Teachers and trainers in vocational training

Volume 1: Germany, Spain, France and the United Kingdom

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**Lists of abbreviations**
Germany
This book describes the professional development, both initial and continuing, of the various teachers and trainers who deal with initial vocational training for youth in four countries - Germany, Spain, France and the United Kingdom. It is the first volume in a series of two (in English) which will cover several Member States of the European Union. The next step will be the publication of the series in French.

The purpose is to make a contribution to mutual knowledge of the training given in the different countries of the Union; in this case the focus is on an important group of professionals, the real protagonists of vocational training - the teachers and trainers.

This work is primarily dedicated to them. It will help them to acquire more information on their counterparts in the other countries. It will also bring about a better understanding of the modes of teacher and trainer training and the access routes to this profession, thus facilitating exchange or joint projects between trainers from different countries of the European Union.

This series will also be of interest to a larger group of readers, namely, those who follow the development of vocational training in the different countries; by understanding the 'actors', we gain more insight into aspects of the organization of vocational training systems.

The production was not easy: the concept of the work, the methodology and the intermediate and final reports were the subject of lengthy discussion and joint work, some of which was quite costly. It is never easy to accept new and unaccustomed concepts, and in any multinational venture there is the danger of wanting to impose one's own national model on others. For example, the countries in this volume illustrate vocational training systems on a spectrum from the highly regulated to those with minimal regulation; this clash between realities can produce a reaction of disorientation or disbelief, due to the lack of familiar points of reference. Only after a process of sustained effort is there an understanding of other realities. Initial incomprehension then turns into a feeling of surprise and interest which becomes rewarding for all involved.

No effort has been spared to make both text and diagrams reflect the authors' intentions. For any errors or oversimplifications that may have crept in, the responsibility is mine, not theirs.

Africa Melis, Berlin, March 1995
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We acknowledge the outstanding work and the spirit of collaboration of the members of the steering group and the authors of the report who, obviously, were selected for their professional competence; not only were they collaborators who contributed to the solution of many problems, they also became friends.

This volume was prepared jointly by a number of institutions, which developed and updated training directories, and a group of experts, who studied and organized the training of trainers and who are in positions of responsibility in this field in their respective countries. In addition, a number of people and institutions gave us support and spent valuable time sending us their comments, producing statistics not previously available, and compiling various items of information. In the listing below, the main authors' names are shown in bold to distinguish them from those who helped, supported and commented. The project was assisted by an Advisory Committee, to each of whom we express our gratitude by means of the list below.

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Introduction

1.1 Scope and readership

This book is a practical initiative which complements the instruments and guides developed by the European Commission under the PETRA and FORCE programmes. These were designed to make initial and continuing vocational training more accessible to young people and adults. Its objective is to describe and, insofar as possible, to compare the current situation of trainers and teachers who are involved in initial vocational training in Member States of the European Union.

The book is aimed at three target groups:
• the trainers and teachers who deliver vocational training
• the vocational training institutions and bodies
• those who are politically responsible for training.

The book will be useful for teachers and trainers because it outlines the situation in other Member States. It aims to enable them to plan visits or training periods in other countries by providing information on the opportunities and types of training available to them there. The information provided on training opportunities for trainers is therefore designed to promote their mobility both within the European Union and within each country itself.

Vocational training institutions and bodies will find information that helps them to identify potential partners for research and development projects or trainer exchange programmes. The information presented in this book will enable them to establish 'consortia' and links with similar bodies in other countries. This will foster the transnational character required by Community human resource development programmes.

Those responsible at a political level for this area will find a systematic presentation of information on the trainers and teachers involved in initial vocational training in other countries. There is a description of the different types of teachers and trainers, their training paths, access to the job market, and the opportunities available for continuing training. The information is presented within the context of vocational training in each country, its different branches and options and public interest in it compared to other training opportunities available to young people. Planners of training programmes will find useful information concerning future changes in the training plans of teachers and trainers.

In the human resources development programmes initiated by the Commission, one chapter is devoted to the training of trainers. In line with the new programmes, in particular Leonardo da Vinci and Socrates, more joint projects between training institutions are to be set up and developed and will exceed the number of previous vocational networks. These new joint programmes will undoubtedly promote the mobility
of numerous institutions which so far have had no experience of international co-
operation. This book may also be of some help to them.

Lastly, we emphasise that the information is presented in a simplified fashion so that a non-specialist reader can understand differences between and similarities among the various vocational training systems. We have avoided including points of fine detail such as those that distinguish between 'national' officials and 'regional' ones, or those that explain the differences between different categories of trainers in one institution. This type of distinction may make sense to a reader who is already familiar with the national realities of each country, but it may only confuse readers from other countries.

1.2 Definitions

Initial vocational training
The definition of initial vocational training used by the European Council in Article 1 of its Decision of 22.07.1991 on the Community programme PETRA has been adopted as a common reference point. The Decision defines it as:

>'any form of non-university vocational training, including technical and vocational training and apprenticeships, which provides young people with the opportunity to obtain a vocational qualification recognized by the competent authorities of the Member State in which it is obtained'.

Teachers and trainers
The above Council Decision does not define teachers or trainers. Since we wanted to focus on training of young people, and to encompass the wide variety of trainers in the various countries, for the purposes of this book we decided that that teachers and trainers are:

>'those people who are responsible for or who run initial vocational training courses whose objective is to provide skills training or further education to young people (aged 15-28) who have completed compulsory schooling'.

1.3 How to use this book

Although acronyms are explained on the first occasion of use, to help the reader who dips into a chapter, we have also expanded all acronyms in the lists for each country at the back of the book.

Originally, authors were keen to provide readers with as many direct contacts as possible. However, many such addresses had already dated even during the period when the book was being prepared. In the absence of a regular means of updating, we decided to keep ephemeral data to a minimum. Instead, authors focus on providing reference points and organizational contacts which generally change less quickly. Selected addresses have been included, with a view to signposting structures, organizations and networks that can provide information.
In the same way, the presentation of the provision of continuing training for teachers and trainers consists of a brief description of information to be found in each country, with pointers to databases and directories which are updated from time to time.

2. **The differences between training systems**

The first problem in compiling such a book is how to describe the situation of the teachers and trainers when the vocational training systems in the four countries differ so widely.

The organization of vocational training in the different educational systems varies significantly from country to country. There are differences in the length of compulsory education, the point at which young people have to choose between various options in the education sector, the options available to him or her, the length of the course of studies chosen (or chosen for them), and so on.

Initial vocational training as a separate option to general education begins at the age of 13 in France and in Germany at the age of 15 or 16 (but it can also begin at 18, after grammar school). In Spain it used to begin at 14, but a reform is currently under way which will raise the starting age to 16. Finally, the opportunities for initial vocational training in the United Kingdom are available only after compulsory schooling has been completed (post-16).

To illustrate these differences, we can now examine the social acceptance of initial vocational training as reflected by demand. Figure 1 shows the number of young people that choose this option in preference to other training or employment options.

In *Germany*, almost 80% of young people opt for vocational training and only 20% continue in general or university studies. Most vocational training takes the form of *alternance* training - training that alternates periods of study in the classroom with practical experience or employment in a firm. This dual system therefore plays an important role in integrating young people into working life. Furthermore, for the majority of apprentices the dual system leads directly to a job without a period of unemployment.
In Spain, the majority of young people prepare for their Bachillerato (school-leaving certificate). In other words, they follow academic studies aimed at gaining access to university. Only slightly more than one-third (36.5%) opt for vocational training. Further evidence of the low interest in vocational training is provided by statistics from the Ministry of Education and Science, according to which 32% of all young people who completed secondary education in 1990-91 completed vocational training, compared with 68% who completed BUP (Bachillerato Unificado y Polivante, comparable to GCSE) and COU (Curso de Orientacion Universitaria, comparable to A-levels).

In France, both options are almost equally favoured by young people. Nevertheless, a slight majority (54%) opt for vocational training. This takes place mostly in full-time vocational schools and to a lesser extent through alternance training schemes.

In the United Kingdom, the great majority of young people (80%) continue in general education while only 20% receive vocational training on-the-job. There is virtually no vocational training for those aged under 16. After the period of compulsory schooling (post-16), colleges of further education provide a great deal of vocational training, as do special programmes, such as youth training schemes.

There are, therefore, major differences between the four countries which affect the type of teachers or trainers in a country. The number of young people opting for academic studies or vocational training determines the number of staff employed in each sector. Whether the vocational training is carried out mainly in educational centres or in companies also affects the numbers of teachers or trainers. In any country, the more numerous a certain category of teacher or trainer, the more urgently it needs better
provision of continuing training. Many countries are also undergoing a process of far-reaching reforms and this gives rise to new demands, new requirements and new training needs. In many cases it is hoped that the training will serve as a buffer against the repercussions brought about by change.

3 Differences among types of teachers and trainers

The terms *teacher* in vocational training and *trainer* in initial vocational training are used imprecisely to refer to two large occupational groups: the teachers, who work mainly in technical or vocational institutions, and the trainers, who work in firms or in non-academic training centres.

In recent years, the significant development in teaching and training - and in continuing training - has created new tasks, and even new occupations, in the field of training. As a result, both continuing training and initial training are undergoing profound change.

