
EVELINE WITTMANN

From company rankings to international system comparisons

The significance of indicators and benchmarks in vocational education and training

Von Unternehmensrankings zu internationalen Systemvergleichen

Die Bedeutung von Indikatoren und Benchmarks in der Berufsbildung

Berufsbildung in Wissenschaft und Praxis – BWP 39 (2010) 3, p. 6

Indicator-based comparisons of different organisations or political systems are currently in vogue. Competition-inducing information systems are seen as a key aspect of performance improvement. In this context, the article aims to define relevant terms and place them within a conceptual framework. Differences in the functions of the various comparative methods are outlined at the same time. The concluding discussion looks at some example areas of application for vocational education and training, and puts forward ideas on the quality requirements of an indicator-based management approach.

CHRISTIANE KRÜGER-HEMMER, NORA SCHMIDT

OECD indicators on vocational education and training
OECD-Indikatoren zur beruflichen Bildung

Berufsbildung in Wissenschaft und Praxis – BWP 39 (2010) 3, p. 11

Since 1992 the OECD has published indicator-based information on the performance of education systems in the OECD countries in its "Education at a Glance" report. The findings of this publication are updated regularly and provide a means of rating the national education system in comparison with international systems. The article gives an overview of the conceptual framework for the indicators, the rationale behind the selection of indicators, the delimitation of vocational education in the upper secondary sector and relevant example indicators.

FRIEDRIKE BEHRINGER

EU 2010 benchmarks on general and vocational education as an element of the Lisbon Strategy
EU-Benchmarks 2010 zur allgemeinen und beruflichen Bildung als Element der Lissabon-Strategie

Berufsbildung in Wissenschaft und Praxis – BWP 39 (2010) 3, p. 16

In the year 2000, the Lisbon meeting of the European Council adopted an Agenda for 2010, the aim of which was to turn the European Union into a highly dynamic and competitive knowledge-based economy. One significant element of the European Union's economic and social policy strategy is education. Key features of the Lisbon Strategy are the agreement of common targets, the definition of timetables and consultation over indicators and benchmarks. The article presents the benchmarks agreed for the education sector and discusses data and findings with regard to whether the Lisbon objective is being achieved.

PHILIPP GROLLMANN, GEORG HANF

EU indicators and benchmarks 2020

Trends and perspectives for vocational education and training

EU-Indikatoren und Benchmarks 2020

Entwicklungen und Perspektiven für die Berufsbildung

Berufsbildung in Wissenschaft und Praxis – BWP 39 (2010) 3, p. 21

Two important European processes relevant to vocational education and training make use of indicators and benchmarks as instruments of the "open method of coordination": the first is "General and Vocational Education 2020", the successor to the "General and Vocational Education 2010" work programme, and the second is the initiative for a European qualifications framework in vocational education, introduced under the Copenhagen Process. The article presents the targets, benchmarks and indicators defined in these programmes and reflects on their implementation in the European process and their potential impacts in the national context.

MICHAEL FRIEDRICH, ELISABETH M. KREKEL

Surveying the (vocational) education world – Germany's Annual Vocational Training Report and the BIBB Data Report
Die Vermessung der (Berufs-)Bildungswelt – Berufsbildungsbericht und BIBB-Datenreport

Berufsbildung in Wissenschaft und Praxis – BWP 39 (2010) 3, p. 26

Germany has systematically reported on vocational education and training for over 30 years in its Annual Vocational Training Report. This reporting has been taken in a new direction since 2009 when the BIBB published its Data Report, a new standard reference work on vocational education and training. On the basis of selected indicators, this publication tracks the main trends in initial

and continuing vocational education and training. This article presents the conceptual approach, along with example indicators on initial vocational education and training.

GÜNTHER HEFLER

Between management and ritual

Possibilities and limitations of corporate use of continuing education indicators from a neo-institutionalist perspective

Zwischen Steuerung und Ritual

Möglichkeiten und Grenzen betrieblicher Nutzung von Weiterbildungsindikatoren aus neoinstitutionalistischer Sicht

Berufsbildung in Wissenschaft und Praxis – BWP 39 (2010) 3, p. 31

It is common practice for companies to define indicators relating to their continuing education activities, and compare them with average figures from other enterprises. The article sheds light on this practice from the viewpoint of neo-institutionalism. From this perspective, continuing education is not only a constructive instrument for responding to changes in qualification requirements, but can also act as a buffer for unsolved problems in the company. Companies use continuing education programmes to fulfil expectations that are placed on them from internal and external sources. The article makes it clear that indicators do not reflect this complexity, and concludes by examining why companies nevertheless cling to indicator-based comparisons.

MARGIT EBBINGHAUS

Different routes – one destination: how enterprises recruit apprentices
Unterschiedliche Wege – ein Ziel: Wie Betriebe Auszubildende rekrutieren

Berufsbildung in Wissenschaft und Praxis – BWP 39 (2010) 3, p. 35

"Trainees – a scarce commodity" was the headline in Technology Review in December 2009. With growing frequency, the press focuses attention on the consequences of demographic change, falling numbers of school-leavers and apprenticeship applicants and unfilled apprenticeship vacancies. Since demographic decline is set to continue for the time being, the question arises as to what enterprises are doing to attract this "scarce commodity". The article focuses on the process of filling apprenticeship places – the attraction of potential applicants – and the strategies adopted by enterprises.

PETER BOTT, ROBERT HELMRICH, GERD ZIKA

MINT occupations – supposed shortages are often overstated!

Analyses from the first BIBB-IAB projection of qualifications and occupational fields

MINT-Berufe – die Not ist nicht so groß wie oft behauptet!

Analysen aus der ersten BIBB-IAB Qualifikations- und Berufsfeldprojektion

Berufsbildung in Wissenschaft und Praxis – BWP 39 (2010) 3, p. 40

MINT occupations, the umbrella term for qualifications that include mathematics, information technology, natural sciences and technical disciplines, are often cited as a prime example of the imminent skills shortage. The perception of an apparent skills shortage in the MINT occupations is the subject of this article. The principal question is whether there is actually a problem with the supply of newly qualified workers. With the help of reference data from official statistics on this occupational field and the first interpretations of the BIBB-IAB projections the article aims to give a more nuanced presentation of the actual situation in this occupational field.

HENNING KLAFFKE

Development and application of "Advanced Occupational Standards" in the Sultanate of Oman
Entwicklung und Anwendung von „Advanced Occupational Standards“ im Sultanat Oman

Berufsbildung in Wissenschaft und Praxis – BWP 39 (2010) 3, p. 45

Since 2005 the Ministry of Manpower in the Sultanate of Oman has been working with the Deutsche Gesellschaft für Technische Zusammenarbeit GmbH (GTZ) – International Service to improve its national system of initial and continuing vocational education and training. In this context, the first phase involved the development of "Advanced Occupational Standards" (AOS), which define qualification requirements and form an essential basis for future vocational education and training tasks such as curriculum development, test development, initial teacher training, etc. This article presents the new standards.

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