

URSULA BYLINSKI, MIRIAM FRITSCHÉ

Regional networking and individual transition support as a new quality of professionalism in the school-to-work transition

Changes in the transition from school into employment pose major challenges both to the educational institutions and the education professionals involved. Regional networking and individual educational support for young people are hallmarks of the new quality of professionalism in the organisation of transition processes.

The article presents interim findings of a qualitative study by BIBB which clarify the different points of view on questions of regional cooperation and networking of the different professional groups involved in the transition process. A sample of general and vocational school teachers, social pedagogic staff and workplace trainers in eight locations were interviewed.

CLAUDIA SCHREIER

Learner-centeredness as a guiding concept for vocational education practice

Implications for the qualification needs of teachers in vocational schools

In the light of the new and different challenges associated with routes into working life and the importance of lifelong learning, concepts such as competence-orientation and modularisation have become more significant in vocational education, and in their wake, a strong emphasis on learner-centeredness. First and foremost, these developments modify the way in which teachers understand their roles. Increasingly, they are no longer conduits of knowledge but learning facilitators. The article outlines the new pedagogical, didactic and methodological demands associated with this development, and the teacher-qualification needs that will be entailed.

ANKE BAHL

Between a rock and a hard place: Dilemmas of company-based training staff at the education-employment system threshold

In order to secure a company's future workforce needs, increasing importance is attached to qualified, motivated and proficient trainers. This applies to everyone involved in initial vocational education and training, from skilled workers with part-time instructor responsibilities to the trainers in overall charge. Who are the individuals within this group, however, and how can their situation in the workplace environment be characterised? Against the background of a current BIBB research project on the "Situation of workplace trainers", this article sheds light on the competing demands of their work context and the resulting challenges that are likely to affect them in the future.

KATJA GRIMM-VONKEN, CLAUDIA MÜLLER, TOM SCHRÖTER

Initial vocational training as a social process – new competency requirements for training staff

It is increasingly common for companies to complain that there are not enough applicants, or not enough suitable applicants. In this context, new requirements arise for the professional practice of training staff. The article presents initial results from the pilot project entitled "Professionalisation of IVET actors in Thuringian companies", which adopts a sustainable process-chain model of initial vocational education and training (IVET) as a social process within the firm. On that basis, the requirements upon practitioners are analysed and curricula are derived to meet the trainees' qualification needs.

LOERT DE RIESE-MEYER, REINHARDT BIFFAR

Core elements of a competency profile for in-company training staff
Educational foundations and formal arrangements in the Henkel company, Düsseldorf

In-company initial vocational education and training (IVET) has become a difficult job. Since the first German Vocational Training Act took force on 1 September 1969, a progressive increase in requirements has been noted regarding the content, organisation and educational standards of dual-system IVET in private-sector companies. Taking the example of modern IVET practice at the Henkel company in Düsseldorf, this article describes the current competency requirements of in-company training staff, which are derived from the company's requirements, process realities, and the competencies to be acquired by the trainees.

SANDRA FITZEN, GERTRUD KÜHNLEIN, GUDRUN RICHTER-WITZGALL

The Dortmund job placement report – data basis for municipal transition management

In view of the persistent problems concerning the transition from school into initial vocational training and work, in recent years much greater priority has been attached to measures for the earliest possible careers advice and guidance. In response to widespread demand, local (vocational) education reporting is increasingly being put into practice. This article considers the example of the Dortmund job placement report, and shows that integrating reporting into robust communication and decision-making structures is an important prerequisite which facilitates the use of data to inform decisions and avoids the creation of new data graveyards.

STEFAN EKERT

Motives of voluntary examiners and access to the examination system

Access to the labour market and young people's career prospects are decided on the basis of final examinations. These are therefore an important quality assurance measure in vocational education and training. While current research projects are concentrating on the detailed contents and future development of examinations, little or no research has yet been done on the aspect of examinations staff. What motivates employed people to work voluntarily in this area? How do they become involved in examining? And how can new examiners be attracted when the need arises? The article informs readers about selected findings of a study which addressed these and other questions with reference to examples from six occupations.

STEFANIE VELTEN, ANNALISA SCHNITZLER

Forecasting initial vocational training success

What is the role of school grades and aptitude tests?

Most German companies select applicants for apprenticeship places on the basis of their half-year or end-of-year school report grades. Often they also administer aptitude tests, in the aim of assessing specific competencies relevant to the training occupation. Do current practices give a reliable indication of the applicants' subsequent success in completing initial vocational training? This question is investigated using a dataset that includes information from school grades, results of aptitude tests administered to young people by prospective employers, and records of the applicants' performance during initial vocational training.

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