical and theoretical knowledge acquired at the workplace and at vocational schools is (b) accompanied by the private-public duality in the governance structure (i.e., public governance of the vocational schools, provide

governance of the firm-based training). The aim of this paper is to provide information on the German VET system, enabling international readers to better understand its institutional setting, its strengths and appeal, but also its challenges and weaknesses. Therefore, the paper is structured as follows. We will start with the institutional configuration of the German VET system (Section 2), describing its institutional prerequisites and its different sectors. As we will see, there is more to Germany's VET system than the well-known dual system. We will proceed by presenting some historical developments, necessary to understand the longevity of Germany's VET system and the ways in which it has dealt with the challenges of transitioning towards a 'knowledge-based' society (Section 3). In Section 4, we will discuss both the potential and the problems of the apprenticeship system with regard to including low-achieving or disabled youth. Afterwards, we will briefly compare Germany to the dual systems of Austria, Denmark and Switzerland (Section 5). This comparison will reveal that the framework of a dual system allows for a variety of configurations - an information that might be of special interest to international readers who want to better understand Germany's 'exceptionalism' regarding the divide between vocational and general higher education. We will conclude the paper with some findings regarding the importance of the German VET system in terms of labor market entry (Section 6) and some lessons that can be learnt from the insights presented in the paper." (Authors' abstract, BIBB-Doku)

### **The influence of demographic factors on the supply of company training places in Germany**

/ Tobias Maier ; Günter Walden. - 14 S. : Literaturverz., graf. Darst., Tab.

In: Empirical Research in Vocational Education and Training. - (2014), H. Online-Ausg.

<http://www.ervet-journal.com/content/pdf/s40461-014-0004-2.pdf> [Accessed 25.9.2014]

"In the German dual system of vocational education and training, the question arises of whether and how enterprises react to demographic changes by adjusting their supply of training places. We conduct a time series on Western German data from 1970 to 2011 and construct a panel data set from 1977 to 2011 based on data of the West German states ('Bundesländer') to estimate the influence of demographic changes over time. We can show that demographic factors strongly influenced the Federal Republic prior to 1990. After the reunification, a positive influence of demographic factors is still observed but only for young people with higher levels of education; in large part, factors related to economic growth and the job market dominate. Our findings suggest that, compared to prior times, policy makers nowadays only have limited abilities to influence the number of training places offered by companies through appeals to community spirit. Instead, strategies of gaining additional training places should be geared towards the economic interests of enterprises." (Authors' abstract, BIBB-Doku)

### **Inclusive vocational training - wishful thinking or a realistic prospect? : Chances of realisation from the viewpoint of vocational education and training experts / Ruth Enggruber ; Julia Gei ; Joachim Gerd Ulrich. - Literaturangaben, Abb., Tab.**

In: Berufsbildung in Wissenschaft und Praxis : BWP. - 43 (2014), H. 4, S. 40-43

<http://www.bibb.de/veroeffentlichungen/en/publication/download/id/7394> [Accessed 29.5.2015]

"According to UNESCO, inclusion in the sense implied by the slogan 'education for all' means that all people - irrespective of special educational needs, gender, social and economic criteria - have the opportunity to participate in good quality education. In the German dual system, this would mean guaranteeing direct access to initial vocational training for all school-leavers interested in training, without having to establish their 'apprenticeship entry maturity' beforehand in the transition system. Any corresponding reform of the vocational training system would depend upon meeting a vast number of prerequisites, however. The article describes the reactions of vocational education and training experts to such an initiative, and how they rate its chances of realisation." (Authors' abstract, BIBB-Doku)

**Level assessments and bilateral comparisons in the European health care sector : learning outcomes as a basis for comparing qualifications in Europe /** Roland Tutschner [Hrsg.] ; Wolfgang Müskens [Hrsg.] ; Wolfgang Wittig [Hrsg.]. - Status as of January 2014. - Bonn : Bundesinstitut für Berufsbildung, 2014. - 200 S. : Literaturangaben, Abb., Tab. - (impuls ; 46) . [https://www.na-bibb.de/uploads/tx\\_ttproducts/datasheet/ITB\\_CrediCare\\_Impuls46\\_web.pdf](https://www.na-bibb.de/uploads/tx_ttproducts/datasheet/ITB_CrediCare_Impuls46_web.pdf) [Accessed 7.4.2015]. - ISBN 978-3-88555-953-5

