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The Literature Database is being supported by the Arbeitsgemeinschaft Berufsbildungsforschungsnetz [Network of German VET Research - AG BFN]; cooperation partners are national and international institutes and information systems.

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**Primary publication on the internet: July 2013**

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## Preface

This selected bibliography was compiled by the documentation unit of the Federal Institute for Vocational Education and Training (BIBB). It was originally created on the occasion of the 42nd WorldSkills, which took place in Leipzig from 2 to 7 July 2013. Meanwhile, more than one year has passed – it is therefore time to present an updated version of the bibliography.

The literature compiled in this bibliography offers an overview of current trends and developments within different vocational education and training (VET) systems in Europe. A particular focus of the bibliography lies on the VET systems of Germany, Austria and Switzerland.

In many EU Member States youth unemployment (i.e. unemployment among young people aged 15 to 24) has risen significantly in the last years. By contrast, Germany, Austria, and Switzerland are in the favourable situation that their youth unemployment rates continuously lie below 10 percent. These three countries have a strong dual VET system that combines work-based learning with part-time schooling. Against this backdrop, there has been a growing interest in models of dual VET systems, which are regarded as a major success factor.

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 further discussions concerning the continuing process of modernizing VET systems.

For further information on recent VET topics in English language, we recommend to consult the multilingual bibliographical database VET-Bib of the European Centre for the Development of Vocational Training (Cedefop). VET-Bib is the largest collection of VET literature in Europe. The collection contains research reports, EU policy and legislative documents, statistics, journal articles, proceedings, comparative studies, databases, websites and grey literature.

**Bonn, December 2014**

**Christian Woll  
Federal Institute for Vocational Education and Training (BIBB)  
Section 1.4 "Publication Management/Library"**

## VET in Europe - Country Reports

The “VET in Europe - country reports” review vocational education and training systems in the EU Member States plus Iceland and Norway. They are prepared and updated by ReferNet, according to a common structure provided by Cedefop. Here is only a small selection of the available reports:

**VET in Europe - Country Report Austria 2013** / Sabine Tritscher-Archan. - 2013. - 43 p.  
[http://www.refernet.at/index.php/de/component/docman/doc\\_download/467-atvetineurope2013](http://www.refernet.at/index.php/de/component/docman/doc_download/467-atvetineurope2013) [Accessed 4.12.2014]

**VET in Europe - Country Report Denmark 2012** / Simon Rolls. - 2012. - 66 p.  
[http://libserver.cedefop.europa.eu/vetelib/2012/2012\\_CR\\_DK.pdf](http://libserver.cedefop.europa.eu/vetelib/2012/2012_CR_DK.pdf) [Accessed 4.12.2014]

**VET in Europe - Country Report Germany 2013** / Ute Hippach-Schneider ; Kristina Alice Hensen. - 2013. - 63, XXXII p.  
[http://libserver.cedefop.europa.eu/vetelib/2012/2012\\_CR\\_DE.pdf](http://libserver.cedefop.europa.eu/vetelib/2012/2012_CR_DE.pdf) [Accessed 4.12.2014]

**VET in Europe - Country Report France 2012** / Régis Roussel ; Valérie William ; Alice Viélajus ; Stéphane Héroult. - 2012. - 47 p.  
[http://libserver.cedefop.europa.eu/vetelib/2012/2012\\_CR\\_FR.pdf](http://libserver.cedefop.europa.eu/vetelib/2012/2012_CR_FR.pdf) [Accessed 4.12.2014]

**VET in Europe - Country Report Italy 2012** / Isabella Pitoni ; Laura Agneni. - 2012. - 48 p.  
[http://libserver.cedefop.europa.eu/vetelib/2012/2012\\_CR\\_IT.pdf](http://libserver.cedefop.europa.eu/vetelib/2012/2012_CR_IT.pdf) [Accessed 4.12.2014]

**VET in Europe - Country Report Netherlands 2013** / Hester Smulders ; Annemiek Cox ; Anneke Westerhuis. - 2014. - 45 p.  
[http://libserver.cedefop.europa.eu/vetelib/2013/2013\\_CR\\_NL.pdf](http://libserver.cedefop.europa.eu/vetelib/2013/2013_CR_NL.pdf) [Accessed 4.12.2014]

**VET in Europe - Country Report United Kingdom 2013** / Torjus Abusland - 2014. - 47 p.  
[http://libserver.cedefop.europa.eu/vetelib/2013/2013\\_CR\\_UK.pdf](http://libserver.cedefop.europa.eu/vetelib/2013/2013_CR_UK.pdf) [Accessed 4.12.2014]

Further country reports are available [here](#).

## 2014

**Apprenticeship : dual vocational education and training in Austria ; modern training with a future** / Federal Ministry of Science, Research and Economy [Ed.]. - 13th, rev. ed., August 2014. - Vienna, 2014. - 55 S.  
[http://www.ibw.at/components/com\\_redshop/assets/document/product/1362394008 Apprenticeship2012.pdf](http://www.ibw.at/components/com_redshop/assets/document/product/1362394008_Apprenticeship2012.pdf) [Accessed 5.12.2014]

This brochure provides a comprehensive overview of apprenticeship training in Austria. Topics of further consideration are - amongst others - the different places of learning, financing of apprenticeship training, new regulation of occupations, modularisation, apprenticeship and matura, inclusive vocational training, and apprenticeship training in a European context. The annex contains an excerpt from a training regulation (apprenticeship

“Installations and building technology”), a list of institutions involved in apprenticeship training, and a list of apprenticeship trades with the respective training periods. (BIBB)

**The effectiveness of apprenticeship training : a within track comparison of workplace-based and school-based vocational training in Hungary** / Dániel Horn. - Budapest. - 32 S. : Literaturverz., graf. Darst., Tab. - (Budapest Working Papers on the Labour Market BWP ; 2014/5)

ISBN 978-615-5447-35-8

<http://www.econ.core.hu/file/download/bwp/bwp1405.pdf> [Accessed 5.12.2014]

"Although apprenticeship training has been praised for its effectiveness in smoothing the school-to-work transition of non-college bound students, most studies rely on cross country or cross track comparisons. This study compares apprenticeship training students with non-apprentices within educational track using a rich database and a unique set of observable individual level characteristics as well as local labor market fixed effects to control for the potential selection bias. The results show that there are no significant differences in employment chances between apprentices and non-apprentices within just a year after graduation. Although, in small subsamples of the population, significant differences can be found, these are most likely due unobserved heterogeneity. However, even if these observed differences are unbiased, they are more likely due to the superior screening of the larger firms rather than their superior training." (Authors' abstract)

**The German vocational education and training system : its institutional configuration, strengths, and challenges** / Heike Solga ; Paula Protsch ; Christian Ebner ; Christian Brzinsky-Fay. - October 2014. - Wissenschaftszentrum Berlin für Sozialforschung, 2014. - 29 S. : Literaturverz., Abb. - (Discussion paper : SP I ; 2014-502) (WZB Discussion Paper ; SP I 2014-502). - <http://bibliothek.wzb.eu/pdf/2014/i14-502.pdf> [Accessed 5.12.2014]

"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 school-based 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). In the recent recession, this so-called dual system has received much international attention, for instance in the US, UK, or Spain. Whereas youth unemployment has increased enormously in the last years in many (European) countries, this has not been the case in Germany. From the outside, therefore, it may look as if Germany's low youth unemployment rate is to be credited to the dual system. That observation, however, is only partly correct, as we will discuss in this paper. 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)

**Partisan power, economic coordination and variations in vocational training systems in Europe** / Marius R. Busemeyer ; Raphaela Schlicht-Schmälzle

In: European Journal of Industrial Relations 20 (2014) 1, S. 55-71

"This article explores the variation of vocational education and training systems in European countries. From a survey of experts in 15 European countries, we develop a typology along two dimensions: employer involvement and public commitment. In a second step, we explain the variety of skill formation systems, highlighting the importance of partisan power and economic coordination. The causal argument is applied in three illustrative case studies of Germany, Sweden and the UK. In particular, we argue that a high degree of economic coordination increases the relevance of training relative to academic education. However, differences within the cluster of coordinated market economies are related to different legacies of partisan power in the post-war decades." (Authors' abstract, BIBB-Doku)

**Return on investment of apprenticeship systems for enterprises: Evidence from cost-benefit analyses** / Samuel Mühlemann ; Stefan C. Wolter

In: IZA Journal of Labor Policy 3 (2014). - <http://www.izajolp.com/content/3/1/25> [Accessed 5.12.2014]