There is a paradox that while the number of trainers is growing, many of them do not actually train but instead design, plan, assess and manage training schemes. However, there is also an increasing number of 'non-trainers' who conduct training whether it be on a temporary basis or on a permanent, part-time basis in a company or training centre.

The search for statistical information on teachers and trainers has been a discouraging experience. If one looks hard enough one can find statistics for teachers in vocational training schools and centres. However, no information is to be found on trainers working in firms, with the exception of Germany and, in part, France. We cannot, therefore, quantify the numbers of teachers and trainers per country, nor can we carry out comparisons between countries. It therefore seems dubious to quote estimates of student/teacher ratios in vocational training.

From the numerous possible classification systems drawn up or collected in previous CEDEFOP studies, we have selected the one which is most flexible and comprehensive for our purpose. It distinguishes three groups of professionals: teachers, full-time trainers and part-time trainers.

3.1 Types of teachers and trainers

*Technical and vocational teachers* in most countries usually work in technical and vocational training schools or centres, and become specialists mainly as a result of higher education - through university or university-related studies. In some cases, they may lack previous professional experience in the relevant sector, being strong in theoretical training but perhaps weak in their lack of company experience. In other cases, for example in the UK, industrial experience is the norm, although it may be recent experience only among the newly appointed; higher education is not the main route into vocational teaching and is less common especially among the more mature teachers in further education.
Full-time trainers are generally specialized in one field and have solid company experience. They have changed their original occupation and essentially work as trainers. Their strength lies in their knowledge of their special subject and their weakness stems from either a lack of training in teaching techniques, or from a possible lack of practical experience as a result of a lack of contact with the real workplace.

Part-time trainers and temporary trainers specialize in one subject, technique or method, which constitutes their main professional activity, and only carry out teaching or training projects as a secondary activity. Their weak point is that they frequently lack the teaching skills required to plan and organize the course content and adapt it to the group they are training. This group, however, is in the best position to provide effective teaching or training. These trainers do not often work in initial vocational training but in continuing training.

3.2 Training functions

In those countries where training is more developed and has a longer tradition, it is possible to establish a second means of classification based on the function fulfilled by the teacher or by the trainer. It will enable new profiles to be identified which previously were not common at European level.

There are various stages in the training process, around which new occupational profiles are emerging, mainly needs analysis and design, organization of the training, the design and drawing up of didactic material, the training itself, and evaluation.

Around these functions, new areas of expertise are becoming apparent. They are related to education and training management and the organization and planning of teaching. Because these functions are in short supply, teachers and trainers are offered new opportunities for professional development and advancement, given that there is a growing demand for these skills which are currently lacking.

3.3 Training regulation

The extent to which initial vocational training is formalized in each country determines to a large extent the degree of regulation of the training and other features linking teachers and trainers. The country in which there is most regulation in the field of trainer training and where initial training teachers have their role most clearly defined is Germany. It is also the country where initial vocational training has the highest level of formalisation.

At the other end of the scale, in the United Kingdom the exact role of the trainer is not regulated by law. Initial vocational training for young people takes place in colleges of further education, which are the primary institutions offering vocational training and occupational qualifications to young people from sixteen upwards.

The confusion in Spain between instructors, teachers and trainers - terms which are often used synonymously - also reflects a reality: the function of company trainers, of whom
there are very few, has not been clearly defined, as there is not yet a tradition of training young people within companies. Teaching and vocational training generally take place in schools.

On the other hand, the terminological distinction in France between *initial vocational training*, which prepares young people for their entry into working life, and *continuing training*, which takes place later on, reflects a higher level of regulation with respect to the training itself and to the characteristics, duties and rights of those responsible for training and teaching.

Generally speaking, the greater or lesser degree of formalization of training implies a greater or lesser definition of the responsibilities and tasks to be fulfilled by all participants and also identifies the costs and benefits which they bring. The studies carried out by CEDEFOP show that the less formalized the initial vocational training of young people in firms, the more overburdened the trainers will feel.

4. **Current trends in the training of trainers**

In the field of initial vocational training, Community policy has in recent years had a great influence on political objectives in the various Member States. Commission Reports regularly assess the impact of the Council's Decisions of 1.12.87 and 22.7.91. These reports highlight the great progress that Member States have made in attaining the objectives set out in the PETRA Programme.

The most recent report available at the time of writing (14.1.94) states that:

1. The number of young people that continue with general education or vocational training has significantly increased.
2. All countries have tried to raise the level of education and training, improve its quality and diversify training provision.
3. Efforts have also gone into making vocational training more adaptable to change.
4. Steps are being taken to add a Community dimension to initial vocational training.
5. Co-operation between Member States has increased.
6. More importance has been attached to vocational training.
7. There is better access to information on the changing situation of the labour market.
8. A great deal has been done to improve equal opportunities among young people.
9. Training opportunities for young handicapped people have increased.
10. There has been an increase in the number of programmes aimed at promoting creativity, initiative and the spirit of enterprise in young people.

Nowadays there is undoubtedly a tendency in most countries to raise the level of education of the population in general and of young people in particular, and to expand the basic training in vocational training courses while avoiding premature and unnecessary specialization. There has been a move towards the development of more flexible and diverse skills. There has been a response to the strong, if imprecise, demand from firms for behavioural or social skills (such as communication skills and the ability to assimilate a range of information). A natural consequence has been the tendency to improve the quality of vocational training. As a result, gradual progress has been made towards a common objective - of improving the image and appeal of vocational training for young people.

In the context of these efforts to improve vocational training, the training of teaching staff and trainers assumes a strategic position. In the United Kingdom in recent years there has been a training revolution. New requirements in the field of economic development and competitiveness have put training and the need for suitable skills at the top of the reform agenda.

The primary challenge is to increase the number of young people in further education after completion of compulsory schooling. Most vocational training received by young people is carried out in colleges of further education or under government-sponsored Youth Training programmes. In direct proportion to the increase in the number of young people in training, there is now a need for a large number of teachers and trainers capable of training them. Hence there is a corresponding increase in efforts and training programmes for trainers.

The administration of vocational training in the United Kingdom is decentralized. Teacher training programmes for vocational training depend mainly on in-service provision, and employers are encouraged or required to offer their lecturers training opportunities within constraints of budget. For example, in English colleges of further education, lecturers frequently attend professional development courses offered by City and Guilds, which lead to a diploma in further education. In Youth Training programmes sponsored by the government, some trainer training courses are offered by a range of institutions, although most training is sponsored by industry and organized by large companies.

However, the certification and recognition of vocational skills and the standardization of certificates are carried out by a central system known in most of the UK as National Vocational Qualifications or NVQs. (Scotland has its own equivalent system of Scottish Vocational Qualifications or SVQs.)

Spain is currently undergoing radical changes in its education system and vocational training. This has brought about a significant development in the skills and knowledge of
teachers and trainers. There are plans to promote extensive initiatives for the training of trainers.

Efforts are being undertaken in three main areas to achieve this objective:

1. Closer co-operation with the corporate world so that teachers and/or tutors can establish a more coherent link between the training centre and the company. This initiative includes training placements in firms and training courses organized in close collaboration with firms.

2. As part of the reform process, training is being updated to take account of scientific and technological developments. Students now begin vocational training with an extra two years' study behind them. This initiative is to be developed primarily through specially designed courses run by the universities.

3. Introduction of a new skills-based methodology with a modular approach. The Ministry of Education is responsible for this innovation and will ensure that the knowledge acquired in the training centres that are already being reformed is transferred by organizing training conferences and seminars.

These measures have the advantage that they bring together a wide range of people in Spain without any previous experience of joint training projects - namely the social partners, central or autonomous governments and the universities.

In France, also, a number of pressures from the economic situation and the job market have become apparent. They have given rise to a national debate on the overall role of the education system.

First, the initial vocational training system and the continuing vocational training system have gradually grown closer together, becoming more interactive. Government policy which supports skills training and the integration of unemployed young people has called on an increasing number of trainers involved in initial training. They have participated in alternance training schemes. As part of this process, they acquire new skills and know-how in connection with their training assignments (for example, as tutor or co-ordinator).

Second, the initial training institutions in France are taking on new functions and roles. They have begun to take the needs of the region into account and are becoming more competent as regards political responsibility. They are therefore better equipped to deal with the most pressing employment problems, create programmes targeted at special needs groups, or address new problems (such as specialized training for environmental protection). All these developments require new skills, apart from pedagogical ones, in order to carry out needs analyses, course design and training management.

Furthermore, all these changes have given a boost to initial training teachers and trainers who are becoming increasingly motivated to follow professional development courses
leading to a diploma. This partly explains the remarkable growth in training programmes for trainers in France and the important role played by the universities in meeting the demand.

In Germany, the dual system continues to offer young people the best chance of securing access to an occupational qualification. This type of qualification is traditionally recognised in both east and west Germany, but the reunification process has no doubt presented new challenges.

In order for the dual system to develop in the new federal states (Lander) in line with its development in the former Federal Republic, market economy structures need to be developed and consolidated. In the old Germany, the firms were in fact almost exclusively responsible for ensuring that the necessary skills were acquired and for providing vocational training. The government only gave supplementary aid. However, the economic situation in the new Lander requires much more significant support from the government. In the short and medium term, small and medium-sized firms will continue to lack the financial and competitive capacity to supply all the training placements needed.