"Das LEONARDO DA VINCI-Innovationstransferprojekt CrediCare, an dem Partner aus Deutschland, Estland, Finnland, Frankreich und Irland beteiligt waren, verfolgte die Ziele der grenzüberschreitenden Übertragung und Erprobung eines Verfahrens zur Beschreibung, der Niveaubestimmung und des Vergleichs von Lernergebnissen des Pflegesektors. Die Projektaktivitäten basierten auf den Instrumenten des sogenannten Äquivalenzvergleichs, d.h. dem Module Level Indicator (MLI) und der Learning Outcome Matrix (LOM). Mit diesen beiden Instrumenten können berufliche Lernergebnisse inhaltlich erfasst und ihr Niveau anhand der Stufen des Europäischen Qualifikationsrahmens (EQR) bestimmt werden. Darüber hinaus bildeten berufliche Lernergebnisse die Grundlage der bilateralen Vergleiche ausgewählter Pflegequalifikationen. Im vorliegenden Band werden die Pflegequalifikationen, die Gegenstand der Projektaktivitäten waren, sowie die Resultate der Niveaubestimmung und der bilateralen Vergleiche vorgestellt." (Hrsg., BIBB-Doku)

**Linked employer-employee data of firms' training costs : enriching register based LEE data with firm level data on apprenticeship training /** Hans Dietrich ; Holger Alda ; Harald Pfeifer ; Felix Wenzelmann ; Gudrun Schönfeld ; Stefan Schiel ; Stefan Seth. - Literaturangaben, Tab. In: Schmollers Jahrbuch : Zeitschrift für Wirtschafts- und Sozialwissenschaften ; journal of applied social science studies. - 134 (2014), H. 2, S. 237-248

"An important feature of apprenticeship training is the strong link between education and the labour market because a large part of the training takes place within firms. A considerable share of former apprentices are retained by the training firms, and this facilitates the transition of trainees from education to the labour market." One of the few examples of data sets representing the firm perspective of labour market transitions are the studies of the Federal Institute for Vocational Education and Training (Bundesinstitut für Berufsbildung, BIBB) on costs and benefits of apprenticeship training. This article deals with the latest of this BIBB surveys which was conducted in 2008 for the reference year 2007. It describes the merged data set that was obtained from two data sources: the Establishment Register

(Betriebsdatei) of the Federal Employment Agency (Bundesagentur für Arbeit, BA) on the one hand and the firm specific data on the other hand. "Section 2 first describes the two data sources used for the merge and then addresses potential selectivity problems arising from a firm's option to decline the data merge. Section 3 discusses the quality of the match between survey and administrative data. Section 4 briefly summarizes the main results of the paper and sketches research perspectives of the matched data." (Text extract, BIBB-Doku)

**Make or buy: train in-company or recruit from the labour market?** / Lutz Bellmann ; Philipp Grunau ; Klaus Troeltsch ; Günter Walden. - 18 S. : Literaturverz., Tab.

In: Empirical Research in Vocational Education and Training. - (2014), H. Online-Ausg.

<http://www.ervet-journal.com/content/6/1/9> [Accessed 15.11.2014]

"Using a sample about company hiring behaviour from the BIBB Establishment Panel on Training and Competence Development 2011, this paper analyses the hiring decisions of German establishments. Companies essentially have two choices to meet their labour demands: to provide their own apprenticeship training or to recruit unskilled or already-qualified staff through the external labour market. Therefore, we employ a multinomial quasi-maximum likelihood fractional regression model that simultaneously investigates the determinants of five hiring alternatives (new trainees, external unskilled staff, external skilled staff with initial vocational education, technicians and master craftsmen, and external staff with higher education). Our analysis reveals that a firm's characteristics play a crucial role in explaining its recruitment behaviour. In this respect, the mobility and development of its workforce as well as the reproduction of the existing qualification structure prove especially important. The empirical results further show some evidence that apprenticeship training and the recruitment of workers with IVET qualifications from the external labour market depict alternative strategies." (Authors' abstract, BIBB-Doku)

**Models and approaches towards the recognition of foreign vocational qualifications and competences (MoVa) : principles, design and implementation** / Silvia Annen ; Christiane Eberhardt. - Literaturangaben.

In: CICE-2014 proceedings : Canada International Conference on Education (CICE-2014), June 16-19, 2014, Cape Breton University, Nova Scotia, Canada / Charles A. Shoniregun [Hrsg.] ; Galyna A. Akmayeva. - S.l. - (2014), S. 278-283

<http://ect.uonbi.ac.ke/sites/default/files/cees/education/ect/CICE-2014%20Proceedings.pdf> [Accessed 27.1.2015]. - ISBN 978-1-908320-24-7

