

SIMON LAUB, MAREK FUCHS

Motives, career aims and life objectives of trainees

Why young people in Germany opt for a particular vocational education and training

Although the proportion of young people commencing a course of higher education study upon completion of general schooling has been rising constantly for years, the level of participation in the German VET sector remains strong. Nevertheless, demographic developments and falling numbers of training place applicants are not the least of the reasons why companies will be required to redouble their efforts to recruit young skilled workers. In order to acquire potential applicants for company-based training, it will in future be more important than ever to recognise and understand the expectations such young people have of vocational training. The paper puts forward results from the research project 7EU-VET, funded by the European Commission.

INES TREDE, IRENE KRIESI

Basic vocational education and training leading to the qualification of healthcare professional in Switzerland – a career aim or a springboard?

In 2002, Switzerland carried out a fundamental reform of healthcare occupations for which a degree level qualification is not required with the aim of covering the requirement for skilled workers. Part of this process involved the instigation of new dual basic vocational training leading to the qualification of healthcare professional. Although this has now become most popular basic training occupations, is it attractive enough to ensure that those who complete the qualification remain within the healthcare branch? The question has formed the object of investigation of a national longitudinal study, the results of which indicate that there are still areas of potential improvement with regard to the attractiveness of the occupation.

KLAUS TROLTSCH, SABINE MOHR, CHRISTIAN GERHARDS

Vacant training places and prematurely dissolved contracts – exerting an adverse effect on the readiness of companies to provide training?

Whereas interest in German training continues to grow internationally the dual VET system is proving to be, in Germany itself there seems to be signs that company-based vocational education and training could be losing attractiveness. Participation in training by companies, which has been falling for some years, and the decreasing numbers of newly concluded training contracts are particular tell-tale indicators of this. How can such a development be interpreted and explained? The present paper uses the BIBB Training Panel as the basis for a consideration of the possible factors influencing the change in company readiness to offer training.

WOLF-DIETRICH GREINERT

Maintaining the attractiveness of dual systems of vocational education and training

Reforms in Austria and Switzerland are examples that are worthy of attention

The roots of systematic vocational training in Europe can be traced back to the Middle Ages. Dual training in Austria and Switzerland can look back on a similarly long tradition and has also been forced to adapt in similar ways over the course of time. However, whilst the continual focus of the debate in Germany tends to be on reforms and the sustainability of the dual system of training, its two neighbouring countries are showing the way in which change policy is able to promote the modernisation and attractiveness of work training.

FRANZISKA KUPFER

Dual courses of higher education study from the point of view of companies – a practically related and successful model achieved by selecting the best provision available

Dual courses of higher education study represent the establishment of a promising training model at the interface between vocational training and higher education. Both the amount of provision available at institutes of higher education and the level of demand from companies and students have risen continuously over recent years. What, however, are the reasons why companies commit to dual courses and what makes this model so successful? In November 2012, BIBB conducted an online survey of 280 companies involved with dual courses of higher education study at Universities of Applied Sciences. The results put forward show that dual courses of higher education study represent attractive recruitment instruments for companies.

GIANNI GHISLA, LUCA BAUSCH, ELENA BOLDRINI

Why dual vocational education and training can also be relatively unattractive

A look at the microcosmos of Italian Switzerland

Dual vocational education and training has gained in acceptance and attractiveness both right across Europe and the world over. This also draws the attention to Switzerland, a laboratory for this very form of VET. Switzerland, however, is not merely Switzerland. The differences between the three main linguistic and cultural regions regarding schooling are striking and suitable for demonstrating the characteristics of and conditions for successful VET. The paper investigates the question of why the attractiveness of dual VET is lower in Svizzera Italiana than in the rest of Switzerland.

TORSTEN DUNKEL

Making IVET an attractive option – on the attractiveness of vocational education and training in Europe

The attractiveness of vocational education and training is a perennial issue in European VET policy in the wake of the modernisation of systems. Attractiveness is the first focus stated by the Bruges Communiqué in its strategic aims for the period 2011-2020 and in its short-term objectives up until 2014. The present paper examines the concept and dimensions of attractiveness and issues relating to the measurement of attractiveness and puts forward selected results within these fields.

JOHANNES KLENK

Strategies for the coordination of consensual decision-making processes – the example of the German Qualifications Framework

The aim of the present paper is to use the German Qualifications Framework (DQR) as an example for investigating how adequate forms of dealing with external structuring impetuses – in this case the implementation of the European Qualifications Framework at a national level – can be found under prevailing circumstances in which a plurality of management arrangements and distribution of policy competencies are deeply rooted within the German educational system. The paper undertakes a retrospective investigation of the development of the DQR and explores promising strategies for consensual coordination of interests.

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