Apart from this fundamental problem, the training of trainers is considered a key element in vocational training policy in the new Federal States. A special programme to promote staff development has been launched to tackle this issue. The programme establishes the basic elements required to enable trainers to acquire additional pedagogical skills and work in new sectors and disciplines. This initiative also takes account of the need to build new technologies into all areas of training, and of the need to make major changes to commercial and services training, the development of which is known to be a very low priority in a socialist economy.

The second general problem which may be mentioned is that young people today have changed direction. They are no longer going into vocational training en masse, but instead are opting for university. This trend has brought about a new imbalance which has serious consequences both for overcrowded universities and for vocational training. It has meant lists of unfilled training posts, particularly for jobs and occupations no longer considered fashionable.

5. Summary

This book contains two complementary sets of information. First it identifies and describes initial vocational teachers and trainers in different Member States. Second, it describes the training opportunities offered by the training centres, associations and institutions which are most suited to the requirements of the training of trainers.

The book has two goals:

- to present a study of a heterogeneous group of people who have not been the subject of recent systematic studies that take account of the whole group.
to outline training opportunities for trainers and teachers in initial vocational training. It is not possible to distinguish which of these training opportunities are also aimed at trainers in continuing training.

The lack of systematic studies is reflected in the absence of any recognized and accepted definitions which could serve as a common point of departure and reference in making a study in different countries. There are no common indicators which would facilitate the difficult task of international comparison. As a result, there is little statistical information available on teachers, trainers and the related continuing training programmes.

The most important Community action aimed at improving initial vocational training is the Commission's PETRA Programme. Its main objectives are to raise awareness and understanding of training systems in other countries, promote exchanges and encourage the setting-up of joint training programmes.

A great effort has been made to involve as many young people as possible: according to estimates, a total of 40,000 young people will have been involved throughout the programme. Vocational trainers have also been targeted under 'Action 3' of the programme. As teachers and trainers are the key to the success of training programmes, themselves one of the most necessary investments now and in the coming years, it is worth considering whether enough is being done to help them adapt to the new realities, to improve their mobility, to further determine their tasks, their duties, their changing profiles and competences and to encourage them to take part in exchanges and in transnational programmes. This book has revealed great differences in training systems, regulation and processes that can constitute barriers to the mobility of teachers and trainers. A great effort should be made to help the teachers and trainers who put training schemes into practice - not only because of the intrinsic value of such efforts, but also because of their multiplier effect.

This book supplements efforts made along these lines by the Commission and targeted at teachers of vocational training and trainers.

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1. Introduction

Each year, some two-thirds of German school leavers undergo vocational training in the dual system - combining training in two places, the enterprise and a vocational school - whereas only around 10% of leavers go on to university. Within the dual system, different subject matter is taught at the two locations. Between them, they are designed to equip young persons for their subsequent occupation.

The on-the-job part of the training takes precedence, occupying three to four days of the week. It is geared primarily to developing practical proficiency and skills. Since the overwhelming majority of the trainees receive their training in small enterprises (Table 1), training takes place mainly on-the-job. Only large enterprises have special apprentice work-shops and subject rooms, in particular for technical and industrial training. Theory lessons take place mostly in vocational schools on a part-time basis. These are supplemented by practical exercises in the school workshops, laboratories and practice rooms.

Apart from this training in the dual system, there is training at full-time vocational schools which leads to recognised occupational qualifications. Other courses may end in recognised vocational training qualifications while others again lead to a transfer into the dual system, or out of this system and into next-stage training courses.

*Table 1: Percentage of trainees in different sizes of enterprise*  
(Source: BIBB Vocational training diagrams)

<table>
<thead>
<tr>
<th>Number of employees</th>
<th>Trainees (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 - 9</td>
<td>27</td>
</tr>
<tr>
<td>10 - 49</td>
<td>25</td>
</tr>
<tr>
<td>50 - 499</td>
<td>28</td>
</tr>
<tr>
<td>500+</td>
<td>20</td>
</tr>
</tbody>
</table>

This form of vocational training in Germany is reflected in the figures for training and teaching personnel (Table 2). While the skilled workers have the technical competence, they lack the teaching qualifications to train. The training they undertake is not regarded as being 'proper teaching' but rather as an integral part of their occupation. Persons referred to as trainers, meanwhile, have occupational teaching qualifications in addition to their technical training (mostly in the occupation in which they do their training). These teaching qualifications are generally the outcome of a course amounting to a total of 120 lessons which ends with an examination. Only a very small number of these trainers train full-time, however, working partly as head trainers and partly in apprenticeship workshops or comparable institutions.
In general, the personnel involved in vocational training are influenced by the occupation for which the training is being provided. Their own occupational qualification - and often a continuing training qualification based on it (e.g. leading to a master craftsman's certificate) - is a prerequisite for their eligibility as trainers.

**Table 2: Personnel in vocational training**
(Source: BMBW Basic and structural data 1992/93)

<table>
<thead>
<tr>
<th>Group of people</th>
<th>Numbers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers in the dual system (part-time schools)</td>
<td>38,832</td>
</tr>
<tr>
<td>Teachers at full-time schools</td>
<td>44,288</td>
</tr>
<tr>
<td>Trainers (overall)</td>
<td>664,000</td>
</tr>
<tr>
<td>Trainers (full-time)</td>
<td>43,090</td>
</tr>
<tr>
<td>Skilled workers providing training</td>
<td>&gt;3,500,000</td>
</tr>
</tbody>
</table>

Teachers for theory lessons at vocational schools, by contrast, have completed an academic course of study - irrespective of whether they teach within the dual system or in other vocational schools. There are also practical training teachers who give practical lessons at vocational schools. Some of them work full-time, particularly in the school workshops where practical demonstrations are possible. Experienced workers are also active as trainers in a number of occupations. They pass on specific occupational knowledge for which there is often no suitable course at universities and colleges (e.g. in medico-technical or craft occupations). General regulations are virtually out of the question for this group of practical training teachers, although framework rules exist.

The majority of vocational training schools in Germany are state-run and the teachers are mainly civil servants. Special eligibility requirements apply to this group of people: to qualify for the status of civil servant, certain qualifications, a special post-qualification training period, and either German Citizenship or Citizenship of another Member State of the European Union are needed. Temporary exceptions are made, however, for subjects for which there are not enough qualified teachers.

With a few exceptions, continuing vocational training in Germany is not subject to any regulations. It is geared strongly to the steadily increasing requirements arising from the development of technology. The technical side of training tends to dominate for on-the-job trainers in view of their marked technical preference and integration into the work process. Teaching aspects tend to be more of interest to head trainers or full-time trainers. Further training for personality development is also provided. Each individual Land has set up differing continuing training structures for teachers at vocational schools with the aim of enhancing teachers' qualifications.

The adequacy of the dual system is presently being called into question by the need to meet various challenges. First, many young people feel that vocational training in this system takes them down a cul-de-sac, since a subsequent transfer to next-stage training
courses requires a high level of personal commitment and there are limited prospects of promotion in the enterprises. This has led to a preference for full-time training courses either after, or instead of, dual vocational training with a view to a subsequent course of study at university or college.

Second, developments in on-the-job vocational training have led in recent years to the elaboration of new teaching and learning concepts that attempt to bring about a much closer integration of theory and practice. The impetus for these new concepts, which have their roots in cognitive psychology, has come from changes in workplace requirements. New work structures and complex technologies have focussed concentration on a wide range of what are termed key qualifications, e.g. co-operative capacity, creativity, self-regulation. This calls into question the tradition whereby theory is taught in one place and practice in another. Very different requirements are also being made of work itself and, therefore, of the qualifications of those involved in vocational training. On the one hand, on-the-job trainers must be capable of explaining the abstract conditions for and consequences of specific actions while, on the other, vocational school teachers in schools face the problems of the unknown contexts in which their theoretical subject matter will have a practical application.

Finally, there are clear indications of a very close dovetailing of further and continuing vocational training. Vocational training is no longer seen as the traditional conclusion of vocational education, but rather as the bottom rung of a continuous training ladder. This throws up a number of very basic questions about the relationships between work and training which have a direct impact on the status of initial vocational training. For vocational training personnel, however, this development provides a clear-cut profile of the target group. Many enterprise trainers are already involved in continuing training and tend to regard themselves as experts for certain subjects rather than as experts for a specific target group.

2. Initial vocational training

2.1 The education system in general

The following brief survey of the German education system is designed to facilitate an understanding of initial vocational training and how it fits into the overall system. Responsibility for education in Germany rests with the individual federal states or Länder, with the exception of extracurricular vocational training for which the national government is responsible.

General compulsory school attendance begins at the age of six. Pupils are required to complete nine years - in some Länder ten years - of full-time schooling. Compulsory school attendance beyond that stage may be either at a full-time secondary school or at a part-time school within the dual system. In the case of the latter there are one or two days per week of lessons together with on-the-job training. Figure 1 provides a simplified and schematic overview of how the education system in Germany is structured. Special features that occur only in individual Länder are not included.
From age 6 to 15/16 years there is compulsory full-time education.

From age 15/16 to 18/19 years there is compulsory part-time education.

Figure 1: The education system in Germany (based on the KMK diagram, 1993); grey areas show vocational training.
Elementary and primary level

Pre-school education covers kindergartens, special kindergartens and nursery schools, attendance at which is voluntary and usually paid for by the parents. At primary schools, attendance is compulsory for all children in their first four years (in Berlin six years) of schooling.