"A firm's decision to engage in apprenticeship training is to a large extent determined by the cost-benefit ratio of such an investment compared to other alternatives of securing skilled workers. Empirical evidence shows that in a well-functioning apprenticeship training system, a large share of training firms can recoup their training investments by the end of the training period. As training firms often succeed in retaining the most suitable apprentices, offering apprenticeships is an attractive strategy to recruit their future skilled work force. In addition – as long as skills are standardised and nationally certified – those apprentices leaving the training firm after graduation ensure that other firms can recruit a sufficient number of skilled workers from the labour market. Firms themselves can influence the cost-benefit ratio of training to some extent, but an equally important or even bigger part of this ratio is determined by public policy: the educational system, training regulations and labour market institutions. To assess the efficacy and efficiency of such framework conditions in regard to the apprenticeship training system, their impact on the cost-benefit ratio of

training for firms needs to be assessed ex ante as well as ex post. Unfortunately, so far only two countries (Germany and Switzerland) provide representative and periodic data on the costs and benefits of apprenticeship training that are suitable for such an analysis. Given the importance of adequate data to guide public policy, there is first of all a need for a stronger investment in data collection and data analyses." (Authors' abstract, BIBB-Doku)

**A roadmap to vocational education and training around the world** / Werner Eichhorst ; N ria Rodriguez-Planas ; Ricarda Schmidl ; Klaus F. Zimmermann. - June 2014. - Bonn, 2014. - 42 S. : Literaturverz. - [http://www.iza.org/conference\\_files/worldb2014/1551.pdf](http://www.iza.org/conference_files/worldb2014/1551.pdf) [Accessed 12.8.2014]

"With young people among the biggest losers of the recent financial crisis, vocational education and training (VET) is often seen as the silver bullet to the youth joblessness problem. This paper provides a better understanding of VET around the world, proposing a typology with five types of vocational systems: (i) vocational and technical schools; (ii) vocational training centres; (iii) formal apprenticeships; (iv) dual apprenticeship systems combining school training with a firm-based approach; and (v) informal-based training. We first describe the strengths and challenges of each system. We subsequently review the evidence on the effectiveness of VET versus general education and between the different VET systems. There are clear indications that VET is a valued alternative beyond the core of general education, while various forms of apprenticeships combined with institutional learning tend to be more effective than school-based VET. Informal training is effective, however relatively little is known of its relative strengths compared with other forms of vocational education." (Author's abstract, BIBB-Doku)

**Social transformation and the transition from vocational education to work in Hungary : a differences-in-differences approach** / Clemens Noelke ; D aniel Horn  
In: European Sociological Review 30 (2014) 4, S. 431-443

"The 'dual system' combining school-based vocational education with employer-provided training is often praised for effectively integrating young people into the labour market and recommended as a model for countries struggling with high youth unemployment. However, without an institutional framework supporting employer involvement, it has proven difficult to elicit or maintain what is essentially voluntary provision of training places by employers. Whenever employers are unwilling to train, school-provided training represents a viable alternative, but to date we know little about the relative effectiveness of school- vs. employer-provided training. This study exploits a rapid shift of training provision from employers to vocational schools that occurred during the Hungarian transformation from socialism to capitalism to analyse how these different ways of organizing training affect the labour market entry of vocational graduates. Our expectation is that the substitution of employer- with school-provided training has resulted in higher unemployment and lower job quality, particularly on leaving school. Results from differences-in-differences analyses indicate that the shift in training provision from employers to schools between 1994 and 2000 has increased male vocational school graduates' unemployment rate by 10 percentage points within the first 2 years after graduation. We find no effects of training organization on class position." (Authors' abstract, BIBB-Doku)

**Success factors for the Dual VET System : possibilities for know-how-transfer /** Wolfgang Bliem ; Kurt Schmid ; Alexander Petanovitsch. - February 2014. - Wien : Institut für Bildungsforschung der Wirtschaft, 2014. - 165 S. : Literaturverz., Tab., Abb. - (ibw-Forschungsbericht ; 177)

[http://www.ibw.at/components/com\\_redshop/assets/document/product/1404280103\\_fb177\\_en.pdf](http://www.ibw.at/components/com_redshop/assets/document/product/1404280103_fb177_en.pdf) [Accessed 21.7.2014]

ISBN 978-3-902742-84-1

"Due to high youth unemployment, dual VET is moving into the focus of interest in many countries and is a priority topic of the EU agenda. But it does not appear to be too promising to pursue the strategy of copying existing systems such as those of Austria, Germany or Switzerland. Education systems, institutional framework conditions and traditions in the possible target countries differ too much. Therefore WIFI International commissioned this study as part of a cross-border cooperation between Austria and Slovakia, which was conducted as part of the SmartNet project. Based on established apprenticeship training systems it was attempted to identify factors that appear to be vital for the success of a dual VET system. This forms the basis for analysing how the framework conditions and bases for these success factors can be created in Slovakia and other possible target countries. Consequently the study forms a research-based starting point for discussions on related know-how transfer processes." (Authors' abstract, BIBB-Doku)

**Vocational and professional education and training in Switzerland 2014: Facts and figures /** Bundesamt für Berufsbildung und Technologie [Hrsg.]. - Bern, 2014. - 22 S. -

[http://edudoc.ch/record/106675/files/EN\\_FaktenZahlen\\_2013.pdf](http://edudoc.ch/record/106675/files/EN_FaktenZahlen_2013.pdf) [Accessed 5.12.2014]

This brochure gives a short overview of the Swiss system of vocational education and training (VET - provided at upper-secondary level) and professional education and training (PET - provided at tertiary B level): training arrangements, apprenticeship market, statistics on the transition of young people into the labour market, the 20 most common occupations in 2012, the Federal Vocational Baccalaureate (FVB), VET/PET funding, and finally VET/PET at the international level. (BIBB-Doku)

**What makes the dual system to a dual system? : A new attempt to define VET through a governance approach /** Philipp Gonon. - 13 S. : Literaturangaben, Abb.

In: Berufs- und Wirtschaftspädagogik - online. - (2014), H. 25

[http://www.bwpat.de/ausgabe25/gonon\\_bwpat25.pdf](http://www.bwpat.de/ausgabe25/gonon_bwpat25.pdf) [Accessed 3.11.2014]

"In the field of international comparative education, there is a broadly shared view that Germany and German-speaking countries differ much from other national systems for Vocational Education and Training (VET). The core of this difference is seen in the organisation in teaching and learning in at least two sites of learning: school and workplace. In the last decade this so-called "German model" gained some recognition among policy-makers in relation to key figures in education and economy: low unemployment rates for youngsters in addition to an educated and broadly qualified workforce guarantee access to the labour market and offer good career prospects. This article argues, however, referring to



the Swiss case of VET, that the specific form of organisation of the workplace element itself is not crucial for a successful system but the political mechanisms within a nation, which include different agents' perspectives." (Authors' abstract, BIBB-Doku)

## **2013**

### **Erwerbsqualifizierung als Berufsausbildung - bleibt dies die ultimative Lösung? / Wolf-Dietrich Greinert. - Literaturangaben. - **Qualification for gainful employment as initial vocational education and training - will this remain the ultimate solution?** <en>**

In: Berufsbildung in Wissenschaft und Praxis : BWP. - 42 (2013), H. 3, S. 11-15

<http://www.bibb.de/en/64395.htm> [Accessed 25.06.2013]

"There is a growing interest in models of dual and alternating initial vocational education and training in view of the high youth unemployment rates in the southern EU Member States. Referring to the newly formulated EU strategy in the field of vocational training policy, however, the author warns against attempting to solve social problems in the short term by transferring the German initial training model. It becomes clear in the historical perspective that this particular arrangement has developed over many years and has entered in the course of time into highly complex interrelations with numerous other social subsystems. Despite the many benefits of the cooperative training system, the author concludes by pointing out that, even in Germany, the problems of youth unemployment and social integration of young people have not been fully solved yet and states the need for reforms." (Authors' abstract, BIBB-Doku)

### **Germany's dual vocational training system: a model for other countries? / Dieter Euler. -**

Gütersloh : Bertelsmann Stiftung, 2013. - 78 S. : Literaturverz., Abb., Tab. -

[http://www.bertelsmann-stiftung.de/cps/rde/xbcr/SID-ED1DBC2E-EC8835F9/bst/xcms\\_bst\\_dms\\_37644\\_37778\\_2.pdf](http://www.bertelsmann-stiftung.de/cps/rde/xbcr/SID-ED1DBC2E-EC8835F9/bst/xcms_bst_dms_37644_37778_2.pdf) [Accessed 30.4.2013]

