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Apprenticeship training in Germany remains investment-focused - results of BIBB Cost-Benefit Survey 2012/13 / Anika Jansen ; Harald Pfeifer ; Gudrun Schönfeld ; Felix Wenzelmann. - Bonn : Bundesinstitut für Berufsbildung, 2015. - 15 S. : Literaturangaben, graf. Darst., Tab. - (BIBB Report : Forschungs- und Arbeitsergebnisse aus dem Bundesinstitut für Berufsbildung ; 2015-01). - <http://www.bibb.de/en/25852.php> [Accessed 13.8.2015]

"What is the cost of apprenticeship training to companies, and what benefit do they gain from it? This question is pursued in the following with reference to the BIBB Cost-Benefit Survey 2012/13 (BIBB-CBS 2012/13), a representative survey on the costs and benefits of apprenticeship training. From the findings, it is evident that for the majority of companies, apprenticeship training is initially associated with costs; in other words, it represents an investment. By hiring apprentices once their training is complete, substantial personnel recruitment costs can be saved which would be incurred if companies were to recruit skilled workers via the labour market. These compensate for a major part of the total costs of apprenticeship training. Furthermore, hiring apprentices once their training is complete also gives rise to long-term advantages. By providing apprenticeship training, companies can wholly or partly meet their needs for skilled workers and thus reduce their dependency upon trends in the external labour market. Moreover companies can also impart company-specific knowledge during apprenticeship training and fill skilled vacancies with the newly qualified workers who performed best during training. Overall, what emerges from the study is that in normal circumstances, apprenticeship training pays off for companies." (Authors' abstract, BIBB-Doku)

Compendium Quality of in-company vocational education and training / Claudia Gaylor ; Magdalene Follner ; Sylvia Barkholz ; Fidan Düz ; Matthias Kohl ; Martin Fischer ; Susanne Kretschmer ; Thomas Reglin ; Dorothea Schemme [Mitarb.] ; Thomas Vollmer [Red.]. - Bonn : Bundesinstitut für Berufsbildung, 2015. - 69 S. : Abb., Tab. - https://www.deqa-vet.de/media/PDF_allgemein/compendium_quality-vet_en.pdf [Accessed 13.8.2015]. - ISBN 978-3-88555-982-5

"The present compendium is the result of the pilot project programme for 'Quality development and quality assurance in in-company initial vocational education and training'. This programme was carried out nationwide from 2010 to 2013 under the oversight of the Federal Institute for Vocational Education and Training (BIBB) with funds from the Federal Ministry of Education and Research (BMBF) with ten pilot projects in the fields of crafts, industry and services. In conjunction with training practice in small and medium-sized enterprises, pathways to improvement of the quality of dual vocational education and training were designed and analysed. The compendium is intended primarily for people in charge of training in companies and for trainees. Educational staff at schools, inter-company educational establishments and institutions in the field of vocational training can also benefit from the approaches to improving quality provided by the compendium." (Excerpt, BIBB-Doku)

Difficulties in defining social-emotional intelligence, competences and skills - a theoretical analysis and structural suggestion / Moana Monnier. - Literaturverz., Tab.

In: International Journal for Research in Vocational Education and Training : IJRJET. - 2 (2015), H. 1, S. 59-84

<http://www.ijrvet.net/index.php/IJRJET/article/download/55/21> [Accessed 13.8.2015]

"Demands related to the frequency of and time required for interactional tasks in everyday occupational routines are continuously growing. When it comes to qualifying a person's ability to interact with others, two prototypical concepts are often used: social competences and emotional intelligence. In connection to discussions about curriculum standards in Germany, these are viewed as important attributes that should be taught, supported and if possible assessed in educational pathways toward an occupation. However, in looking for a generally approved and widely used definition, many problems arise on the inter-conceptual and intra-conceptual level, triggering implementation difficulties in educational curricula. This article highlights these difficulties by selecting five well-established key theories and comparing their communalities and differences. Analyzing definitions of intelligence, competences and skills, taking an action regulation perspective and highlighting the interdependence of social and emotional aspects, a structural system to facilitate the transfer into the educational context is proposed." (Authors' abstract, BIBB-Doku)

Employers' recruitment, induction, and training practices in selected European countries and occupations / Marthe Geiben ; Philipp Grollmann ; Tobias Wolfgarten. -

Literaturangaben, Tab.