Lower secondary level

At lower secondary level, there are many types of school. These are the Hauptschule (lower secondary school - 5th to 10th year of school), Realschule (intermediate secondary school - 5th to 10th year), and Gymnasium (grammar school - 5th to 10th year). In addition there are Gesamtschulen (comprehensive schools) which provide a combination of the courses given at the other schools. The first two years of secondary schooling mostly make up an orientation stage designed to give pupils support and guidance and provide interchangeability.

Successful completion of a Hauptschule entitles pupils to go on to certain secondary schools at which an intermediate school leaving qualification can be obtained. A Realschule leaving certificate and successful completion of the 10th year of schooling at a Gymnasium entitle pupils to go on to a Fachoberschule (senior technical school) or a Fachgymnasium (specialised Gymnasium). They can also transfer to the gymnasiale Oberstufe (upper level of secondary education).

The primary and lower secondary levels also incorporate special schools which provide compulsory full-time education for physically, mentally or psychologically handicapped children who are not capable of being taught or taught adequately in normal schools. The special schools include the Realsonderschulen (special intermediate secondary schools) and the Gymnasialsonderschulen (special grammar schools).

Upper secondary level

The upper secondary level comprises:

- the upper level of the general Gymnasien and Gesamtschulen (11-13th year of schooling, in some Länder 11-12th), successful completion of which results in the Abitur (general university entrance qualification) and the right to a place at a college or university

- vocational training at a full-time school (full-time vocational school, supplementary vocational training school, senior technical school, vocational Gymnasium or specialised Gymnasium)

- vocational schools within the dual system of vocational training (part-time schools).
**Tertiary level**

The tertiary level consists of the universities offering courses lasting at least four years, the colleges of education, the amalgamated universities, the colleges of art and the colleges of higher administrative training. In addition there are the colleges of higher professional training, which offer three- to four-year courses of vocationally oriented studies. Attendance at these colleges does not require the Abitur but only successful completion of the twelfth year of the senior technical school.

**Further training**

Further training takes in both general and further vocational training; this covers anything from one-day courses to courses lasting several years for those training to become master craftsmen at technical colleges.

2.2 Initial vocational training

Initial vocational training takes place in the period between the end of attendance at schools providing general education (Hauptschule, Realschule, Gymnasium, Gesamtschule) and the acquisition of the qualifications required to take up employment following successful completion of vocational training.

Figure 2 shows initial vocational training both in the dual system and at vocational schools. The numbers in square brackets in the text below correspond to the labelling numbers in Figure 2. For example, initial vocational training concludes with an occupational qualification [4] which can be obtained following either on-the-job vocational training or full-time vocational school.

2.2.1 Training in the dual system

After their general schooling, most 15 to 19-year-olds in Germany take up vocational training in a recognised training occupation i.e. one of 373 occupations recognised by the Vocational Training Act (BBiG). This training is generally combined with instruction in a vocational school, with theoretical knowledge and practical skills taught both in the enterprises and at the vocational schools i.e. in the dual system [1]. This is the most frequent form of initial vocational training.

The emphasis here is on practical training in the enterprise. On-the-job vocational training [2] is designed to provide both basic vocational training and the specialised technical knowledge and skills required for a qualified occupation.

The task of the vocational school [3] is to provide general and technical training which takes on-the-job requirements into account. Lessons at vocational schools take place on one or two days a week or in phases (block teaching). Attendance at vocational school generally lasts as long as the training.
Figure 2: The vocational training system in Germany

(based on a diagram in Bundesanstalt für Arbeit/BW Bildung and Wissen Verlag und Software GmbH, 1994)

Grey areas show where initial vocational training is possible.
Training within the dual system is open to anyone: no special qualifications are required. Conditions for acceptance may vary from one enterprise to another. The duration of the training depends on the occupation (two to three-and-a-half years). Vocational training ends with an occupational qualification [4] providing access to a wide variety of occupations and offering chances of promotion.

Not every enterprise has the requisite training facilities to teach the knowledge and skills needed for subsequent employment. Therefore, more and more training centres have been set up to provide those aspects of training that are needed in addition to on-the-job training.

Special training courses for those doing their Abitur are on offer in various fields of training (e.g. in banking). Theoretical training takes place in vocational academies [5] or administrative and business academies [6] and is accompanied by contractually agreed practicals. These courses, therefore, provide an alternative to purely theoretical studies.

2.2.2 Vocational training at school

In addition to vocational training within the dual system, there is also vocational training in full-time vocational training schools. Successful attendance at these schools often ends with not only an occupational qualification but also a general educational qualification entitling the holder to attend upper secondary schools (dual qualification).

Full-time vocational schools

Full-time initial vocational training is provided in particular at full-time vocational schools [7]. They provide courses lasting from at least one to three years. There is a very broad range of training on offer in these schools. There are full-time vocational schools for craft, commercial and artistic occupations as well as for occupations in the health service in foreign language professions and many more besides. No prior occupational experience or vocational training is required for attendance at these schools.

One-year courses at full-time vocational schools generally provide basic vocational training either as preparation for or as an integral part of on-the-job vocational training. Two or three-year courses end with occupational qualifications e.g. radiological technician, commercial assistant, and often lead to higher level educational qualifications.

Health service schools

The health service schools are special educational establishments that generally have close ties with hospitals in terms of their organisation and proximity. They provide both theoretical and practical lessons as well as practical training, enabling participants to qualify as nurses, midwives, physiotherapists and so on.
Training for occupations in the social services (e.g. educators, family nurses, old people's nurses) takes place in 'technical colleges'. These are not proper technical colleges but rather continuing training schools.

Senior technical schools

A pre-condition for attendance at senior technical schools is a leaving certificate from a Realschule or a recognised qualification at the same level. Full-time courses here last for anything upward of a year -depending on the previous level of education attained- while part-time courses may go on for three years. Senior technical schools teach both theoretical and practical subjects. Successful completion of a course ends with the entrance qualification for a college of higher professional training, entitling the person concerned to study at a college of higher professional training.

Vocational Gymnasien/ specialised Gymnasien

Vocational Gymnasien/specialised Gymnasien e.g. a technical or business Gymnasium are grammar schools with an occupational orientation, attendance at which depends on successful completion of a Realschule or comparable qualification. They teach both general and occupationally related subjects. Their occupational emphasis (which sometimes involves additional practicals) means that they can cover some parts of vocational training or provide a qualification in a recognised occupation. Attendance for three years at such schools ends with a general or subject-related university entrance qualification, entitling the graduate to study at a college or university.

Technical colleges

Technical colleges (e.g. master craftsmen's colleges, technicians' colleges) are geared to occupational specialisation and the acquisition of further technical qualifications. Attendance at such colleges is conditional upon completion of a relevant course of vocational training and several years of occupational experience. (In some cases only extended practical experience is required.) Technical colleges do not form part of initial vocational training but of further vocational training. The training lasts between six months and four years depending on its nature and objective. Technical colleges enable students to qualify as master craftsmen or technicians.

Supplementary vocational training schools

Supplementary vocational training schools are attended by young people who are undergoing or have completed their vocational training. They may be attending vocational school at the same time, or may already have finished vocational school. The general and theoretical training which they provide goes beyond what is required at vocational schools. It ends with a qualification equivalent to the Realschule school leaving certificate, entitling the holder to attend a senior technical school. Courses last for 12-18 months at full-time schools and for three to three-and-a-half years at part-time schools.
**Vocational preparatory year**

Vocational preparatory year courses [16] are available for young people who have yet to fulfil the requirements for vocational training as well as for young people who do not have a Hauptschule school leaving certificate or are unemployed. The vocational preparatory year is a special form of basic vocational training which is designed to help the young people concerned to find an occupation and/or to integrate them into working life. These full-time courses do not end with any occupational qualification nor do they provide any general school education.

Young people can also attend a year-long basic vocational training course. During an educational basic vocational training year they are equipped with basic knowledge and skills as well as given general information about certain occupational fields. Pupils who have left the Hauptschule without obtaining a certificate can acquire that qualification during the year. Successful completion of the year-long basic vocational training course may count in part or whole towards further vocational training within a certain occupational field.

2.3 *Legal foundation of vocational training: on-the-job training*

The right to introduce legislation about on-the-job vocational training rests with the national government. The Vocational Training Act (BBiG) lays down an extensive framework of conditions in recognised training occupations, and regulates vocational training in training enterprises. It determines the establishment of responsible bodies which advise on and monitor training and provide advice and support for trainers and trainees. The responsible body for vocational training in most sectors is the respective chamber (e.g. chamber of commerce, chamber of crafts, chamber of agriculture or general medical council).

Crucial in the sphere of crafts is the Craft Code (HwO). Its provisions supplement those contained in the Vocational Training Act with respect to vocational training in crafts. The HwO lays down, for instance, that master craftsmen can run their own craft businesses and are allowed to train trainees (apprentices).

The Employment of Young Persons Act (JArbSchG) contains protective clauses for trainees and young workers under the age of eighteen, e.g. on working hours, adequate holidays, and the obligation for employers to give young people sufficient time to comply with legal school attendance requirements.