"In Greece and Spain, the unemployment rate for this age group is over 50 percent. The affected countries are looking for ways to improve the transition between school and employment and are increasingly turning their sights on the dual vocational training system. Combining theoretical reflection in vocational schools with practical in-company experience not only ensures that the business world will have skilled workers with real-life training, but also facilitates the young people's transition into the labor market. [Several European countries] are looking at adapting their vocational training systems in line with Germany's dual system. But a strong interest in the dual system extends even beyond the borders of Europe, with India, China, Russia and Vietnam having already arranged to cooperate with the German government. The objective is not for these countries to adopt the German vocational training system in its entirety. After all, experience shows that Germany's dual system is suitable as a model but not as a blueprint. Any country wishing to import a foreign system of vocational training must take existing framework conditions into consideration and implement the dual vocational training in line with the country's own educational, social and economic objectives. The following expert opinion shows how countries can adopt different aspects of the dual model. To this end, the dual vocational training system has been broken down into eleven components that can be viewed individually. How is the dual

system financed? How can theory and practical training be combined in a meaningful way? How are examinations conducted? The study extends beyond the scope of the German system, to the international level. Other countries also have vocational training systems with dual elements that can equally be taken into consideration." (Editor, BIBB-Doku)

**The hybridization of vocational training and higher education in Austria, Germany, and Switzerland** / Lukas Graf. - Opladen : Budrich UniPress, 2013. - 302 S. : Literaturverz., Tab. - [http://www.pedocs.de/volltexte/2013/8290/pdf/Graf\\_2013\\_Vocational\\_Training\\_and\\_Higher\\_Education.pdf](http://www.pedocs.de/volltexte/2013/8290/pdf/Graf_2013_Vocational_Training_and_Higher_Education.pdf) [Accessed 31.10.2013]  
ISBN 978-3-86388-043-9

"Austria, Germany, and Switzerland are increasingly relying on hybridization at the nexus of vocational training and higher education to increase permeability and reform their highly praised systems of collective skill formation. This historical and organizational institutionalist study compares these countries to trace the evolution of their skill regimes from the 1960s to today's era of Europeanization, focusing especially on the impact of the Bologna and Copenhagen processes." The key finding is that all three countries rely in part on "hybridization" - a specific combination of organizational and institutional elements from the two organizational fields of vocational education and training (VET) and higher education (HE) - to introduce gradual institutional reforms within their long-established skill formation systems. (Publisher, BIBB-Doku)

**Innovations in vocational education and training - a successful paradigm shift within the dual system in Germany** / Georg Spöttl ; Lars Windelband. - März 2013. - Bremen, 2013. - 34 S. : Literaturverz., Tab. - (ITB-Forschungsberichte ; 52). - <http://elib.suub.uni-bremen.de/edocs/00103099-1.pdf> [Accessed 25.6.2013]

"In the 1990s, the system of dual vocational education and training (VET) witnessed the beginning of a restructuring, leading to a paradigm change away from emphasizing the holistic nature of the concept. Instead the work-process orientation was now considered the core asset of the concept. This step came as a surprise because the dual approach with the companies as the contractors for apprentices had implied that training had always been carried through in a practice oriented way on the basis of work-processes. Both educational planners and social partners were apparently convinced that this was no longer the case. It was generally agreed: Vocational training could no longer cater to the requirements of the industry. This article attempts to shed more light on the reasons for the necessity of a reform of the vocational education and training system. In this context central reform steps necessary to secure the future of the VET system (with the 'dual' system as pivotal point) will be presented and discussed by focusing on the work-process orientation. Finally, some critical reflection will be added regarding the 'transition system' which has more and more emerged as a parallel system of the 'dual' system." (Authors' abstract, BIBB-Doku)

**School-based vocational or workplace-based apprenticeship training ? : Evidence on the school-to- work transition of Hungarian apprentices / Daniel Horn. - Badia Fiesolana : European University Institute, 2013. - 12. S. + Tables, Appendix. - (EUI Working Paper MWP ; 2013/10). - [http://cadmus.eui.eu/bitstream/handle/1814/27320/MWP\\_2013\\_10.pdf](http://cadmus.eui.eu/bitstream/handle/1814/27320/MWP_2013_10.pdf) [Accessed 25.6.2013]**

"Workplace-based training has been praised for its effectiveness in smoothing the school to work transition. Apprentices have been shown to have lower initial unemployment probabilities as compared to other secondary-school graduates. There are but a handful of studies that can convincingly show that the effect of apprenticeship training on labor market outcomes is causal. This study provides additional support for the argument that workplace-based practical training increases initial employment probabilities. Using a unique individual panel database which includes, among others, extensive controls for individual skills, school attainment and parental background, it is shown that Hungarian students in the lowest, non-college bound vocational training track have about a 10- 15% higher probability of employment after leaving school, as opposed to graduates of the same track, who carried out their practical training within the school. This effect seems to be stable across industries. The data also shows that apprentices, when employed, earn the same amount of money, but are more likely to receive long-term contracts compared to non-apprentices. Moreover, apprentices who move to another industry, are less likely to receive long-term contracts compared to "stayers", but are more likely to receive long term contracts compared to non-apprentices. These results suggests that it is not the increased specific skills of apprentices, but rather the increased screening and maybe the signaling effect of apprenticeship training that smoothes the school to work transition." (Author's abstract, BIBB-Doku)

**A skills beyond school review of Austria / Pauline Musset ; Simone Bloem ; Mihály Fazekas ; Simon Field. - Paris : OECD Publishing, 2013. - 87 S. : Literaturangaben, graf. Darst., Tab. - (OECD reviews of vocational education and training) . - <http://dx.doi.org/10.1787/9789264200418-en> [Accessed 4.7.2013]. ISBN 978-92-64-20041-8**

"Higher level vocational education and training (VET) programmes are facing rapid change and intensifying challenges. What type of training is needed to meet the needs of changing economies? How should the programmes be funded? How should they be linked to academic and university programmes? How can employers and unions be engaged? The country reports in this series look at these and other questions. They form part of Skills beyond School, the OECD policy review of postsecondary vocational education and training." This report examines vocational education and training programmes in Austria, covering how they are changing, how they are funded, how they are linked to academic and university programmes and how employers and unions are engaged. (Editor, BIBB-Doku)

**A skills beyond school review of Germany / Mihály Fazekas ; Simon Field. - Paris : OECD Publications, 2013. - 106 S. : Literaturangaben, Tab., Abb. - (OECD reviews of vocational education and training). - <http://www.oecd.org/edu/skills-beyond-school/ASkillsbeyondSchoolReviewofGermany.pdf> [Accessed 30.7.2013] ISBN 978-92-64-20214-6**

"This review is one of a series of country reports on postsecondary vocational education and training (VET) in OECD countries. Two main sub-sectors were examined in this review of Germany. First, there are advanced vocational examinations regulated by the federal Vocational Training Act (Fortbildungsgänge nach dem Berufsbildungsgesetz) and in some cases also by the individual chamber regulations of the chambers of crafts and trades and of the chambers of industry and commerce (Fortbildungsgänge nach Ordnung der Handwerks- und Industrie- und Handelskammern). Second, there are trade and technical schools (Fachschulen) regulated under Land law. This review follows a standard methodology. Germany initially prepared a country background report (Hippach-Schneider, U., et al., 2012). An OECD team then visited Germany on 26-30 March and 18-22 June 2012 where they discussed the issues arising with a wide range of stakeholders." The structure of this report is as follows: "The first chapter places the review of Germany in the context of the OECD policy study of postsecondary VET, presents the structure of the report, describes the main features of postsecondary VET system in Germany, compares its main features with other systems internationally, explores some key international indicators bearing on the system and examines its strengths and challenges." The following chapters advance policy recommendations, referring to: "Transition to academic higher education" (chapter 2); "Better information on preparatory courses for examinations" (chapter 3); "Quality of examinations" (chapter 4); "Teachers and trainers in Fachschulen" (chapter 5); "Workplace training at Fachschulen" (chapter 6); "Fachschule provision and the labour market" (chapter 7). (Text excerpt, BIBB-Doku)

**A skills beyond school review of Switzerland** / Mihály Fazekas ; Simon Field. - Paris : OECD Publishing, 2013. - 106 S. : Literaturverz., graf. Darst., Tab. - (OECD reviews of vocational education and training). - <http://www.oecd.org/edu/country-studies/Skills%20beyond%20School%20Review%20of%20Switzerland.pdf> [Accessed 22.2.2013]  
ISBN 978-92-64-06266-5

This review is one of a series of country reports on postsecondary vocational education and training (VET) in OECD countries. The series includes reviews (such as this one), involving an in-depth analysis of a country system leading to a set of policy recommendations backed by analysis. The structure of this report is as follows: This first chapter places the review of Switzerland in the context of the wider OECD study, presents the structure of the report, describes the main features of the Swiss postsecondary VET system, and compares its main features with those of other countries. It also sets out a number of key statistical indicators comparing Switzerland with other OECD countries. Chapters 2-6 advance policy recommendations, referring to: "Ensuring finance is no barrier to professional education and training" (chapter 2); "Making the market work better – inter-cantonal financing arrangements" (chapter 3); "Making the professional education and training (PET) market work better – transparency and quality" (chapter 4); "Responding to globalisation and technological change" (chapter 5); "Improving numeracy and literacy skills" (chapter 6). (BIBB-Doku)