In: The International Journal of Adult, Community, and Professional Learning. - 21 (2015), H. 3-4, S. 15-28

"Issues associated with recruitment, induction, and training of new employees are crucial to companies. These issues are entangled with costs, the way work is organised, and the productivity of a company. For employees, these are crucial times in life. Therefore, the project INDUCT, conducted by the BIBB in 2010 and 2011, seeks to discover if and how employers support their new employees to learn at and for work. INDUCT asks for work-based learning settings and other ways of supporting learning and competence development for new recruits. The focus of the project is recruitment, induction, and training of job entrants at an intermediate skill level. Employers were also asked to give an estimation of the quality of the VET system and the knowledge and competences learned by the young people during their initial vocational education and training. Both aspects, the estimation of employers as well as their reports on recruitment, induction, and training of VET graduates can be seen as an indicator for the quality of a VET system. This was one of the reasons why the study initially was carried out. The study was implemented in an international comparative design (Germany, United Kingdom, Spain, Finland) and an occupation-specific perspective, concentrating on two quite different occupations: business administration support and car service. This contribution describes some of the findings of a feasibility study and relates them to differences across countries and occupations, drawing conclusions for the enhancement of the research approach that is currently applied in a larger study." (Authors' abstract, BIBB-Doku)

Explicating individual training decisions / Marcel Walter ; Normann Müller. -
Literaturangaben.

In: *Vocations and learning : studies in vocational and professional education.* - 8 (2015), H. 2,
S. 159-183

"In this paper, we explicate individual training decisions. For this purpose, we propose a framework based on instrumentality theory, a psychological theory of motivation that has frequently been applied to individual occupational behavior. To test this framework, we employ novel German individual data and estimate the effect of subjective expected utility (SEU) from continuing vocational training (CVT), the effect of restricting factors, and the effect of personal characteristics on the willingness to pay for CVT. Our results imply that SEU is generally the main driver of training decisions. In contrast, financial restrictions are most decisive for persons who are more likely to participate in training (i.e., training tendency). Time restraints also help explain why some individuals are entirely unwilling to participate. Moreover, regional infrastructure is a crucial training determinant. We also find that age and vocational qualifications do not directly affect training decisions. However, persons in specific occupational settings (e.g., low occupational status, overly challenging workplace situations) do exhibit a lower training tendency. Additionally, the training behavior of these persons appears to be more rigid, making them less likely to react to changes in their cognitive attitudes to training." (Authors' abstract, BIBB-Doku)

How socially selective is the German system of initial vocational education and training? : Transitions into initial vocational training and the influence of social background / Ursula Beicht ; Günter Walden. - Literaturangaben, Tab.

In: *Journal of Vocational Education and Training.* - 67 (2015), H. 2, S. 235-253

"In Germany, social background has a strong influence on school performance in the general educational system. Children from lower social classes have fewer opportunities to gain higher school leaving certificates. In this paper, we ask the question if social selectivity is also present in the German system of vocational education and training. Based on the data-set of the German Transition Study of the Federal Institute of Vocational Education and Training, we analyse the transition from school to vocational education and training, including also the transition to higher education. We show that the successful placement in full vocational qualification programmes leading to a recognised occupation depends strongly on the general school-leaving certificate. As regards the direct influence of social background, there is some evidence for fewer chances for young people from lower social classes but only for non-holders of a higher education entrance qualification (HEEQ). Young people from lower social classes holding a HEEQ more often choose initial vocational training instead of a higher education degree. Our results show that the strong social selectivity of the German general educational system is perpetuated in the German system of vocational education and training and determines long-run career perspectives. Therefore, a policy for reduction of social selectivity in Germany has to target the teaching in the schools of general education." (Authors' abstract, BIBB-Doku)

