
HELMUT KUWAN

Transparency and guidance in continuing education
Empirical results and conclusions from the demand-side perspective

In the light of greater demand-orientation in continuing education, increasing importance attaches to the themes of “transparency in continuing education” and “continuing education guidance”. Against this background, the article deals with assessments and viewpoints of (potential) participants in continuing education, based particularly on empirical findings of the Adult Education Survey (AES) 2010. In conclusion, six action points for improving the transparency of continuing education are set out.

NORMANN MÜLLER, MARCEL WALTER

Benefits of continuing vocational education and training
What employees expect and what motivates them to participate

Based on the assumption that individuals choose to take up continuing education when it can help them to achieve important goals, the article describes the composition of the various subjectively expected benefits of participating in continuing education, and gives an illustrative analysis of how the components of such benefits vary for different age-groups and continuing education scenarios. It concludes with a discussion of how abstainers from continuing education can be motivated to participate.

THOMAS ZWICK

Effectiveness of continuing education as perceived by older employees

There is research evidence that older participants rate the effectiveness of continuing education less highly than younger age-groups. The article explores the reasons for this. The key argument is that ineffectiveness may be linked to inappropriateness of the forms and content of continuing education provision for the age-group in question. Types of continuing education are identified which are more appropriate to the needs and the motivation of older employees and which could contribute to boosting effectiveness.

CHRISTIAN GERHARDS, SABINE MOHR, KLAUS TROLTSCH

Does the shortage of skilled workers increase companies' participation in continuing education?
Analyses on the basis of BIBB's panel study on training and competence development

Given the impending shortage of skilled workers and escalating job demands and qualification requirements, there should be growing demand from companies for in-house continuing vocational education and training as an important instrument for safeguarding economic productivity and meeting qualification needs. On the basis of a recent company survey by BIBB, light is shed upon this issue and other possible factors influencing the willingness of companies to engage in continuing vocational education and training.

GERHARD BOSCH

Continuing education funds – a financing model for Germany?

In view of the looming shortage of skilled workers and declining investment in continuing education, Germany faces the question of how far the establishment of continuing education funds, and hence pay-as-you-go financing of continuing education, might be a suitable means of tackling the said problems. The article outlines various fund-based models currently in use, citing examples from France, the Netherlands and Korea, as well as the most important structural features of funds. In conclusion, a continuing education fund model for Germany is developed on this basis.

KATJA GÖRLITZ, MARCUS TAMM

Mobilising working people to participate in continuing vocational education and training with the Continuing Education Grant

The Federal Ministry of Education and Research (BMBF) supports individual investment in continuing vocational education and training with the “Continuing Education Grant” (Bildungsprämie) programme. The Continuing Education Grant gives a 50 percent reduction in continuing education costs, and is intended to mobilise working people to participate in training. The article shows how mobilisation is measured as part of the scientific evaluation of the first funding phase of the Continuing Education Grant, and presents the first results.

ERIK HABERZETH, CLAUDIA KULMUS, MONIKA STANIK

Education vouchers for employees and companies
Support conditions, usage problems and support approaches

The article gives an overview of voucher programmes and presents an overarching typology of demand-oriented support, which should create greater transparency for research and practice. It concludes by discussing whether wider-ranging advisory work addressing the earlier stage of training-demand development could improve the effectiveness of these programmes.

LENA ULBRICHT

Silent explosion in numbers qualified to enter higher education – new provisions for access to university without a school-based entrance qualification

The article outlines the consequences of opening up access to higher education for people with vocational qualifications, taking account of both favourable and unfavourable framework conditions. The new provisions have massively increased the numbers of individuals qualifying for university-level study via the vocational route. However, only a fraction of these commence a university degree. It seems that this disinclination to study can be traced back to unfavourable framework conditions. Until these are reformed, individuals with vocational qualifications but no school-based higher education entrance qualification are unlikely to make up a higher proportion of the student population.

UWE LEHMPPFUHL, WOLFGANG MÜLLER-TAMKE

School-based initial vocational training leading to chamber examinations, pursuant to Section 43 (2) of the German Vocational Training Act (BBiG)
Objectives, implementation strategies and perspectives

The 2005 reform of the German Vocational Training Act extended eligibility for chamber examinations to trainees from full-time school-based programmes, and particularised the criteria for the recognition of equivalence between full-time school-based training and dual-system apprenticeships. The article explains the underlying objectives of this reform. It describes pilot projects which tested various implementation models under the JOBSTARTER programme to improve initial vocational training structures, and discusses the conclusions that can be drawn.

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