**2012**

**Apprenticeship supply in the Member States of the European Union : final report. -**

Manuscript completed in January 2012. - Luxembourg : Publications Office of the European Union, 2012. - 522 S. : Tab., Abb. -

<http://ec.europa.eu/social/main.jsp?catId=738&langId=en&pubId=6633&visible=1>

[Accessed 3.7.2012]. - ISBN 978-92-79-23166-7

"The present study is intended to provide an overview of the supply of apprenticeship-type schemes in the EU Member States. For this purpose, the study discusses the effectiveness of these schemes in raising employability and facilitating labour market transitions of apprentices in the EU. Also, the study provides a number of recommendations for improving the functioning and performance of this type of VET schemes. 'Apprenticeship-type schemes' are understood in the context of this study as those forms of Initial Vocational Education and Training (IVET) that formally combine and alternate company based training (periods of practical work experience at a workplace) with school based education (periods of theoretical/practical education followed in a school or training centre), and whose successful completion leads to nationally recognised initial VET certification degrees. Apprenticeship-type schemes are well spread all over the European Member States. 24 EU Member States have VET schemes which can be labelled as mainly company based, in the sense that more than half of the training activities take place in a company. However, in a wide majority of these countries, company-based apprenticeships coexist with other mainly school-based training schemes, where tuition takes place at school most of the time, but there are significant components imparted at companies in a real work setting. This study has also elaborated an in-depth analysis of nine specific case studies of concrete relevant apprenticeship-type schemes in an array of selected EU Member States (i.e. Denmark, Estonia, France, Germany, Poland, Slovakia, Spain, The Netherlands and the United Kingdom)." (Editor, BIBB-Doku)

**Austrian corporatism and institutional change in the relationship between apprenticeship training and school-based VET /** Lukas Graf ; Lorenz Lassnigg ; Justin J.W. Powell. -

Literaturangaben, graf. Darst., Tab.

In: The comparative political economy of collective skill formation / Marius R. Busemeyer [Hrsg.] ; Christine Trampusch [Hrsg.]. - Oxford. - (2012), S. 150-178

ISBN 978-0-19-959943-1

"Austria's vocational education and training (VET) system displays a unique structure that joins a strong dual apprenticeship system with a robust full-time school-based VET. This school-based trajectory has deep historical roots and has considerably influenced recent reforms in apprenticeship. Current dynamics in the Austrian skill formation system are explained here by a historical-institutionalist account, which focuses on the power relationship between the state, trade unions, and employers. However, we also find differences within the employers' camp, depending on firm size. The particular mix of school-based and apprenticeship pathways in the Austrian VET system is strongly influenced by small-state corporatism; yet, this influence is challenged by the rise of state-provided, school-based VET. Further crucial factors impacting the evolution of apprenticeship are centralized federalism, privatization of large firms, and accession to the European Union.

Applying the method of process tracing, we identify 'layering' and 'drift' as the dominant modes of institutional change in Austria's VET system." (Authors' abstract, BIBB-Doku)

**The comparative political economy of collective skill formation** / Marius R. Busemeyer [Hrsg.] ; Christine Trampusch [Hrsg.]. - Oxford : Oxford University Press, 2012. - XXX, 359 S. : Literaturangaben, Abb., Tab. - ISBN 978-0-19-959943-1

"Education, skill formation, and training continue to be important areas of consideration for both public policy and research. This book examines the particular types of vocational training known as collective skill formation systems, whereby the training (often firm-based apprenticeships) is collectively organized by businesses and unions with state support and cooperation in execution, finance, and monitoring. With contributions from leading academics, this book is the first to provide a comprehensive analysis of the varying historical origins of, and recent developments in, vocational training systems, offering in-depth studies on coordinated market economies, namely Germany, Austria, Switzerland, the Netherlands, and Denmark. It also contains comparative chapters that analyse how these countries react to common challenges such as deindustrialization, labour market stratification, academic drift, gender inequalities, and Europeanization. Whereas previous research has focused on the differences between various kinds of skill regimes, this book focuses on explaining institutional variety within the group of collective skill formation systems. The development of skill formation systems is regarded as a dynamic political process, dependent on the outcome of various political struggles regarding such matters as institutional design and transformations during critical junctures in historical development." (Publisher, BIBB-Doku)

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

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

**The future of vocational education and training in a changing world** / Matthias Pilz [Hrsg.]. - Wiesbaden : VS Verl. für Sozialwissenschaften, 2012. - XV, 592 S. : Literaturangaben, Abb., Tab. - ISBN 978-3-531-18527-9



"Around the world, vocational education and training (VET) is characterised by a number of common trends, including the increasing use of technology, the growing importance of information and communications systems, and changes to national demographics. Situated at the interface between the education and training system and employment, VET has a role in meeting these changes and contributing to the transition from education to employment, and providing the next generation with skills relevant to employment and the economic situation. This volume contains 30 chapters that represent a comprehensive overview of the current situation in VET, its strengths and weaknesses, and its prospects. Contributors from Canada, the USA, India, China, Japan and Korea, as well as from a number of European countries, focus on their national context and how it fits in to the bigger picture. The contributions combine theoretical discussions from various strands of VET research with evidence from country case studies and examples from current practice." (Publisher; BIBB-Doku)

Contents:

Challenges and opportunities for technical and vocational education and training (TVET) in the United States (ZIRKLE; MARTIN); Youth apprenticeships in Canada: context, structures and apprentices' experiences (LEHMANN); Re-conceptualising vocational education: the transition from powerful to useful knowledge (CANNING); The transition from vocational to higher education from the perspective of higher education admission staff (ERTL; HAYWARD; MCLAUGHLIN); Development of TVET in China: issues and challenges / WEIPING SHI); Challenges of vocational education and career education in high schools in Japan: from the viewpoint of career-competency formation for transition (TERADA); Japan's public youth training programs, enterprise-sponsored training and the society of control (ITO); (Vocational) education and social inequality as Japanese society makes the transition to a 'global society' (ESWEIN); Trends and challenges of vocational education and training in Korea (SEUNG IL NA); Vocational education and training system (VET) in India (VENKATRAM); India's national skills development policy and implications for TVET and lifelong learning (SINGH); Challenges for evidence-based policy in European education and training (DUNKEL); Comparative analysis of VET curricula in Europe (FROMMBERGER; KRICHEWSKY); VET qualifications versus bachelor degrees?: recruitment at the intermediate qualification level: case studies from Germany, England and Switzerland (HIPACH-SCHNEIDER; WEIGEL); Perceptions of science and technology in developed and developing countries: challenges for technical and vocational education and training (TVET) (BUNNING; KALISCH); Georg Kerschensteiner and the plea for work-oriented and vocational education: Germany's educational debates in an industrial age (GONON); Reforming the VET system via national qualification frameworks?: a comparison of Germany and Austria (DEISSINGER); Vocational education and training in Poland during economic transition (KUREK; RACHWAL); Best for the bright?: the pros and cons of the new Danish apprenticeship model (AARKROG); Pre-vocational education in the curriculum and its teaching practice: a study of seven European countries (BERGER; PILZ); Are vocational qualifications vocational? (GALLACHER; INGRAM; REEVE); Apprenticeship: between theory and practice, school and workplace (RYAN); Demarcations between vocational and academic education and how to overcome them (RAUNER); Varieties of competence: European perspectives / (WINTERTON); Potentials for change in education and training through interactions between credit systems and qualifications frameworks (LEMOUILLOUR); Patterns of recruitment and induction in selected European countries: first results of a feasibility study (GROLLMANN; GEIBEN); Vocational education, poverty and power (CLEMENT); Bridging the gulf between the world of work and the world of learning: vocational education and training in comparative

perspective (HOCKEL); International comparative research into vocational training: methods and approaches (PILZ).

**The link between vocational training and higher education in Switzerland, Austria, and Germany** / Rita Nikolai ; Christian Ebner. - Literaturangaben, graf. Darst.

In: The comparative political economy of collective skill formation / Marius R. Busemeyer [Hrsg.] ; Christine Trampusch [Hrsg.]. - Oxford. - (2012), S. 234-258  
ISBN 978-0-19-959943-1

"In recent years, Germany, Austria, and Switzerland have adopted different strategies to increase permeability between dual vocational training and higher education. Germany relies on the consideration of occupational competencies for higher education admission, while Switzerland and Austria have introduced double-qualification certificates that enable the simultaneous acquisition of a dual vocational degree and a higher education entrance qualification." This contribution analyzes these differences in the organization of the links between VET and higher education in the three countries. Using the varieties of capitalism (VoC) approach, the special significance of firms as the drivers and initiators of institutional change in the VET system is highlighted. The varying interests of small and large firms play a crucial role in this context. (Authors' abstract, BIBB-Doku)

**Modularisation of vocational training in Germany, Austria and Switzerland : parallels and disparities in a modernisation process** / Matthias Pilz. - Literaturangaben, Abb., Tab.

