

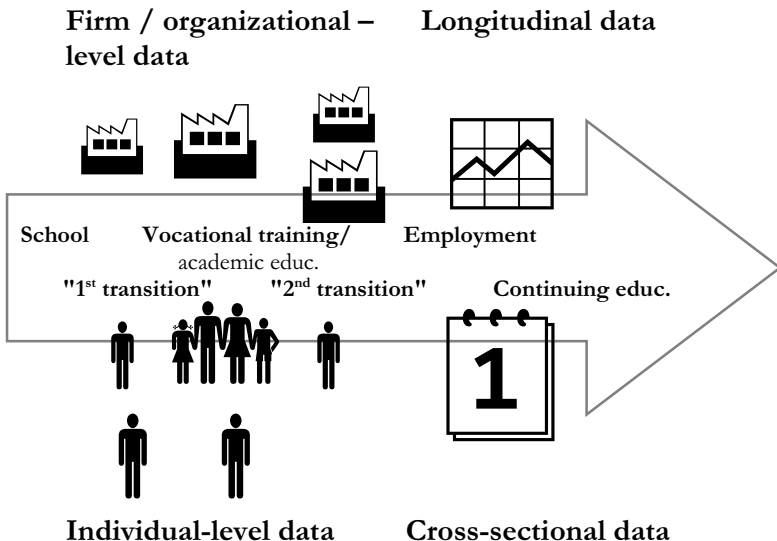
German BIBB/IAB- and BIBB/BAuA Surveys on Qualifications and Working Conditions and FreQueNz

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the Job Requirements Approach organised by CEDEFOP and the
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BIBB Research Data Center: Range of data



Survey years, population, no. of cases

Year	Population	No. of cases
1979	German labour force (<u>not</u> included: apprentices and other people in qualification schemes, armed forces, foreign workers) age 15-65 <ul style="list-style-type: none">• active• unemployed	28,828 992
1985/86	German active labour force age 15-65	26,361
1991/92	West-German active labour force <ul style="list-style-type: none">• German• German speaking foreign workers New Laender (east Germany) <ul style="list-style-type: none">• active• unemployed• people in retraining schemes	23,476 614 7,851 1,880 456
1998/99	German active labour force (including German speaking foreign workers) age 15 and over, regular employment of 10 hrs/week	(about) 35,000
2006	German active labour force (including German speaking foreign workers) age 15 and over, regular employment of 10 hrs/week	20,000

BIBB/IAB and BIBB/BAuA- Labor Force Surveys 1979-2006

Unit of analysis	Individuals
Design	Cross-sections; retrospective information on individuals' achievement process
Time period covered	1979-2006; 2012 (planned)
Institutions	1979-1991/92: BIBB, IAB; 1998/99-2006: BIBB, BAuA, funded by the Federal Ministry of Education and Research
Keywords	Qualification (history); job activity; job skill requirements; working conditions; health
Data access ¹	All waves: GWA, DFV, SUF
No. of variables	1979: 444 ; 1985/86: 190; 1991/92: 319; 1998/99: 789; 2006: 700 (SUF)
Sampling	1979-1998/99: Multi-stage random sample (random route procedure); 2006: Gabler-Häder and Kish
Weighting and extrapolation	Design- and structure weights
Mode of data collection	1979-1991/92: Face-to-face PAPI, 1998/99: Face-to-face CAPI, 2006: CATI

- ▶ **Qualification research: The association between respondents' (vocational) education and employment**
 - ▶ Highest (vocational) educational attainment, respondents' educational history: analysing important differentiations within the dual system, the field of study, issues of continuing education.
 - ▶ Association between respondents' education and work: Career issues and matching (the application / use of qualifications in current or earlier jobs, occupational achievement measured by objective and subjective indicators).
- ▶ **Research on occupations and their change: Job activity, skill and task requirements, working conditions and health in the current job**

▶ **Person-related information**

- ▶ Qualification questions
- ▶ Occupational career & matching
- ▶ (Socio-demographics)

▶ **Job-related information**

- ▶ Contract and employment relation, basic organisational information
- ▶ Job activity
- ▶ Skill requirements
- ▶ Physical and mental working conditions, health discomfort

In the following: similar / same information in waves 1-4:*

- ▶ **Educational attainment: school*** (ISCED-97 0-2; 3A)
Highest degree, year, federal state, later improvement of degree, year taking the improved degree
- ▶ **Educational attainment: vocational education***
(ISCED-97 3B-6) Highest degree, all finished apprenticeships / academic tracks (loop module, for each:) field of study / occupational title ('Ausbildungsberuf'), federal state, duration, for non-academic tracks: institution, economic branch, size of the training firm
- ▶ **Continuing training:** Enrolment in*, motivation for, and type(s) of continuing education / training attended (7 items)

- ▶ **Occupational career:** First employment* (year, occupational title), first adequate job, inactivity (in years), no. of different jobs*, reasons for change of occupation*, self-employment*, career aspiration (current importance, change over time)
- ▶ **Matching:** Usability of voc. education for current job, feeling of being up to/overstrained/undertrained by job requirements, institutions/places where skills required at current job were acquired*

- ▶ **Contract and employment relation:**
 - ▶ Working hours*, shift-*, night-work*, work on Sundays / holidays, excess work (frequency, its perceived burden), place
 - ▶ Type of labor contract*, employment status*, supervisor duties*
 - ▶ Tenure (in years)*, wage* (imputed wages)
- ▶ **Basic organisational information:** Sector*, industry* (NACE), size*, federal state, affiliates, business situation*(-91/92), telework, overtime compensation, training opportunities, health issues: health services, supportive measures for disabled

