

JOCHEM OLTMER

Geographical mobility and qualification – a historical perspective

The fundamental economic transformation of the past few decades has caused seismic shifts in the interrelationship between geographical mobility and qualification. Although migration was not infrequently linked to the acquisition of qualifications, the knowledge transfer due to the movement of specialists remained marginal compared to the mass migrations of unqualified workers. In view of the accelerated pace of structural economic change since the Second World War, however, and the increasing level of professionalisation and specialisation in the most diverse sectors of employment, the acquisition of qualifications has become more important.

ANNA ATLAS, KLAUS FAHLE, ERNST GESSLBAUER

Effectively promoting learner mobility

Strategies – programmes – options for action

Cross-border mobility is a high priority on the European agenda and makes a substantial contribution to building the capabilities and competence to be innovative and competitive in the international arena. Three representatives from the National Agencies in Germany, Austria and Poland give their assessments on the current state of development, the effectiveness of existing programmes and instruments, and the next steps to be taken at national and European level.

BERTHOLD HÜBERS

Learning abroad: Current status and prospects of cross-border mobility

Spending time in other countries is seen as the patent method for building international vocational competence. However, the annual number of initial vocational trainees completing a phase of their learning abroad was previously unknown. This is the question pursued in a study commissioned by the National Agency "Education for Europe" and carried out at BIBB. The article presents key findings of this study and sets out perspectives for integrating phases of learning abroad as a standard element of vocational education and training.

ANDREAS KREWERTH, KATHARINA BÖKMANN

Allowing your thoughts to wander?

Empirical findings on the emergence of transnational mobility in initial vocational training

In the wake of globalisation, employees have to develop an intuitive understanding of foreign cultures as part of working life in order to be able to behave appropriately in international work settings. International competence can be learned at an early stage by spending periods abroad during initial vocational training. The article describes under which circumstances young people develop an interest in completing part or all of their initial vocational training abroad.

KORINNA HEIMANN

More than a "travel service": Educational flanking of internships abroad in initial vocational training

To ensure that the desired learning objectives are achieved, learning processes abroad should be teacher-supported. Until now, however, there has been a lack of systematic practice for supporting learning before, during and after

a visit abroad and for integrating these work placements conceptually into initial vocational training. The article describes how companies deal with work placements abroad, and makes recommendations for educational practice.

KARIN KÜßNER, SIBILLA DREWS

Making visible and recognising the learning outcomes of visits abroad

The growing length of phases spent abroad during initial vocational training and the focus on specialist competence are heightening expectations as regards the quality of visits abroad. So far, however, there has been a lack of standardised criteria for describing and assessing learning outcomes and for defining units of learning outcomes. The article makes reference to examples from the Leonardo da Vinci programme to show how phases of mobility can be interlinked more closely with the structure and subject-matter of initial vocational training in Germany.

MARKUS P. NEUENSCHWANDER, REBEKKA HARTMANN

Decision-making processes of young people making their first career and apprenticeship choices

In the course of an interview study in the Swiss canton of Solothurn, the determinants of vocational training decisions were investigated by means of qualitative content analysis. The results give rise to a phased model that points out strategies and contextual features of career choice. It becomes clear that effective support for prevocational training must not be limited to imparting factual information, but should also encourage a vocational exploration process that encompasses experience in the occupational field, attachment figures and feelings.

HILKE TEUBERT, MARVIN KLEINEMEIER, MARKUS KAMANN

Real-life motivation: Sports stadiums as venues for vocational orientation

Experience from the Arena4You project

Few places arouse more emotions in human beings than football and event arenas. But few people are aware that up to 3,000 employees from the most varied occupational fields have to work hand in hand on a Bundesliga match day. The "Arena4You" concept utilises this combination of the emotionally charged venue and the real-life reflection of the German occupational spectrum, by transplanting vocational orientation provision into the stadium environment. The article introduces the first findings and results from the implementation and academic monitoring of the pilot project.

VOLKER REIN

US Associate Degrees – Short cycle qualifications at the interface of vocational and academic education

In the debate on the design of a permeable education system in the USA, Associate Degrees from post-secondary community colleges – short-cycle programmes below Bachelor's level – are a focal point of the US higher education system. At the interface of vocational and academic education, they are intended to meet demand for highly qualified skilled workers and, at the same time, to open up access to academic educational pathways. The article explains the design of Associate Degrees, and goes on to highlight developments which aim to do justice to the growing significance of competence and learning outcomes.

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