In: Journal of Vocational Education and Training. - 64 (2012), H. 2, S. 169-183

"This article considers the modularisation of initial vocational training (including apprenticeships) as a modernisation strategy in Germany, Austria and Switzerland. Training systems are similarly structured in these three countries with the apprenticeship system at their heart, and the three national philosophies of education and training are largely comparable. The approach in each country will be outlined and the three will then be compared in terms of the background to modularisation, key drivers and decision-making procedures, and forms and intensity of modularisation. The article concludes that in all three countries, technical and organisational change and greater labour market flexibility are driving the pressure to modularise. While the educational policy players and modalities differ, all three countries have adopted a form of modularisation that is limited in terms of its scope and how radical it is. The article proposes a concept that enables training to be modularised while leaving intact a country's existing training philosophy and Berufskonzept, a German concept that embodies the extent to which workers internalise an occupational identity." (Authors' abstract, BIBB-Doku)

**New models of apprenticeship and equal employment opportunity : Do training networks enhance fair hiring?** / Christian Imdorf ; Regula J. Leemann. - Literaturangaben, Abb.

In: Journal of Vocational Education and Training. - 64 (2012), H. 1, S. 57-74

"This study investigates whether occupational training networks enable the selection of apprentices to be less discriminatory. Training networks are a new organisational form of



VET that is becoming increasingly widespread in Switzerland, as well as in Germany and Austria. In the Swiss model, an intermediary lead organisation recruits the candidates. It also attends to the apprenticeship itself and effects a placement of the young adults with the training network companies every year anew. The study is based on the sociology of conventions, which allows organisational mechanisms of selection in training institutions to be understood and the dangers of discrimination harboured therein to be appreciated. Based on a case study of a medium-sized training network, the study shows how this form of organisation permits a fairer selection, i.e. one that is gauged more by performance and less by social attributes of the applicants, as compared to selection processes in single SMB." (Authors' abstract, BIBB-Doku)

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

In: The future of vocational education and training in a changing world / Matthias Pilz [Hrsg.]. - Wiesbaden. - (2012), S. 259-272  
ISBN 978-3-531-18527-9

"The German and Swiss economies value skilled work highly and initial vocational education and training (IVET) has been the predominant traditional pathway into such work. However, concerns about a more 'knowledge-based society' and the 'academic shift in the labour market' are starting to undermine the status associated with those who complete IVET pathways and these former trainees also face competition from graduates from the relatively new Bachelor programmes in Switzerland and Germany. An international project investigated whether these developments pose a threat to developed IVET systems and whether companies are changing their recruitment strategies and how they rate the status of IVET. The findings from Germany and Switzerland were compared with the situation in England, the home of two-phase HE structures along with a very different tradition of vocational training. The findings from individual case studies in England, Germany and Switzerland are presented here, with the focus on the expectations of companies towards applicants with experience of IVET or Bachelor's degrees." (Authors' abstract, BIBB-Doku)

## **2011**

**Assuring quality in vocational education and training : the role of accrediting VET providers / European Centre for the Development of Vocational Training [Hrsg.]. - Luxembourg : Office for Official Publications of the European Communities, 2011. - 217 S. : Literaturverz., Abb. - (Cedefop Reference series ; 90) . - [http://www.cedefop.europa.eu/EN/Files/3061\\_en.pdf](http://www.cedefop.europa.eu/EN/Files/3061_en.pdf) [Accessed 15.12.2011]. - ISBN 978-92896-0832-9**

This publication examines how accreditation systems relate to quality assurance by means of 12 in-depth case studies. Of these, four relate to economic sectors, eight to countries. The results show that accreditation systems are widely accepted by providers, and deliver vocational education and training to predefined quality standards - with or without the direct involvement of public authorities. Accreditation has a clearing effect: weak performers disappear from the market and successfully accredited providers become more

visible. The use of quality labels could be more widespread. It is mostly found in the sectoral examples, especially where the value of such labels can be clearly defined. While the main function of the analysed accreditation systems is to assure respect of minimum standards in VET delivery, the main future challenge is to turn accreditation into a driving force for better quality. To progress this objective, study suggests a multistep approach to accreditation and concludes with recommendations for national, sectoral and European stakeholders. (Editor, BIBB-Doku)

**Can a standardized aptitude test predict training success of apprentices? : Evidence from a case study in Switzerland /** Michael Siegenthaler. - February 2011. - Zürich, 2011. - 34 S. : Literaturangaben, Abb. - (KOF working papers ; 270). - <http://e-collection.ethbib.ethz.ch/eserv/eth:2413/eth-2413-01.pdf> [Accessed 2.3.2011]

"Due to a widely spread distrust in the signaling value of school grades, Swiss employers require external, standardized aptitude test results when recruiting new apprentices. However, the predictive quality of such test results has never been thoroughly researched. Therefore, this case study analyses whether external aptitude tests can improve the quality of predicting success in apprenticeship training. I find that such information is a) not correlated with school grades at the end of compulsory schooling but b) does not add information that would explain either the success in VET schooling (school grades in the first and second year of apprenticeship training), the probability of unexcused vocational school absences or the likelihood of a premature ending of the apprenticeship contract." (Authors' abstract, BIBB-Doku)

**Challenges and reforms in vocational education : aspects of inclusion and exclusion /** Stefanie Stolz [Hrsg.] ; Philipp Gonon [Hrsg.]. - Bern : Lang, 2011. - 327 S. : Literaturangaben, Tab., Abb. - (Studien zur Berufs- und Weiterbildung - Studies in vocational and continuing education ; 11) . - ISBN 978-3-0343-1068-0

"In this collected edition, globalization and its consequences on vocational education systems are described and, at the same time, combined with the question of whether new phenomena of inclusion but also of exclusion are produced. Inclusion and exclusion are differentiations that predominate in all kinds of (vocational education) systems, regardless of their national background. These terms base on the requirements of the system itself but also on shortages, particularly when supply and demand are dehiscing. Vocational education developed out of the requirement to integrate large parts of society into a broader or more extended education and, consequently, into an economic and social process. Besides the so-called 'social question', gender-, status- and generation-specific characteristics and also the participation in higher education are under discussion. Depending on each country - this volume features contributions of Australia, Canada, China, Germany, Denmark, France, Finland, Japan, Norway, Sweden, Switzerland, and the USA - this debate generates a different development which is described by the authors in their different research areas. Collectively, a multifaceted overall picture arises which illustrates the importance of inclusion and exclusion." (Publisher, BIBB-Doku)

**The changing relevance of the Beruf / Georg Hanf. - Tab.**

In: Knowledge, skills and competence in the European labour market : What's in a vocational qualification? / Michaela Brockmann ; Linda Clarke ; Christopher Winch ; Georg Hanf [Mitarb.] ; Philippe Méhaut [Mitarb.] ; Anneke Westerhuis [Mitarb.]. - Abingdon, Oxon. - (2011), S. 50-67  
ISBN 978-0-415-55690-3

This chapter "considers the changing relevance of the concept of Beruf in Germany. The Dual System is considered key to the generally highly qualified character of German society and the high productivity of its economy. However, it has long been debated as to whether the system can respond adequately to structural changes in the economy and in the organization of work, as well as to demographic developments, and whether the qualifications are able to meet emerging demands. [...]" Vertiefend werden in diesem Zusammenhang folgende Fragen behandelt: Welchen Stellenwert hat das duale Berufsbildungssystem im Gesamtsystem der beruflichen Bildung? Was ist das Spezifische am 'Berufskonzept', dem Organisationsprinzip des deutschen Berufsbildungssystems? Inwieweit sind die mit den Ausbildungsberufen verknüpften Qualifikationen auf dem Arbeitsmarkt verwertbar? Welchen Einfluss könnte die Entwicklung eines Europäischen Qualifikationsrahmens auf das deutsche Berufsbildungssystem haben? (Editor, BIBB-Doku)

**Demographic changes and challenges in Europe with special focus on Germany / Dick Moraal ; Gudrun Schönfeld. - graf. Darst., Literaturangaben.**

In: Working and ageing : guidance and counselling for mature learners. - Luxembourg. - (2011), S. 43-66  
[http://www.cedefop.europa.eu/EN/Files/3062\\_en.pdf](http://www.cedefop.europa.eu/EN/Files/3062_en.pdf) [Accessed 15.12.2011]. - ISBN 978-92-896-0851-0

"The theoretical background of this chapter focuses at first on the analytical concept of transitional labour markets and then on transitions from the labour market into retirement/temporary disability and vice versa as well as from (long-term) unemployment of older persons to paid work and vice versa. These transitions, however, are not mere supply and demand processes, as the 'push, pull, jump, stay, (re)entry' approach stipulates. Especially in Germany ageing of the population as well the labour force has had noticeable impacts since the beginning of 2010. Composition of the potential work force by age cohort will also change radically. German enterprises are particularly reliant on older employees and on retention of their employability and will be required to react to demographic pressure exerted by the predicted shortage of skilled employees and highly qualified staff. This chapter reports on the empirical findings of the third European continuing vocational training survey (CVTS3) and the German additional CVTS3 survey. Further, the findings of a Leonardo-II project examining continuing vocational training for older employees in SMEs are presented." (Authors' abstract, BIBB-Doku)