Imputations of missing signs for changes in real working hours in the BIBB supplementary task survey to the BIBB/BAuA employment survey 2012/ Daniela Rohrbach-Schmidt. - Version 1.0. - Bonn : Bundesinstitut für Berufsbildung, 2015. - 17 S. : Literaturangaben, Tab. - (BIBB-FDZ Daten- und Methodenbericht ; 2015,2) . - <http://www.bibb.de/veroeffentlichungen/de/publication/download/id/7669> [Accessed 18.9.2015]

"The BIBB-FDZ Data and Methodological Report 2/2015 describes the imputation procedure for the imputation of the missing signs for the working hours variable in the BIBB Supplemental Task Survey to the Employment Survey 2012. The survey collects important characteristics of workers around one year after the main survey, i.e. the BIBB/BAuA Employment Survey 2012." (Editor, BIBB-Doku)

Induction processes for job entrants in car service in France and Germany / Marthe Geiben. - Literaturangaben, Abb.
In: European Educational Research Journal : EERJ. - 14 (2015), H. 1, S. 86-99

"Induction in enterprises is a crucial phase for each employee not only to become able to fulfil all relevant tasks but also to enable professional development as well as social and value-oriented integration into the new organisation. This is even more relevant for young people coming from initial vocational education and training with intermediate-level qualifications (European Qualification Framework 3 and 4). The research question of the presented doctoral thesis is to discover how induction processes are organised for these employees in two selected countries, and to interpret possible differences. Therefore, the author presents a mixed-method approach that focuses on qualitative case studies in selected enterprises in car service in France and Germany. This approach is complemented by an in-depth literature review of pedagogical literature and from other selected disciplines, for example Human Resources Development. This paper presents the conception and first results of the case studies. The focus therefore is on the description of induction processes. The few existing differences are interpreted by two aspects: Hofstede's cultural dimensions and organisational differences between the cases." (Authors' abstract, BIBB-Doku)

Italy / Sara-Julia Blöchle. - Literaturangaben.

In: The education systems of Europe / Wolfgang Hörner [Hrsg.] ; Hans Döbert [Hrsg.] ; Lutz R. Reuter [Hrsg.] ; Botho von Kopp [Hrsg.]. - 2nd ed. - Cham. - (2015), S. 403-424
ISBN 978-3-319-07472-6

This chapter gives an overview of the Italian education system. In the first section the author discusses the cornerstones in the historical development of the education system and then takes a look at reforms in educational policy over the last 30 years. The second section explores key aspects of the structure, organization, and governance of the education system in Italy. This includes a closer look at the following aspects: legal foundations of the education system; management of the education system; financing the education system and its institutions; relationship between the public and private sectors. The third section systematically describes the structures of the education system - from pre-primary education

to adult education. The fourth section is dedicated different problem areas in the current Italian school system. Finally, the fifth section sheds light on new developments and ongoing discussions in educational politics. (BIBB-Doku)

Labour demand in Germany by industrial sector, occupational field and qualification until 2025 - model calculations using the IAB/INFORGE model / Tobias Maier ; Anke Mönnig ; Gerd Zika.

In: Economic systems research : the international scholarly journal of the International Input-Output Association (IIOA). - 27 (2015), H. 1, S. 19-42

"By means of a trend extrapolation of microcensus structures (undertaken by the German Federal Statistical Office) for the time period 1996-2007, the projections for labour demand by industrial sector which the IAB already has at its disposal can be transferred to demand by occupational field and subsequently by qualification level until 2025. The findings which have been claimed for some time now are upheld: production-related occupations will lose in significance, while further increases in employment particularly in occupations in the service sector are to be expected. Accordingly, the demand for personnel with a degree from a university or a university of applied sciences will go on rising, while the labour market opportunities for unskilled workers will continue to fall. However, vocational training or its academic counterparts still remain the dominant form of training in Germany. A continuing employment trend is to be expected here." (Authors' abstract, BIBB-Doku)