- ▶ Job title* (ISCO88), more than one job*(-89/99,85), job as 10 years ago or new job
- ▶ Most important work equipment* (open question, recoded)
- ▶ **Main job tasks*** (18 items, frequency scale)
- ▶ **Computer use*** (i.a. use of 6 specific applications; percent computer use in total working hours)
- ▶ **Job characteristics*** (9 items, frequency scale)
- ▶ Change in working environment within the last 2 yrs. (12 items, *2(-98/99,85))

For item batteries: please see handout

- ▶ Education, on-the-job training requirements
- ▶ **Skills in spec. subject areas*** (13 items, degree of requirements)
- ▶ **Commercial / managerial skills** (9 items), **foreign languages*** (-91/92, 10 languages)
- ▶ Demand for further training*(-85/86, 13 skills in spec. subject areas, in foreign languages, in 5 computer applications)
- ▶ **Task requirements*** (12 items)

For item batteries: please see handout

- ▶ **Physical conditions*** (14 items)
- ▶ **Mental conditions*** (11 items)
- ▶ Work load
- ▶ Job satisfaction* (-91/92, overall, with 11 job characteristics)
- ▶ Likelihood of losing job*
- ▶ Health discomfort (23 specific disturb.), consultation by a medic, general state of health, sick notes last 12 month

For item batteries: please see handout

- ▶ Key workplace skills: Cognitive skills, interaction / social skills, learning skills, physical skills
- ▶ Education and on-the-job training requirements
- ▶ Percieved change in requirements, change in working environment
- ▶ Computer and other technology use
- ▶ Mental skills / conditions; health discomfort
- ▶ Employee involvement practices
- ▶ Autonomy, supervision, authority

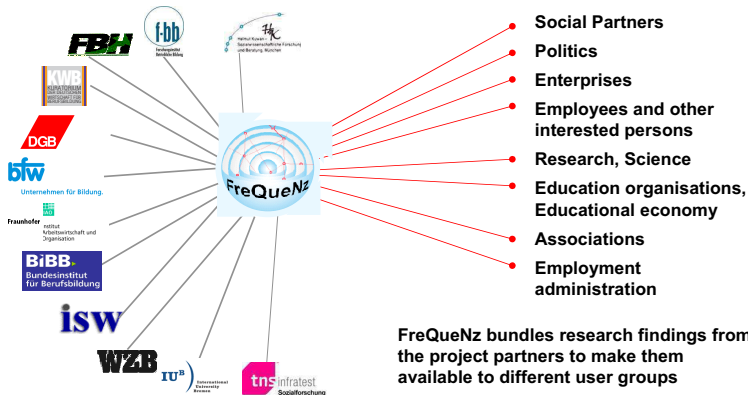
Research subjects and findings¹

- ▶ Qualificational trends in the service sector – challenges for the dual system of vocational training (Walden (Ed.) 2007)
- ▶ Continuing education: The role of activity-related characteristics (Hall & Krekel 2008)
- ▶ Job change ('Wechsel des erlernten Berufs'): Theoretical relevance, measurement and wage effects (Hall 2009)
- ▶ Analytic and generic skills in occupational fields (Tiemann 2008)
- ▶ 1979-1989/99: Increase in nonroutine – decline in routine skill requirements (Spitz-Oener 2006)
- ▶ Industry and occupation effects on the education-to-occupation-nexus: over-time and cross-national differences (Rohrbach, work-in-progress)

¹ For references and further publications from project members see URL: www.bibb.de/de/wlk21738.htm

FreQueNz: Partners and Users

Research network on early identification of qualification needs



FreQueNz bundles research findings from the project partners to make them available to different user groups

FreQueNz is sponsored by the Federal Ministry of Education and Research within the "Early Identification of Qualification Needs Initiative".






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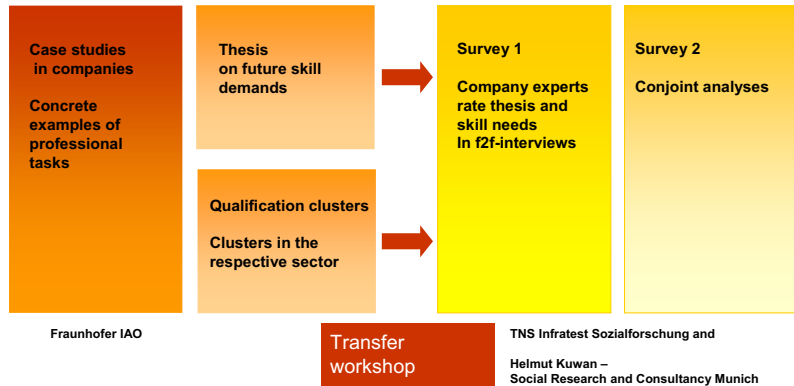
Researching
Advising
Shaping the future

Objective	Fields of action	Approach
 Anticipating changes of markets	Early identification on the „middle-skilled“ level	<ul style="list-style-type: none">• Supporting cooperation• Transparency on current research activities• Feedback between reality of work, research and politics• Bundling of results
 Responding quickly to changes	Networking of current projects	
 Developing recommendations for action	Public relations	
 Designing innovative educational research	Cooperation with political representatives in the field of education	

Knowing today which qualifications will be needed tomorrow.



Concept of the ADeBar-project



Fraunhofer IAO, TNS Infratest, Helmut Kuwan 2008

Abbildung 8.1

Profiles of skill requirements: Workers with low and high educational attainment

Basis: Erwerbstätige mit Hauptschulabschluss bzw. Abitur (n1= 680, n2=374)



- Professional knowledge
- Presenting information
- Structuring information
- Developing new ideas/ find improved solutions
- Entrepreneurial, cost-benefit thinking
- IT skills
- Dexterity
- Craft skills
- Strength
- Web-based information retrieval
- Web-based communication
- Language skills