**The dominance of apprenticeships in the German VET system and its implications for Europeanisation : a comparative view in the context of the EQF and the European LLL strategy / Thomas Deißinger ; Robin Heine ; Mariska Ott. - Literaturangaben, Abb., Tab.**  
In: Journal of Vocational Education and Training. - 63 (2011), H. 3, S. 397-416

"Germany's apprenticeship system is and has always been considered to be the major sub-system of VET. In this context, the debate circling around the European and German Qualifications Framework (EQF and DQR) has become one of the central issues of VET research and policy. Tasks take on a concrete shape if (a) a serious approach is adopted towards the ideas underlying the European Qualifications Framework; and (b) if consideration is given to the 'construction sites' typical for the German VET system as a whole. This paper intends to sharpen VET policy awareness for the problem of dealing with those unresolved German VET issues within the context of the development of the DQR. A comparative view includes Austria and France as two countries with diverging learning cultures in VET from the German case, but obviously with more 'European' imprints within their respective VET systems. It can be shown that there is an interrelation between the attention apprenticeships as such receive against the background of European ideas such as 'progression', 'permeability' and 'lifelong learning' (LLL), including the implementation and use of 'hybrid qualifications'." (Authors' abstract, BIBB-Doku)

**The 'duality' of VET in Austria : institutional competition between school and apprenticeship** / Lorenz Lassnigg. - Literaturangaben, graf. Darst., Tab.

In: Journal of Vocational Education and Training. - 63 (2011), H. 3, S. 417-438

"This article analyses the structure and development of Austrian apprenticeship in the context of the country's wider vocational education and training (VET) system. In doing so, it draws on official data and survey results as well as the available, related literature on historical institutionalism. It begins with an analysis of the basic structure of the VET system and shows that the modernising element in VET in Austria has always been situated in the schooling sector, whereas the structure of the apprenticeship system has changed little, remaining primarily in the traditional sectors of employment. It goes on to analyse recent developments in the apprenticeship system, revealing signs of a 'crisis' that is being resolved by establishing more institutional forms of apprenticeship. Finally, the developments in Austria are analysed with regard to more basic questions relating to the strengths and weaknesses of the apprenticeship model, indicating some quite paradoxical features and unresolved puzzles." (Authors' abstract, BIBB-Doku)

**Globalization and apprenticeships: Does apprenticeship survive in transnational companies?** / Philipp Gonon ; Ute Hippach-Schneider ; Tanja Weigel. - Literaturangaben.

In: Assuring the acquisition of expertise : apprenticeship in the modern economy / Zhiqun Zhao [Hrsg.] ; Felix Rauner [Hrsg.] ; Ursel Hauschildt [Hrsg.]. - Beijing. - (2011), S. 83-86  
ISBN 978-7-5135-0815-5

"The following paper is focused on recruiting policies of transnational companies (TNCs) and the required competencies, asking if youngsters with an apprenticeship background are seen as being still able to fulfill tasks in a knowledge-based economy. The TNCs rely more and more on academic knowledge for work, sometimes formerly done by skilled workers. Most of our interviewed recruiters of 18 TNCs, based in Germany, England and Switzerland know the advantages of apprenticeships, especially if they have a tradition in dual model countries like Germany and Switzerland. We argue that a modernized apprenticeship which takes

academic knowledge more into account, languages (especially English), entrepreneurship and 'soft skills', which is permeable to other learning opportunities as a basis for further education has a good prospect in the near future." (Authors' abstract, BIBB-Doku)

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

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

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

**Transition from vocational education and training to higher education in Germany and Switzerland - a perspective of social inclusion and exclusion** / Bettina Siecke. - Literaturangaben.

In: Challenges and reforms in vocational education : aspects of inclusion and exclusion / Stefanie Stolz [Hrsg.] ; Philipp Gonon [Hrsg.]. - Bern. - (2011), S. 257-276

ISBN 978-3-0343-1068-0

This contribution compares the transition from a completed apprenticeship to higher education in Germany and Switzerland. The main focus is laid on the impact of social inclusion and exclusion in this transition process. (BIBB-Doku)

**Two-year apprenticeships - a successful model of training?** / Marlise Kammermann ; Barbara E. Stalder ; Achim Hättich. - Literaturangaben, Abb., Tab.

In: Journal of Vocational Education and Training. - 63 (2011), H. 3, S. 377-396

"Educational policy is asked to support young people in their successful transition from education to employment. In Switzerland, a two-year apprenticeship with Federal VET Certificate was established in 2002 aimed at increasing the employability of low-achieving school leavers. It is a low-threshold VET programme offering standardised vocational training to low-achieving youths. It leads to a VET Certificate, which is different from the Federal VET Diploma obtained after a three- or four-year apprenticeship. Data of two Swiss longitudinal studies including a sample of apprentices on a two-year training course with either a special needs (N=28) or a regular school (N=261) background at lower secondary, and a sample of

graduates on a three-year training course (N=118) are used to study the success of the two-year apprenticeship from a comparative perspective. The findings confirm that the new apprenticeship offers favourable learning opportunities that foster employability and upward mobility after graduation. However, the findings also indicate limitations of the two-year apprenticeship, such as the least successful learners can only profit from the new form of apprenticeship to a certain degree." (Authors' abstract, BIBB-Doku)

## **2010**

**Changing qualifications : a review of qualifications policies and practices /** Mara Brugia [Mitarb.] ; Isabelle Le Mouillour [Mitarb.] ; Slava Pevec Grm [Mitarb.] ; u. a. - Luxembourg : Publications Office of the European Union, 2010. - 263 S. : Literaturverz., Abb., Tab. - (Cedefop Reference series ; 84). - [http://www.cedefop.europa.eu/EN/Files/3059\\_en.pdf](http://www.cedefop.europa.eu/EN/Files/3059_en.pdf) [Accessed 3.1.2011]. - ISBN 978-92-896-0675-2

"Qualifications (or certificates and diplomas) are of crucial importance in modern societies. Individuals use qualifications not just to signal their personal, social and professional status; their access to education and training and the labour market is largely dependent on qualifications held. This study analyses the roles and functions of qualifications in Europe today and shows how these are changing." Covering a wide range of sources, including an overview of Cedefop's own work and case studies of countries, it outlines four possible scenarios for developments in the next ten years, and identifies the cornerstones for a reform strategy. (Editor, BIBB-Doku)

**The costs and benefits of apprenticeship training : evidence from Swiss firms /** Samuel Mühlemann. - 22 S. : Literaturangaben, graf. Darst., Tab.  
In: Canadian Apprenticeship Journal. - 1 (2010), H. 1  
<http://journals.sfu.ca/caj/index.php/caj-jca/article/view/5/13> [Accessed 3.5.2011]

"Dual apprenticeship training, which combines vocational education at school and training at the workplace, is of great importance in Switzerland. More than half of each cohort of school leavers at age 15 enrolls in such a program every year. Apprentices spend the majority of their time in a firm; thus economic aspects may play an important role in a firm's training strategy. The results of a representative firm-level survey in Switzerland show that on average the apprentices' productive contributions exceed the firm's training expenses by roughly 10 percent. However, one third of all apprenticeships constitute a net investment to the firm, suggesting potential post-training returns to apprenticeship training." (Authors' abstract, BIBB-Doku)

**Differences in the Organisation of Apprenticeship in Europe: findings of a comparative evaluation study /** Felix Rauner ; Wolfgang Wittig.