The Staff Committee Constitution Act (BetrVerfG) applies to on-the-job vocational training (and by extension, therefore, to the training of apprentices), as well as to the co-determination rights of the staff committee and the youth committee with regard to support for, and the implementation of, on-the-job vocational training measures.
While the national government is responsible for initiating legislation on extracurricular on-the-job vocational training, responsibility for educational training rests with the Länder. The entire school system, including vocational schools, falls within their jurisdiction. Each Land passes its own education and school attendance laws. This leads in part to considerable differences in the way in the elaboration and content of curricula. However, the Standing Committee of the Ministers of Education and Cultural Affairs (KMK) set up by the Länder ensures that there is co-ordination on important aspects. The requirements for school leaving certificates have been agreed between the Länder to ensure their validity throughout the country. Framework curricula are drawn up for the educational part of dual vocational training which dovetail with the vocational training syllabus.

2.4 Occupational fields

In the dual system, the trainees are trained in officially recognised training occupations. For each of these occupations there are vocational training rules which are passed by the responsible Land minister after agreement has been reached with the Federal Minister of Education and Science. They contain the minimum criteria for the planning and organisation of training.

The national government, the Länder, and the social partners (management and labour) co-operate closely in stipulating which are to be the training occupations. In doing so they bear in mind the needs of the labour market. There are currently 373 officially recognised training occupations. They are allocated to the following training areas: trade and industry (including banks, insurance companies, hotel and catering, transportation), crafts, agriculture, civil service, maritime shipping and the professions (lawyers and notaries, patent lawyers, tax advisers, tax representatives, chartered accountants, doctors, dentists, veterinary surgeons, pharmacists).

The recognised training occupations are allocated to the following occupational fields:

- business and administration
- metalworking
- electrical engineering
- construction
- woodworking
- textiles engineering and clothing
- chemistry, physics and biology
- printing
- colouring, dyeing and interior design
- personal hygiene
- health
- nutrition and domestic science
- agriculture
Each training occupation within the dual system is assigned to one of these occupational fields. There is a considerable degree of conformity among most training occupations as regards basic vocational training, i.e. the first year of training. This guarantees, for instance, that the basic vocational training year can count, in part or in whole, towards the training time in a relevant occupation.

2.5 Examinations

2.5.1 Examinations in the dual system

The respective vocational training rules determine the content of the final examination within the dual system. The Vocational Training Act lays down that the task of holding examinations rests with the responsible bodies which, therefore, have a public law task to perform. For each training occupation, they set up one or several examination boards which generally consist of two representatives each from management and labour as well as a vocational school teacher.

As a rule, the final examination is divided up into a proficiency test and a knowledge test. The aim is to establish whether the examinees have the required proficiency and the necessary theoretical knowledge and practical skills and whether they are familiar with the key aspects of the syllabus taught in the vocational school. Vocational training rules have recently come to include an additional test of the work process. For instance, in training occupations for metalworking and electrical engineering, samples of work have to be produced under supervision with the process being subjected to evaluation.

After completing the final examination, the examinees receive three different certificates. First is the skilled worker's certificate, certificate of apprenticeship, or the commercial training certificate. Issued by the responsible body, it attests that the examinees have obtained the qualifications laid down for their training occupation. Successful completion of their training is required for them to be employed as skilled workers, qualified craftsmen or assistants and to receive the corresponding pay laid down in collective agreements. Moreover, this qualification is a condition for them later to become master craftsmen (after several years of occupational experience or by passing the master craftsman's examination) or to attend a further technical training college.

The second certificate, issued by the training enterprise, describes the nature, duration and objective of the vocational training as well as the knowledge and skills that were acquired during training. It may also include, on request, an assessment of the examinee's conduct, performance and special technical skills. This certificate is of particular importance in the event of a change of employer.

The third certificate is issued by the vocational school. Depending on the examinee's performance and the educational provisions in the respective Land, it can also attest qualifications entitling the holder to go on to further training or education (e.g. Hauptschule or Realschule school leaving certificate).
2.5.2 Examinations at schools

Laws enacted at the federal or Land level regulate occupational training that takes place at schools. Given the very varied rules for vocational training and examinations, they cannot be explained here.

The final examinations generally consist of a written, a practical, and an oral part. A pass entitles the successful candidate to hold the corresponding occupational title e.g. officially qualified nurse.

2.6 Statistics

Table 3 shows the distribution of trainees among different areas. Note that the 1985-91 figures refer to former West Germany, whereas those for 1992 include also former East Germany. The civil service figures exclude trainees whose occupations are registered with other bodies.

*Table 3: Trainees by training area (in thousands, 1985-1992), source: BMBW Basic and Structural Data 1993/94*

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Trade and Industry</td>
<td>874.6</td>
<td>756.4</td>
<td>734.3</td>
<td>841.6</td>
</tr>
<tr>
<td>Crafts</td>
<td>687.5</td>
<td>486.9</td>
<td>460.4</td>
<td>553.4</td>
</tr>
<tr>
<td>Agriculture</td>
<td>53.4</td>
<td>29.7</td>
<td>27.4</td>
<td>33.0</td>
</tr>
<tr>
<td>Civil service</td>
<td>72.6</td>
<td>63.4</td>
<td>61.8</td>
<td>71.4</td>
</tr>
<tr>
<td>Professions</td>
<td>131.5</td>
<td>130.3</td>
<td>137.4</td>
<td>154.6</td>
</tr>
<tr>
<td>Domestic science</td>
<td>10.6</td>
<td>9.7</td>
<td>8.3</td>
<td>12.1</td>
</tr>
<tr>
<td>Maritime shipping</td>
<td>1.1</td>
<td>0.4</td>
<td>0.5</td>
<td>0.6</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td><strong>1831.3</strong></td>
<td><strong>1476.9</strong></td>
<td><strong>1430.2</strong></td>
<td><strong>1666.6</strong></td>
</tr>
</tbody>
</table>

3. Trainers and teachers in initial vocational training

3.1 In the dual system

There is no legal definition of what constitutes a 'trainer' in Germany. As a result there is neither a protected occupational title nor an occupational profile. This is because training generally forms part of the work process and is, therefore, subject to very different structures. The overwhelming majority train part-time, not full-time. Many skilled workers reject the term trainer, even though they frequently - and in some cases regularly - instruct trainees at their workplace.

Instead of defining any group of trainers, the Vocational Training Act regulates the activity of training. If an enterprise wishes to provide training, either the owner carries out the training or a member of staff is officially nominated as a trainer. This nomination is verified by and registered with the appropriate responsible body (see section 4).
Trainers must have the required technical qualification to train. They must have trained for the occupation in which they are to act as trainers or have a comparable qualification. Moreover, they will only be registered as trainers if they have an examination pass documenting their occupational and work teaching qualifications. The skills required for this purpose can be obtained in special courses. They also form part of some further training courses (e.g. master craftsman's courses).

3.1.1 On-the-job trainers

The trainer in a training enterprise is the person responsible for carrying out the vocational training i.e. the person who is mainly and directly involved in the vocational training and bears the appropriate responsibility. This can be the recruiting employer (the provider of training) or a person expressly engaged or appointed for this purpose (the trainer). Only persons with the personal qualities and occupational aptitude are allowed to work as trainers. Further details are contained in the Trainer Aptitude Regulations. Trainers are registered with the responsible body.

Trainers have a key role to play in initial vocational training in that they bear responsibility for the proper conduct of on-the-job vocational training that meets the required standards and complies with occupational teaching requirements. It is on their technical and teaching skills and their personality that the technical and social qualifications obtained by the trainees in the various occupational spheres very largely depend. In addition to imparting their knowledge to trainees, developing their skills and increasing their proficiency, the trainers also pass on their occupational experience. Their responsibility extends not only to the technical, but also to the personal, development of the trainees.

Trainers are responsible, too, for contacts between the enterprise and careers guidance services, vocational schools, training centres, vocational training support bodies (chambers, associations, organisations, authorities) and the trainees' parents. The wide range of tasks that are bound up with on-the-job vocational training can be demonstrated by taking a small and a large enterprise as examples.

In a small enterprise, the owner is mainly responsible for vocational training. He makes his selection from the applicants, ensures adherence to contractual stipulations, and is involved in the training himself to the extent that his work schedule will allow. Very often, however, he will delegate responsibility for the trainees to individual skilled workers who perform work that is typical of the occupation or who are regularly involved in such activities at their workplace. These workers, therefore, take charge of the planning and carrying out the vocational training. Specific instruction, however, will mostly be in the hands of experienced skilled workers in conjunction with the work they are performing.

In a large enterprise, training is organised by a training unit which is often subordinate to the personnel department. The head of training does not normally do any training
himself, but is responsible for the organisation and running of the unit. In apprenticeship workshops and training offices, full-time trainers are employed to provide systematic basic training, which includes explaining the theoretical background. As they proceed further along their course, the trainees 'do the rounds' i.e. they spend extended periods in the enterprise at selected workplaces where they receive practical instruction. In small enterprises this is given by skilled workers who in some cases also have the work and occupational teaching qualifications of a trainer.

The distinction between these two organisational forms is blurred. In large enterprises there are many different organisational models. The time trainees spend in apprenticeship workshops also varies. The current trend is to make more systematic training use of the learning opportunities at workplaces within the enterprise and thus to reduce the size of centralised training institutions. In commercial occupations workplace training has always predominated, even in large enterprises. Most of those involved in on-the-job training can be allocated to one of three groups, described overleaf.