"In Germany the recognition of foreign qualifications and competences is of high political relevance due to the severe problem of a skills shortage. Thus, in April 2012 the 'Federal Recognition Act' entered into force in order to improve the assessment and recognition of vocational qualifications achieved abroad. The presented research project MoVA accompanies the implementation of this act by analyzing the strategies, concepts and practices of other countries regarding recognition of vocational competences and qualifications. In this contribution we focus on the present status in Germany and counter it with the approaches implemented in Denmark, Canada and Australia." (Authors' abstract, BIBB-Doku)

**Selected Bibliography "Attractiveness of vocational education and training : Permeability, successful school-to-work transitions and international mobility" / Markus Linten ; Sabine Prüstel ; Christian Woll. - Stand: September 2014. - Bonn : Bundesinstitut für Berufsbildung, 2014. - 44 S.**

[http://www.bibb.de/dokumente/pdf/a1bud\\_auswahlbibliografie-attractiveness-vet.pdf](http://www.bibb.de/dokumente/pdf/a1bud_auswahlbibliografie-attractiveness-vet.pdf)  
[1.10.2014]

The bibliography showcases worldwide developments, current innovations and good practices in TVET with the emphasis on attractiveness, permeability, mobility, and transition. This publication reflects the range of currently available literature such as articles, books, government reports, UN agency documents, donor community documents, research theses, and other sources. It contains material that has been published in the last five years. All information included in these reviews was obtained through an extensive search of online journals, conferences, databases and archives. (BIBB-Doku)

**Selected Bibliography "Vocational education and training in European countries" : References generated from the "Literature Database for Vocational Education and Training" (www.ldbb.de) / Markus Linten ; Sabine Prüstel ; Christian Woll. - Stand: Dezember 2014. - Bonn : Bundesinstitut für Berufsbildung, 2014. - 29 S. -**

[http://www.bibb.de/dokumente/pdf/a1bud\\_auswahlbibliografie-vet-in-european-countries.pdf](http://www.bibb.de/dokumente/pdf/a1bud_auswahlbibliografie-vet-in-european-countries.pdf) [Accessed: 23.1.2015]

This selected bibliography was compiled on the occasion of the 42nd WorldSkills, which took place in Leipzig from 2 to 7 July 2013 and offers an overview of current trends and developments within different vocational education and training (VET) systems in Europe. Germany's dual VET system that combines work-based learning with part-time schooling enjoys an excellent reputation internationally and is in increasing demand. But in general, a growing interest in models of dual VET systems, which can also be found in Austria and Switzerland, can be observed. For this reason, a particular focus of the bibliography lies on the VET systems of Germany, Austria and Switzerland. By choosing only references to literature available in English language, we wish to foster the exchange of ideas and experiences about VET across Europe and to give some new impulses for the further discussions concerning the continuing process of modernizing VET systems. (BIBB-Doku)

**Training regulations and how they come about / Anna Maria Kuppe [Red.] ; Barbara Lorig [Red.] ; Andreas Stöhr [Red.] ; Henrik Schwarz [Red.]. - 6th, rev. ed. - Bonn : Bundesinstitut für Berufsbildung, 2014. - 36 S. : Abb. -**

<http://www.bibb.de/veroeffentlichungen/de/publication/show/id/7324> [Accessed 16.6.2014]. - Frühere Ausgaben u.d.T.: Vocational training regulations and the process behind them. - ISBN 978-3-88555-959-7

"This brochure provides information on a unique procedure for the development of training regulations. The arrangements form the basis for initial training in dual system, in which many people in Germany begin their vocational qualification." This procedure involves those affected - employers organisations for the enterprises and trade unions for workers - in all

important decisions about the content, objectives, duration and requirements of training. How does this procedure operate? Experts from training practice develop the outlines of the new training regulations together with the Federal Institute for Vocational Education and Training (BIBB) and harmonise them with experts from the vocational schools. Employers and trade unions promote the new training regulations in the enterprises and the Federal Government gives them the force of law." (BIBB-Doku)

**VET and recruitment - car service and healthcare : Korea and Germany /** Dong-Im Lee ; Mee-Souk Kim ; Ahn Kook Kim ; Philipp Grollmann ; Marthe Geiben. - Seoul, 2014. - XXX, 186 S. - [http://www.nrcs.re.kr/webmodule/homeboard?act=download&year=2014&file\\_seq=4782](http://www.nrcs.re.kr/webmodule/homeboard?act=download&year=2014&file_seq=4782) [Accessed 9.6.2015]

This report refers to the research project "Patterns of Recruitment and Induction" (INDUCT) that BIBB started in 2009. With the second phase of the project (INDUCT II) which commenced in July 2012, the Republic of Korea joined the project. KRIVET and BIBB signed a Memorandum of Understanding (MOU) for a "Corporate Survey on the Recruitment and VET of healthcare and car service Industry" with the aim to analyze their respective nations' recruitment customs and practices. "Two industries - car service and healthcare - were selected for the study. The two sectors were surveyed in both nations with identical questionnaires. The induction of career entrants (induction duration and process) was analyzed on the survey results; based on certain hypotheses, emphasis was placed on factors influencing the induction duration." (Autors' abstract, BIBB-Doku)