In: Research in Comparative and International Education. - 5 (2010), H. 3, S. 251-260

"This article presents a comparative analysis of governance structures in the dual vocational education and training (VET) systems of Austria, Denmark, Germany and Switzerland. First a



theoretical framework for the classification of plural systems such as dual apprenticeship training is discussed. It is argued that governance in VET can be described according to the coherence of the system on the one hand and the rationale of agency on the other. Moreover, it is assumed that four ideal types of governance can be distinguished. A methodology is presented to implement this framework in data collection and analysis and as an evaluation tool for expert workshops. The study recommends a consistent legal framework regarding the cooperation of learning venues and the establishment of an evaluation and feedback scheme in the shape of an assessment during the training process. In order to efficiently coordinate VET practice, VET policy and VET research, the establishment of a 'VET innovation system' is suggested." (Authors' abstract, BIBB-Doku)

### **Dual System / Thomas Deißinger**

In: Peterson, P./Baker, E./McGaw, B. (Eds.), International Encyclopedia of Education / Penelope Peterson [Hrsg.] ; Eva Baker [Hrsg.] ; Barry McGaw [Hrsg.]. - 3rd Edition, Vol. 8: Vocational training and education - VET system. - Oxford. - (2010), S. 448-454  
[http://kops.uni-konstanz.de/bitstream/handle/urn:nbn:de:bsz:352-opus-120764/Dual\\_System.pdf?sequence=1](http://kops.uni-konstanz.de/bitstream/handle/urn:nbn:de:bsz:352-opus-120764/Dual_System.pdf?sequence=1) [Accessed 25.06.2013]

The main focus of this article lies on the structural features and working principles of the dual system of initial vocational training in Germany. VET in the German-speaking countries of Europe mostly can be described as using alternating learning arrangements, above all as partnerships between schools and companies. (BIBB-Doku)

### **Europe à la carte? : Swiss convergence towards European policy models in higher education and vocational education and training / Tonia Bieber. - Literaturangaben.**

In: Swiss political science review : SPSR. - 16 (2010), H. 4, S. 773-800

"In the last decade, European education has experienced far-reaching transformation through the international initiatives of the Bologna process in higher education (HE) and the Copenhagen process in vocational education and training (VET) for enhancing European cooperation. This study investigates the mostly underresearched effects of these initiatives on Switzerland to discern whether Swiss HE and VET policies have converged towards European models, and which mechanisms were influential. It combines research on Europeanization and convergence and uses process-tracing based on expert interviews and document analysis. Results reveal that Swiss HE policy strongly converged towards the Bologna model, while the development of a partial convergence of VET policy towards the model of the Copenhagen process can be observed. The study demonstrates the impact of domestic politics on shaping Europeanization effects and reconstructs the processes through which the initiatives took effect through transnational communication." (Authors' abstract, BIBB-Doku)

### **The financing of apprenticeship training in the light of labor market regulations / Samuel Mühlemann ; Harald Pfeifer ; Günter Walden ; u. a. - Literaturangaben, Tab.**

In: Labour economics : official journal of the European Association of Labour Economists. - 17 (2010), H. 5, S. 799-809

"In this paper we analyze the training behavior of firms in Germany and Switzerland - two countries with a comparable apprenticeship system but strong differences in the regulation of their respective labor markets. We make use of two representative firm-level surveys on the provision of apprenticeship training to analyze differences in the costs and benefits of training and the firm's training decision. Our results suggest that firms are more likely to make a substantial (short-term) net investment in apprenticeship training in the presence of strong employment protection laws." (Authors' abstract, BIBB-Doku)

**Innovative Apprenticeships : promoting successful school-to-work transitions /** Felix Rauner [Hrsg.] ; Erica Smith [Hrsg.] ; Ursel Hauschildt [Hrsg.] ; u. a. - 2nd ed. - Münster : Lit-Verlag, 2010. - 265 S. : Literaturangaben, Tab., Abb. - ISBN 978-3-643-10367-3

"The transition from school to vocational education is of different quality and performance in the diverse national VET systems and heavily determined by the different structures of governance in the national education and VET systems. In September 2009, the International Network on Innovative Apprenticeship (INAP) hosted its third international conference in Turin bringing together leading researchers in the area of international TVET research. This book summarises all topics discussed within the frame of the Turin conference and overviews current research and analysis in the following fields: Managing successful transitions from school to work; Building vocational identity; Competence evaluation and development in VET; Levels of governance and the role of stakeholders in apprenticeships." (Publisher, BIBB-Doku)

**Job or further training? : Impact of the Swiss Basic Federal Vocational Education and Training (VET) Certificate on the careers of low achieving young people /** Marlise Kammermann. - Literaturangaben.

In: Education + training. - 52 (2010), H. 5, S. 391-403

"The two-year basic training course leading to the Basic Federal Certificate was established in Switzerland by the new Vocational Training Act in 2002 with the intention of ensuring upper secondary education and training for disadvantaged young people. The purpose of this paper is to discuss the findings of a longitudinal study of youths who participated in a two-year vocational education and training (VET) programme. The main objective is the evaluation of intentions regarding the two-year training course. A sample of 319 trainees on a two-year training course in the retail sales and hotel sectors were questioned at the end of their training about their educational and family background, their occupational and personal situation as well as their prospects. Their integration into the labour market was recorded 14 months later. These results are compared with the results of a sample of 183 graduates of an Elementary traineeship in the same occupational fields." (Authors' abstract, BIBB-Doku)



**Learning outcomes approaches in VET curricula : a comparative analysis of nine European countries** / European Centre for the Development of Vocational Training [Hrsg.]. - Luxembourg : Publications Office of the European Union, 2010. - 169 S. : Literaturverz., graf. Darst., Tab. - (Research Paper ; 06) . - [http://www.cedefop.europa.eu/EN/Files/5506\\_en.pdf](http://www.cedefop.europa.eu/EN/Files/5506_en.pdf) [Accessed 29.7.2010]. - ISBN 978-92-896-0649-3

"By comparing national curriculum reforms and analysing learning programmes in logistics, this comparative study examines the use of learning outcomes approaches in curriculum development in nine European countries: Germany, Ireland, Spain, France, the Netherlands, Poland, Romania, Slovenia and UK Scotland. Based on an extensive literature review, interviews and surveys conducted with different stakeholders in curriculum policy-making and practice, the findings show how learning outcomes increasingly feature in VET curricula, influencing their development and changing their content and structure. The study reveals differences in the understanding and use of learning outcomes among countries and types of education and training." Often names such as "outputs", "attainments", "products", "aims", "objectives", "capacities", "assessment standards" or "(key) competences" are embedded in different theoretical methods of curriculum development and fulfil different roles and functions within the overall education and training system. (Editor, BIBB-Doku)

**Professional development opportunities for in-company trainers : a compilation of good practices.** - Luxembourg : Publications Office of the European Union, 2010. - 124 S. : Tab. - (Cedefop working paper ; 06) . - [http://www.cedefop.europa.eu/EN/Files/6106\\_en.pdf](http://www.cedefop.europa.eu/EN/Files/6106_en.pdf) [Accessed 2.3.2011]. - ISBN 978-92-896-0641-7

"The aim of the present study was to shed light to existing initiatives promoting the professional development of in-company trainers. As a first step, the study focused on a review of existing literature relevant to the professional development of in-company trainers. The desk research confirmed that there is a very limited pool of literature throughout Europe focusing on in-company trainers. As a second step, 13 case studies of initiatives promoting the professional development of in-company trainers were carried out between February and May 2009. The selection of case studies includes examples of: establishing regulation and standardisation measures for trainers; developing registers of training practitioners and other forms of quality assurance certifications; validating and recognising non-formal and informal learning of trainers; encouraging continuous training for in-company trainers; supporting trainers through online resources; creating networks of trainers and communities of practice." (Authors' abstract, BIBB-Doku)

**The QIBB quality initiative of the vocational training system in Austria** / Manuela Peachter. - Literaturangaben, Tab.  
In: Europäische Zeitschrift für Berufsbildung. - (2010), H. 48, S. 167-183

"The QIBB quality initiative was specifically developed for the vocational training system in Austria. The quality system is distinctive in that it includes both objectives and survey instruments designed to address the specific concerns of vocational training. There are general quality concepts and instruments that are common to all schools and others that are differentiated according to the type of school. The various school types within the vocational

training system use QIBB first of all to conduct system-related surveys, for example to test common quality objectives in connection with national priorities. QIBB also enables schools to conduct internal evaluations. Survey instruments and an automatic evaluation are available from an online database. The test power of the survey instruments made available in QIBB are also verified in empirical analyses. Initial studies indicate that the test power of almost all survey instruments examined is satisfactory." (Authors' abstract, BIBB-Doku)

**Rediscovering apprenticeship : research findings of the International Network on Innovative Apprenticeship (INAP)** / Felix Rauner [Hrsg.] ; Erica Smith [Hrsg.]. - Dordrecht : Springer Science + Business Media, 2010. - XX, 175 S. - (Technical and vocational education and training: issues, concerns and prospects ; 11)  
ISBN 978-90-481-3115-0

"The rediscovery of the value of apprenticeships has been one of the most significant trends in vocational education in recent years, and has prompted an array of research and development projects in countries around the world. In this volume, the renewed interest in the apprenticeship tradition and the various steps towards the implementation of innovative apprenticeship programmes are analysed and discussed from different perspectives. Beginning with a number of chapters that describe recent developments in apprenticeship training in different national contexts, the book moves on to analyze the way in which both the quality and profitability of apprenticeship act in concert as the most influential drivers of innovation in this field." (Publisher, BIBB-Doku)