**Trainer or foreman-trainer**
The providers of the on-the-job part of vocational training in recognised training occupations are the trainers or foreman-trainers. In addition to their occupational and technical qualifications (mostly in the occupation in which they carry out training) they also have occupational and work teaching qualifications which they have acquired by attending special courses and seminars for trainers. Most trainers often train several trainees at the same time as doing their own work. Their enterprise registers them with the responsible body as trainers. In some cases they are responsible for providing training in a certain occupation.

**Head trainers**
The responsibility of the (mostly full-time) head trainers ranges from the planning of training to arranging large-scale training projects. They are also increasingly responsible for the further training of skilled workers at the enterprise, assuming that in-house courses are arranged. In some cases the head trainers have obtained the same occupational teaching qualifications as the trainers have. That always applies if they are appointed as responsible trainers for certain occupations. They mostly have university or higher professional training college qualifications. However, there is no specific academic training for trainers in Germany, which means that active trainers can have taken technical, economics, teaching or psychology courses.

**Skilled worker-trainers, on-the-spot trainers, qualified craftsman-trainers**
Titles for this group of people vary from enterprise to enterprise. Most of these skilled workers do not have any officially recognised occupational teaching qualifications and even if they do, they are not registered with the responsible body as trainers. However, they bear a high degree of responsibility for practical instruction, for which they can rely on their technical competence and the way in which their workplaces are structured. The task of these 'on-the-spot trainers' is to explain the training elements that are specific to their department by giving the trainees a practical demonstration of their work (e.g. a book-keeper explains to a trainee how to enter various book-keeping operations in the
books). The trainees are trained by skilled workers or specialists under the supervision of a foreman/master craftsman or trainer/head trainer.

The responsible bodies assess the suitability of training enterprises for training and lay down regulations about numbers e.g.

- part-time trainers must not be responsible for more than three trainees
- full-time trainers must not be directly responsible for training more than sixteen trainees in a single group
- three skilled workers involved in the work process must be responsible for each trainee.

**Income**

No general statements can be made about the income of trainers because there are too many individual factors involved. Previous training, the qualifications obtained, the areas of work, and the responsibilities of trainers are just some of the aspects that help to determine their income.

Remuneration for training at the place of work does not generally entail separate payment even in the form of bonuses. Full-time trainers are often integrated into the wage structure in the same way as their non-training colleagues who have purely technical tasks to perform.

**3.1.2 Teachers at vocational schools**

Teachers at vocational schools are responsible for the educational part of vocational training. They can be divided into two groups:

a) teachers giving theory and general job-related lessons, who have the title of 'senior grade teachers for theoretical training at vocational schools'

b) teachers giving practical lessons e.g. in school workshops, builder's training yards, business training offices, school kitchens, laboratories, demonstration workshops, who have the title of 'practical training teachers in the vocational education system'.

*Teachers giving theory lessons*

Senior grade teachers have completed a course of studies in two subjects, one often general and the other occupational or technical. Within the system of dual vocational training they are responsible for educational training at the vocational school. As a rule, senior grade teachers give lessons in the theory of a vocational subject and in a general subject. The qualification for a teaching appointment of this kind is a course of study followed by an examination for a senior teaching appointment and a two-year post-qualification teacher training period. Acceptance for a place at university or college depends on a general university entrance qualification and a practical experience lasting several months or a vocational training qualification.
Tasks
A senior grade teacher’s task is a) to consolidate and extend the general knowledge the trainees need for their future occupation and b) to provide the theoretical knowledge that is of direct relevance for this occupation.

A teaching appointment at a vocational school presumes sound technical knowledge and very good pedagogical, methodological and didactic skills. The teacher must be capable of imparting knowledge of sciences relevant to the subject being taught to the trainees (e.g. technology, natural sciences, domestic sciences) in a manner that is both vivid and comprehensible. Precise information on vocational practice is also required to enable the teacher to draw on the occupational experience of trainees and to assess the practical impact of the vocational theory that is being taught. In addition, a vocational school teacher must be aware at all times of the state of the art and occupational experience in the subject he or she is teaching, and be up to date on the latest teaching methods resources.

Teachers at vocational schools mostly give lessons in the subjects in which they have specialised during their studies, for instance, in the case of construction, woodworking and plastics technology. It is often the case, however, that they also have to familiarise themselves with subjects for which there is no academic course of study (e.g. product analysis for retail traders). Vocational school teachers also give general lessons. At almost all colleges and universities, therefore, they are able, and may be obliged, to obtain a teaching qualification in these subjects. Teachers from some schools providing general education also teach these subjects.

Teachers at vocational schools are generally civil servants. Their pay is based on the remuneration laws passed by the individual Länder. University or college-trained teachers employed at vocational schools are classified as senior grade teachers in all the Länder and are paid in accordance with remuneration group A13 (vocational school teacher).

Income
As a rule, teachers attain the seniority level of a senior vocational school teacher (A14) as a result of their professional experience. The levels of deputy principal (A15) and principal (A16) belong to management positions (head of department or head of school). Civil servants' pay depends not just on their salary grade but also on their years of service and marital status. With regard to the examples in Table 4, readers should know that (as of 1993) civil servants have only minimal deductions from their gross salary.
Table 4: typical gross monthly salary scales for vocational school teachers (civil servants)

<table>
<thead>
<tr>
<th>Salary scale</th>
<th>Grade</th>
<th>Single, childless</th>
<th>Married, 2 children</th>
</tr>
</thead>
<tbody>
<tr>
<td>A13</td>
<td>2</td>
<td>DM 4620</td>
<td>DM 5080</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Euro 2381</td>
<td>Euro 2619</td>
</tr>
<tr>
<td>A14</td>
<td>4</td>
<td></td>
<td>DM 5805</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Euro 2992</td>
</tr>
</tbody>
</table>

*Teachers giving practical lessons*

In addition to university-trained teachers for theory and general lessons, vocational schools also employ subject teachers for practical lessons. Since each individual Land is responsible for its own training and recruitment regulations for practical training teachers, these regulations vary.

To be able to give practical training lessons and work as trainers, practical training teachers must generally have a Realschule school leaving certificate or comparable, and a vocational training qualification. They also require a master craftsman's certificate or a training college qualification (e.g. master craftsman or officially qualified technician). Some subject teachers are graduates of higher professional training colleges (e.g. graduate engineers). A further condition is at least two years' occupational experience followed by practical and theoretical educational training.

In contrast to senior grade teachers, practical training teachers in the vocational education system are salaried employees or senior civil servants in the service of the Land. In some Länder they are in the service of urban or rural districts, which act as school administrative bodies, or they work as salaried employees in a comparable position.

*Tasks*

There are no regulations in the individual Länder for the activities of practical training teachers in the vocational education system nor in vocational schools. According to the 'Framework Agreement on Training and Examinations', they are individually responsible for the practical lessons they give. Their prime task is to supplement the vocational training and work carried on in the enterprise and to instil in the trainees the necessary technical knowledge and skills. A further key activity is their involvement in preparing and carrying out experiments as part of, or as a supplement to, theoretical lessons.

Practical training teachers must have excellent technical knowledge and be well informed about the vocational training for which they are responsible. They also require practical, pedagogical and psychological knowledge and skills. They must be able to explain economic and technical matters using teaching methods that are appropriate to the trainees' stage of development. In view of the steadily increasing demands being made in a wide variety of training occupations, subject teachers must remain abreast of technological developments in their field, keep up-to-date with the latest findings in
teaching and psychology and adapt their lessons and practical demonstrations accordingly.

In addition to these subject teachers there are many skilled workers who are active on a part-time basis or as fee-paid teachers. They are responsible for practical training that is not provided in other forms of qualification e.g. in a number of craft occupations, doctors' and dentists' assistants, lawyers' and notaries' assistants etc.

**Income**
Practical training teachers in the vocational education system are classified as senior civil servants or as salaried employees in comparable grades of the German Statutory Remuneration Agreement, in accordance with legislation on public officials' pay in the individual Länder. A number of sample incomes are given in Tables 5 and 6; the figures show gross salaries (as of 1993).

Table 5: gross monthly salary scales of practical training teachers (salaried employees)

<table>
<thead>
<tr>
<th>Salary scale</th>
<th>Age</th>
<th>Single, childless</th>
<th>Married, 2 children</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vb</td>
<td>27</td>
<td>DM 3370</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Euro 1737</td>
<td>DM 3830</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Euro 1974</td>
</tr>
<tr>
<td>IV</td>
<td>31</td>
<td>DM 3950</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Euro 2036</td>
<td>DM 4420</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Euro 2280</td>
</tr>
</tbody>
</table>

Table 6: gross monthly salary scales of practical training teachers (civil servants)

<table>
<thead>
<tr>
<th>Salary scale</th>
<th>Grade</th>
<th>Single, childless</th>
<th>Married, 2 children</th>
</tr>
</thead>
<tbody>
<tr>
<td>A9</td>
<td>4</td>
<td>DM 3200</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Euro 1650</td>
<td>DM 3700</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Euro 1907</td>
</tr>
<tr>
<td>A10</td>
<td>4</td>
<td>DM 3500</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Euro 1804</td>
<td>DM 4000</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Euro 2062</td>
</tr>
<tr>
<td>A11</td>
<td>4</td>
<td>DM 4130</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Euro 2129</td>
<td>DM 4600</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Euro 2731</td>
</tr>
</tbody>
</table>

**3.2 Teachers at full time vocational schools**

Full-time vocational schools and vocational schools employ both senior grade teachers with a teaching qualification for vocational education subjects (who also give lessons in theory and general subjects) and also practical training teachers for practical lessons. More details are given in section 3.1.2.
3.3 Statistics

Table 7 shows the number of trainers who operate in different training areas. Note that the 1985-91 figures refer to the former West Germany (plus East Berlin), whereas those for 1992 include also former East Germany.