**VET Data Report Germany 2013 : Facts and Analyses accompanying the Federal Report on Vocational Education and Training - Selected findings /** Isabelle Le Mouillour [Red.] ; Michael Friedrich [Red.]. - Bonn : Bundesinstitut für Berufsbildung, 2014. - 50 S. : graf. Darst., Tab. - [http://datenreport.bibb.de/media2013/DR2013\\_engl\\_Screen.pdf](http://datenreport.bibb.de/media2013/DR2013_engl_Screen.pdf) [Accessed 2.4.2015]. - ISBN 978-3-88555-960-3

"This English version of the 2013 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') deals with the development and use of digital media in VET as a thematic priority. Chapter four widens the perspective to the international context with issues such as youth unemployment, recognition and mobility." (Hrsg., BIBB-Doku)

**Wages and occupational flexibilities as determinants of the interactive QuBe labour market model : a methodological report on the basic projection of the 3rd wave of the BIBB-IAB qualifications and occupational field projections /** Tobias Maier ; Gerd Zika ; Anke Mönnig ; Marc Ingo Wolter ; Michael Kalinowski ; Carsten Hänisch ; Robert Helmrich ; Manuel Schandock ; Caroline Neuber-Pohl ; Peter Bott ; Markus Hummel. - Bonn : Bundesinstitut für Berufsbildung, 2014. - 55 S. - (Wissenschaftliche Diskussionspapiere ; 149) . - <http://www.bibb.de/veroeffentlichungen/de/publication/show/id/7365> [Accessed: 7.8.2014]

The BIBB-IAB qualification and occupational field projections describe the labour demand and supply development until 2030. The BIBB-IAB. Qualification and Occupational Field Projections describe the labour demand and supply development until 2030. The discussion paper includes the underlying data, methods and assumptions of the third wave of the long-term BIBB-IAB Qualification and Occupational Field Projections (QuBeproject). Taken into account in the present third wave was the increased future net immigration as a consequence of the European economic crisis. In addition, empirically founded dynamic exchange processes between labour supply and demand by qualifications and occupation-specific labour supply in persons and hours is taken into account when determining wages for the respective occupations. On the supply side, the advantages of the two hitherto applied supply models BIBB-FIT and BIBB-DEMOS have been combined in one supply model and the wage elasticity coinciding with occupational flexibility has been estimated at the same time." (Authors' abstract, BIBB-Doku)

**What is worth a qualification? : Approaches towards the recognition of vocational qualifications and competences acquired abroad /** Christiane Eberhardt ; Silvia Annen. - Literaturangaben.

In: International Journal for Cross-Disciplinary Subjects in Education (IJCDSE). - 4 (2014), H. Special Issue 2, S. 1991-1999

<http://www.infonomics-society.org/IJCDSE/Approaches%20towards%20the%20Recognition%20of%20Vocational%20Qualifications.pdf> [Accessed 23.4.2015]

"In Germany the recognition of foreign qualifications and competences is of high political relevance due to the severe problem of a skills shortage. Thus, in April 2012 the 'Federal Recognition Act' entered into force in order to improve the assessment and recognition of vocational qualifications achieved abroad. The presented research project MoVA reflects the implementation of this act by analyzing the strategies, concepts and practices of other countries regarding recognition of vocational competences and qualifications. In this contribution we focus on the present status in Germany and counter it with the approaches implemented in Denmark, Canada and Australia." (Authors' abstract, BIBB-Doku)

**Works councils, collective bargaining, and apprenticeship training - evidence from German firms /** Ben Kriechel ; Samuel Mühlemann ; Harald Pfeifer ; Miriam Schütte.

In: Industrial relations : a journal of economy and society. - 53 (2014), H. 2, S. 199-222

"In this paper, we investigate the effects of works councils on apprenticeship training in Germany. The German law attributes works councils substantial information and co-determination rights to training-related issues. Thus, works councils may also have an impact on the cost-benefit relation of workplace training. Using detailed firm-level data containing information on the costs and benefits of apprenticeship training, we find that firms with works councils make a significantly higher net investment in training compared to firms without such an institution. We also find that the fraction of former trainees still employed with the same firm 5 years after training is significantly higher in the presence of works

councils, thus enabling firms to recoup training investments over a longer time horizon. Furthermore, all works council effects are much more pronounced for firms covered by collective bargaining agreements." (Authors' abstract, BIBB-Doku)