**Skills for green jobs : country report Germany** / European Centre for the Development of Vocational Training [Hrsg.]. - Geneva : ILO, 2010. - 106 S. : Literaturverz., graf. Darst., Tab. - [http://www.ilo.org/wcmsp5/groups/public/---ed\\_emp/---ifp\\_skills/documents/publication/wcms\\_142480.pdf](http://www.ilo.org/wcmsp5/groups/public/---ed_emp/---ifp_skills/documents/publication/wcms_142480.pdf) [Accessed 8.2.2011]

This report "aims to illustrate how greening of the economy, as a result of environmental protection measures, has driven the growth of green skills and green jobs in Germany. [...] Using desk research and interviews, the German response to greening, with the main emphasis on skills responses, are illustrated and assessed, particularly through the use of eight case studies. These case studies give practical insights into the greening process of both existing occupations as well as through the creation of new occupations. A key finding from Germany is that rather than creating new, specific 'green' occupations, many occupations and training curricula have been adjusted and refined to take account of the skills needs of increasingly green aspects of mainstream industry and business as well as eco-industries." (Editor, BIBB-Doku)

**Skills supply and demand in Europe : medium-term forecast up to 2020** / European Centre for the Development of Vocational Training [Hrsg.]. - Luxembourg : Publications Office of the European Union, 2010. - 120 S. : Literaturverz., graf. Darst., Tab. - [http://www.cedefop.europa.eu/EN/Files/3052\\_en.pdf](http://www.cedefop.europa.eu/EN/Files/3052_en.pdf) [Accessed 13.4.2010]. - ISBN 978-92-896-0536-6

Anticipation of changing skill needs lies at the heart of the new skill for new jobs agenda. The new Cedefop forecast of changing skill demand and supply in Europe (EU-27, Norway and Switzerland) up to 2020 updates the forecasts carried out in 2007-08 by applying improved data and methods. It also attempts to estimate the medium-term impact of the financial crisis of 2008, and the subsequent recession, based on the available data. The forecast suggests that aggregate demand and supply trends across countries are converging in the medium to longer term, but we need to dig deeper to grasp what is really going on. Changing skill needs, job polarisation and skill mismatch interact in complex ways. The forecasts in this report shed some light on these phenomena, but better data are urgently needed for more analysis. (BIBB-Doku)

**Social Origin and Access to Upper Secondary Education in Switzerland: A comparison of Company-based Apprenticeship and Exclusively School-based Programmes / Brunner Hupka ; Sacchi Sandra ; Stalder Stefan. - Literaturangaben, Tab.**

In: Schweizerische Zeitschrift für Soziologie : Revue suisse de sociologie : Swiss journal of sociology. - 36 (2010), H. 1, S. 11-31

<http://dx.doi.org/10.5167/uzh-43185> [Accessed 25.06.2013]

"When making the transition from compulsory school to upper secondary education and training, young people in Switzerland have two main options: company-based apprenticeships or exclusively school-based programmes. Based on Bourdieu, we assume that schools and training firms each have their own particular selection procedures. We expect these different procedures to change the patterns of the influence of social origin on transition – even when controlling school achievement. We test our assumptions by applying event history analyses to Switzerland's first nationwide longitudinal survey of young people (TREE). As expected, cultural capital of the family of origin is highly relevant for access to school-based programmes, whereas economic capital favours the entry into apprenticeships." (Authors' abstract, BIBB-Doku)

**Two-year apprenticeships for young people with learning difficulties: a cost-benefit analysis for training firms / Marc Fuhrer ; Jürg Schweri. - Literaturangaben, Tab.**

In: Empirical Research in Vocational Education and Training. - 2 (2010), H. 2, S. 107-125

"Education policymakers are currently faced with the challenge of enabling young people with learning difficulties to achieve an upper-secondary level qualification. Switzerland has introduced a new type of combined school/work-based VET programme that lasts two years. One of the key pre-requisites for success of two-year VET programmes is the willingness of host companies to create an adequate number of apprenticeship positions. We therefore examine the costs and benefits of two-year VET programmes for a sample of 409 host companies. Our main findings indicate that, on average, the value of the productive output of apprentices in two-year VET programmes slightly exceeds the overall costs of the training provided by host companies. Firms that operate in a competitive market are thus able to provide apprenticeship training to less capable young people." (Authors' abstract, BIBB-Doku)

**Vocational education and training attrition and the school-to-work transition / Jonas Masdonati ; Nadia Lamamra ; Marine Jordan. - Literaturangaben.**  
In: Education + training. - 52 (2010), H. 5, S. 404-414

"The purpose of this paper is to explore the issue of dual vocational education and training (VET) attritions as indicating difficulties in the transition from school to work. The purpose of this paper is to explore the issue of dual vocational education and training (VET) attritions as indicating difficulties in the transition from school to work. The findings showed that VET 'dropouts' experience transitional problems. These can be one of two sorts: diachronic or synchronic. Diachronic problems are related to difficulties with the shift from a standard school system to VET. Synchronic problems are due to difficulties in learning, relational or working environments." (Authors' abstract, BIBB-Doku)

**2009**

**Can 'vocationalisation' of education go too far? : The case of Switzerland / Thomas Meyer. - Literaturangaben, graf. Darst.**

In: Europäische Zeitschrift für Berufsbildung. - (2009), H. 46, S. 29-40

[http://www.cedefop.europa.eu/etv/Upload/Information\\_resources/Bookshop/570/46\\_en\\_Meyer.pdf](http://www.cedefop.europa.eu/etv/Upload/Information_resources/Bookshop/570/46_en_Meyer.pdf) [Accessed 23.11.2009]

"While countries with predominantly academic school-based upper secondary education have been 'discovering' vocational education and training (VET) for some time, countries with 'vocationalised' education systems such as Austria, Germany or Switzerland are critically reviewing their own situations. This paper takes up the case of Switzerland, which can be considered, in several respects, as a sort of life-size VET laboratory. This contribution aims at critically highlighting particularities, recent developments, advantages and shortcomings of a post-compulsory education system geared as heavily to 'vocationalisation' as Switzerland's." (Authors' abstract, BIBB-Doku)

**Costs and benefits of apprenticeship training : a comparison of Germany and Switzerland / Regina Dionisius ; Samuel Mühlemann ; Harald Pfeifer ; u. a. - Literaturangaben, zahlreiche Tab.**

In: Applied Economics Quarterly : Konjunkturpolitik. - 55 (2009), H. 1 : Economics of Apprenticeship Training : Firm Behavior, Subsidies and Individual Results, S. 7-37

"For the first time it has been made possible to merge a German and a Swiss firm-level data set that include detailed information about costs and benefits of apprenticeship training. Previous analyzes based only on aggregate data showed that the net costs of training apprentices are substantial in Germany, whereas apprenticeship training is on average profitable during the training period for firms in Switzerland, even though the two training systems are rather similar. This paper analyzes the reasons for these differences with matching methods. We simulate the impact of changes in certain parameters such as wages, apprenticeship system-related factors and allocation of tasks to apprentices on the cost-benefit ratio using the counterfactual values of the other country. The results show that most of the difference in the net costs of training between the two countries can be

explained by a higher share of productive tasks allocated to apprentices in Switzerland and the differences in relative wages." (Authors' abstract, BIBB-Doku)

**Does the concept of apprenticeship still have relevance as a model of skill formation and vocational learning in contemporary society?** / Suwimon Pattayanunt. - Literaturangaben. In: Transition studies review. - 16 (2009), H. 2, S. 529-541

"This article analyses the importance of apprenticeship systems in the current contexts of the UK and Germany. It discusses the policy and practice of apprenticeship in connection with skills formation and vocational learning. It argues that despite its declining popularity, apprenticeship continues to play a role in contemporary education policy with possibilities for progress and improvement. However, its practicality and feasibility is dependent on policies which are influenced by the different national socio-political, economic, and educational contexts. Indeed, the reason why the UK's attempts to revitalise its apprenticeship system has not been successful is not because apprenticeship is becoming irrelevant, but rather because policy objectives are not consistent with national capacities. If an apprenticeship system is based on strong institutional arrangements and is adaptable to the labour market and its evolving demands, it has enormous potential to produce different types of intermediate-level skills." (Authors' abstract, BIBB-Doku)

**Vocational teacher education in five European countries - analysis and comparison /** Stephan Abele ; Kerstin Norwig ; Reinhold Nickolaus. - Literaturangaben, Abb., Tab. In: Vocational education : research and reality. - (2009), H. 17, S. 28-43

"Against the background of the European Commission's endeavour to promote the cooperation between the EU member countries, institutions from five countries involved in VET teacher education have worked together in a project aiming at the development of systems for vocational teacher qualification improvement. The analysis of the current situation of VET teacher education in the different partner countries was taken as the basis for a comparison which as a result allowed developing improvement concepts during the subsequent course of the project. In order to analyse the present situations, a methodology was developed which will be presented along with the analysis and the results of the comparison in this paper. The aspects covered in this analysis furthermore allow a critical discussion on problems that should be considered within the developing process of the European educational systems." (Authors' abstract, BIBB-Doku)