*Table 7: numbers of trainers (in thousands) who operate in different training areas (1985-92) Source: BMBW Basic and Structural Data, 1993/94*

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Chamber of Industry and commerce</td>
<td>349.0</td>
<td>288.5</td>
<td>285.4</td>
<td>313.3</td>
</tr>
<tr>
<td>Agriculture</td>
<td>35.3</td>
<td>20.0</td>
<td>18.8</td>
<td>19.5</td>
</tr>
<tr>
<td>Civil service</td>
<td>30.4</td>
<td>30.5</td>
<td>29.6</td>
<td>32.1</td>
</tr>
<tr>
<td>Professions</td>
<td>83.0</td>
<td>87.5</td>
<td>90.0</td>
<td>99.0</td>
</tr>
<tr>
<td>Maritime shipping</td>
<td>7.5</td>
<td>6.0</td>
<td>5.2</td>
<td>5.0</td>
</tr>
<tr>
<td><strong>All areas</strong></td>
<td><strong>505.3</strong></td>
<td><strong>432.6</strong></td>
<td><strong>429.1</strong></td>
<td><strong>468.9</strong></td>
</tr>
</tbody>
</table>

Table 8 shows the numbers of teachers working in various vocational schools at upper secondary level; note that full-time teachers and part-time teachers are expressed as full-time teacher equivalents. Note also that the 1985-91 figures refer to the former West Germany (plus East Berlin), whereas those for 1992 include also former East Germany.
Table 8: numbers of teachers (full-time equivalents) working in various vocational schools (upper secondary level, 1985-92) Source: BMBW Basic and Structural Data, 1993/94

<table>
<thead>
<tr>
<th>Type of school</th>
<th>1985</th>
<th>1990</th>
<th>1991</th>
<th>1992</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vocational schools</td>
<td>37.1</td>
<td>36.7</td>
<td>37.2</td>
<td>45.7</td>
</tr>
<tr>
<td>Preparatory voc. training year</td>
<td>3.4</td>
<td>3.2</td>
<td>3.3</td>
<td>4.1</td>
</tr>
<tr>
<td>Basic vocational training year</td>
<td>6.8</td>
<td>5.8</td>
<td>5.4</td>
<td>5.2</td>
</tr>
<tr>
<td>Supplementary vocational training schools</td>
<td>0.6</td>
<td>0.6</td>
<td>0.6</td>
<td>0.6</td>
</tr>
<tr>
<td>Full-time vocational training schools</td>
<td>23.6</td>
<td>20.9</td>
<td>20.6</td>
<td>21.6</td>
</tr>
<tr>
<td>Vocational technical secondary schools</td>
<td>0.3</td>
<td>0.5</td>
<td>0.5</td>
<td>0.5</td>
</tr>
<tr>
<td>Senior technical schools</td>
<td>4.4</td>
<td>4.9</td>
<td>5.0</td>
<td>9.6</td>
</tr>
<tr>
<td>Specialised Gymnasien</td>
<td>4.8</td>
<td>5.2</td>
<td>5.5</td>
<td>9.8</td>
</tr>
<tr>
<td>Technical colleges</td>
<td>5.8</td>
<td>7.4</td>
<td>7.8</td>
<td>20.3</td>
</tr>
<tr>
<td>Technical vocational academies</td>
<td>0.9</td>
<td>1.0</td>
<td>1.0</td>
<td>1.1</td>
</tr>
<tr>
<td>Collegiateschool Nordrhein-Westfalen</td>
<td>1.9</td>
<td>2.5</td>
<td>2.7</td>
<td>3.0</td>
</tr>
<tr>
<td>All areas</td>
<td>89.5</td>
<td>88.7</td>
<td>89.6</td>
<td>121.3</td>
</tr>
</tbody>
</table>

4. Regulations for the training of trainers and teachers

4.1 In the dual system

4.1.1 On-the-job trainers

All the relevant regulations designate persons responsible for vocational training in enterprises as providers of training or as trainers. Given the technical requirements, vocational training is mostly carried out by skilled workers who know these occupations from their own vocational training and experience or work. According to the Vocational Training Act, trainers must have the 'personal and occupational aptitude' while providers of training (i.e. enterprise owners who do not themselves perform training) must have the personal aptitude.

Personal aptitude on the part of trainers normally obtains if they do not constitute any foreseeable personal, moral or physical threat to the trainees and they are not guilty of any serious or repeated violations of the Vocational Training Act or other relevant laws and provisions.

Occupational aptitude refers both to the vocational and the occupational and work teaching qualifications of the trainers. Occupational suitability, which is always bound to a specific training occupation, generally involves:
• a master craftsman's certificate in craft trades
• a master craftsman’s certificate in a non-craft occupation or a qualification certificate in a corresponding training occupation
• a licence to practice in the professions (in particular as lawyers and doctors).

Occupational and work teaching aptitude is governed by the Trainer Aptitude Regulations for the various branches of the economy. In essence, these are examination regulations concerning certification of occupational and work teaching skills. Parallel provisions also apply to some continuing training regulations e.g. the rules concerning master craftsman's certificates. There are no such requirements for the professions mentioned above or for Land civil servants.

In the light of a recommendation issued in 1992 by the Executive Committee of the German Institute for Vocational Training, preparations for these examinations are undertaken on the basis of a framework curriculum, developed in parallel with the training courses. This envisages the contents of the Trainer Aptitude Regulations being explained, problems handled and the requisite action generated during a course lasting at least 120 hours. In order to specify and elaborate on the relevant regulations foreseen in the Vocational Training Act and Trainer Aptitude Regulations, the German Committee for Vocational Training has drawn up a framework curriculum for the acquisition of occupational and work teaching skills.

The framework curriculum goes into more detail on the content of the Trainer Aptitude Regulations, but restricts itself - as do the Regulations themselves - to the minimum requirements made of trainers today. It is divided into four areas:
• basic issues of vocational training
• planning and implementation of training
• young people undergoing training
• legal foundations.

Given the nature of these legal provisions, there are no stipulations as to the manner in which future trainers must acquire their knowledge. Admission to the examination is dependent upon:
• personal aptitude
• successful vocational training in a recognised training occupation (or an alternative certificate of vocational skills)
• at least four years' occupational experience in the training occupation
• a minimum age of 24 years.

The examination consists of a written and oral part as well as a demonstration of teaching skills. The written examination generally lasts for five hours and covers the areas listed above with the exception of the basic issues. These are dealt with in a 30-minute oral test. As a rule, the teaching demonstration should last at least 15 minutes and deal with matters related to the examinee's sphere of activity. The method used in the demonstration is left to the examinee. However, the examining committee must be informed well in advance.
Overall, the relevant regulations are similar to those at the end of vocational training. The examining boards are set up by the respective responsible body. The trainer examinations are likewise regulated and on a par with other public examinations covering the same material.

The Trainer Aptitude Regulations largely parallel those for trade and industry in terms of the occupational and work teaching skills which trainers are required to demonstrate. There are, however, variations in respect of craft occupations. Here there are no Trainer Aptitude Regulations since training is conditional upon a master craftsman's certificate. The regulations on the master craftsman's examination in crafts, however, contain the same requirements for Part IV of this examination as for other areas of the economy. There is, nevertheless, a specific framework curriculum for crafts on which the respective courses are based.

Given the marked craft orientation that applies in this sphere, the work of a trainer is bound to the occupation. This means that if an industrial enterprise wishes to provide training in a craft occupation (e.g. a motor vehicle mechanic to maintain its fleet of vehicles), the craft requirements apply. It is not enough in this instance to provide a skilled metal worker with a qualification as trainer: a motor vehicle mechanic must be available.

4.1.2 Teachers at vocational schools

*Teachers giving theory lessons*

As a rule, teachers at vocational schools - like teachers at other state schools - are permanent civil servants. Their training and careers are determined by state training and career guidelines. In the relevant framework agreement (October 1973), the Standing Conference of the Ministers of Education and Cultural Affairs (KMK) of the Länder laid down general principles regarding the basic structure of training and examinations as well as the subjects to be taught in the vocational education system.

In adopting this framework agreement, the KMK attempted to ensure conformity in the training of teachers. The aim was to standardise the training of teachers at vocational schools which in the past had been geared separately to the four established areas (industrial and technical, domestic science and nursing, agriculture, commercial). This framework agreement has been fleshed out in very different ways in the individual Länder, however. Courses, therefore, often vary considerably from one Land to another and, indeed, from one college or university to another. This applies to the authorised subjects (and their combinations), to, the practicals that have to be undertaken, and to the content and duration of studies.

The framework regulations envisage teachers who have successfully completed a course of studies leading to an upper secondary level teaching appointment being employed in the vocational education system. As of 1994, they could choose between the following subject areas: metalworking, electrical engineering, construction, graphic design,
design, textiles engineering and clothing, biological engineering, chemical engineering, economics, administration, dietetics and domestic science, agriculture and horticulture, social sciences. These subject areas are adapted to the needs of the labour market. A pilot scheme for the 'nursing/health' subject area has been launched in Bremen, for example. These subject areas are supplemented by special subject fields as part of an in-depth course of study (e.g. production engineering as part of the subject area of metalworking).

All these courses of study have a theoretical bias and are generally supplemented by a general subject as well as by additional compulsory studies in educational science. Although these are university courses, the final examination (First State Examination) is the responsibility of an examination committee of the education authority. There follows a two-year post-qualification practical training period comprising supplementary seminars, supervised and non-supervised lessons. This practical training period falls within the responsibility of the education authorities and does not form part of university or college training. Trained teachers have a legal right to be accepted initially but are not definitively integrated into the teaching profession until after they have passed their Second State Examination.

**Teachers giving practical lessons**
Since there are no uniform career regulations for this group of teachers, the KMK of the Länder in Germany issued 'Framework Rules on Training and Examinations for Practical Training Teachers in the Vocational Education System' in July 1973 which apply to teachers giving practical lessons in the vocational education system. This decision provides the foundation for uniform training and examination rules in the vocational education system and for a subsequent uniform salary grading.

Since 1973, the Länder have revised and reorganised their career, training and examination regulations for practical training teachers on the basis of these framework rules. Not all Länder had completed their new training and examination rules by 1994, however.

4.2 **Teachers at full time vocational schools**

Since teachers at full-time vocational schools are identical with teachers at vocational schools, the same legal foundations apply (section 4.1.2).

5. **Training programmes for trainers at national level**

The training of trainers forms part of continuing vocational training since it builds on a previous qualification. Further vocational training in Germany is largely unregulated, however: a systematic market orientation is thought to be the best way to meet the demands of the economy.

In view of this concept, national programmes have been launched with the aim of providing an initial impetus, but they have a limited timescale. After the Trainer
Aptitude Regulations for trade and industry came into force, a distance learning course financed by the state was transmitted during educational broadcasts on television. A programme entitled ‘Training personnel in eastern Germany’ was shown in 1994 to help fill the training gap in the new Länder.

Many trainers work on examination boards conducting final examinations within the dual system. The Federal Minister of Education and Science grants annual allowances for the training of members of these examination boards. These are designed to encourage both sides of industry, which nominate these members, to organise further training for themselves.

6. Training paths leading to the occupation of trainer

6.1 In the dual system

6.1.1 On-the-job trainers

The description above emphasises that, while 'training' constitutes a quantitatively significant activity in enterprises and administrative bodies, the term 'trainer' as a specific occupation does not define any clearly limited group of people. School leavers can learn to become motor vehicle mechanics or bank clerks, for instance, but they cannot learn to be 'trainers'.

However, if a person has undergone vocational training within the dual system and has gained subsequent occupational experience, s/he can take part in a course designed to provide aptitude for occupational and work teaching in accordance with the AEVO; this is one means of obtaining occupation-related further training. The fact that a qualification of this kind forms an integral part of other further training qualifications (e.g. that of a master craftsman) acts as an added incentive. These qualification opportunities provide a realistic further vocational training perspective for workers who do not have a university entrance qualification (Abitur). The wish to become a full-time trainer may not be an immediate consideration, applying only to a minority. The prospect of being able to assume training functions as part of the occupation for which one has qualified is, nevertheless, an ingredient in individual career planning.

In addition to the required technical qualifications, candidates for positions as trainers should have personal qualities such as an above-average ability to co-operate and communicate, a willingness to pursue further training, a capacity for self-criticism, and an enthusiasm for innovation.

6.1.2 Teachers at vocational schools

*Teachers giving theory lessons*

In contrast to the situation of trainers in enterprises, the training of senior grade teachers at vocational schools is based on the training and career guidelines of the individual
Länder. Leaving aside the differences between the various Länder in respects such as the duration and contents of courses, the training path for teachers is determined in advance.

Prospective teachers generally qualify for a place at college or university by attending a grammar school, a comprehensive school or evening classes. Before beginning their studies at university, they acquire the prescribed experience by undertaking a practical experience lasting several months or by undergoing vocational training.

The training path from there to the Second State Examination is determined by the legal provisions described in section 4.2. The situation (peculiar to Germany) that teachers are generally civil servants influences career patterns and the paths taken by teachers at all types of school. The prospect of being fully integrated into the teaching profession at the end of their training, combined with the job security that attaches to civil servant status, are key factors in their choice of occupation. At the same time, however, this prevents an alternation between the two teaching locations in the dual system which would certainly be desirable.

Teachers giving practical lessons
Applicants without a university entrance qualification can also become practical training teachers. The careers of practical training teachers may vary. In many cases, the start of vocational training following attendance at a general school (for which a Realschule school leaving certificate or comparable qualification is required) lays the ground for a teaching job at a later stage. After completing their vocational training and acquiring occupational experience over a number of years, many of those who later become teachers go on to a technical college in order to qualify officially as technicians; alternatively they may attend a master craftsman's college and sit the master craftsman's examination held by the responsible body.

Apart from technicians and master craftsmen, graduates of higher professional training colleges can also qualify for a career as a practical training teacher. Supplementary courses provide them with access to senior grade teaching appointments at vocational schools, too. A course of study at a higher professional training college generally lasts for a minimum of eight semesters. That includes one or two semesters of practical training or industrial experience.

Teachers at full-time vocational schools
The training paths for teachers at full-time vocational schools are identical with those at vocational schools.

6.3 Examples of personal training paths

A master carpenter in his own training enterprise
"Having acquired my general university entrance qualification after attending a grammar school for nine years, I first thought of going to university but then opted for vocational training instead. Training for carpenters lasts for three years and is divided into two stages.
The first stage lasts two years. The first year of training incorporates basic training in the occupational field of construction. In addition to providing basic skills and knowledge it gives you an overview of the work involved and the occupations available in the building trade. I received on-the-job training at the enterprise and teaching in block form (for a total of 20 weeks) at the vocational school. The second year of training provides vocational training with specialisation in a certain area. I chose carpentry. In the second year too, on-the-job training was accompanied by educational training at the vocational school. At the end of the third year I completed my training by taking my final examination as a carpenter, which was held by the Craft Chamber. Having passed the exam, I was entitled to work as a carpenter.

The enterprise in which I had received my training continued to employ me after my vocational training contract ended. Having obtained sufficient practical experience after the minimum period of three years, I decided to sit the master craftsman’s examination. The theoretical knowledge that is required for the master craftsman’s examination can generally be obtained by attending a master craftsman’s college. I attended a master craftsman’s college (full-time) for about six months in order to be able to take the master craftsman’s examination in carpentry.

If you pass the master craftsman’s examination you are entitled to run your own craft business and to train apprentices. The occupational and work teaching skills required by the Trainer Aptitude Regulations are taught during the master craftsman’s training. After passing the master craftsman’s examination I set up in my own craft business and currently employ seven staff, two of whom are trainees.”

An engineer as a trainer in an enterprise

Having attended Hauptschule and obtained the corresponding school leaving certificate, I decided to go in for vocational training in the industrial/technical sphere. After completing three years of training in the dual system (enterprise and vocational school) I took my final examination as a mechanical engineer. In order to increase my chances on the labour market I attended a full-time supplementary vocational training school for a year and obtained my technical college entrance qualification.

I then worked for three years as a mechanical engineer in a large enterprise. In view of my vocational training and practical experience I was able to undertake further training at the technical training college where officially qualified technicians are trained in various subject areas either full-time or part-time. I chose to attend full-time and took my final examination after two years of training. Having passed the examination, I was entitled to hold the occupational title of officially qualified engineering technician.

At the same time as I was undergoing training at the technical college I attended a ‘training for trainers’ course. This was held once a week by the college as an evening course and lasted for seven months. Since the trainer aptitude examination does not form part of the training of technicians, you have to obtain the training of trainers certificate if you want to train apprentices. The training I received was based on the framework
curriculum contained in the Trainer Aptitude Regulations (AEVO). The classes brought together participants from industrial, technical and commercial occupations. The lessons themselves were not job-related, dealing rather with four general areas of specific interest to trainers (basic issues of vocational training, planning and implementation of training, young people undergoing training, legal foundations).

At the end of the course I took the examination set by the responsible Chamber of Industry and Commerce. This consisted of a theoretical and a practical part. The theoretical examination tests subject matter taught in one of the four areas I just mentioned. The examination lasted for about six hours. The practical examination was divided up into practical instruction lasting for around 20 minutes and an oral examination of about 30 minutes. The practical part consisted of a simulation of a workplace lesson with instruction being given to four trainees in their first and second year of training (technical subject area).

The examination task was to achieve a given learning target, consideration being given to work instruction, labour safety, subject matter delivery, trainer-trainee communication, and the demonstration of training processes. A check was made to establish whether the learning target had been achieved. The question I received was: 'How do you make an internal screw thread?'. In talking to the trainees I tried to establish what they already knew and to build on that in my teaching approach (using a daylight projector and transparencies). When I was demonstrating the work process the trainees gathered round the demonstration object and I explained the individual steps. In order to be able work as a trainer in industry I had myself registered with the Chamber of Industry and Commerce after I passed the examination."

A personnel trainer qualifying at a higher professional training college

"Having completed my vocational training as an industrial clerk (Chamber of Industry and Commerce) and worked for a while as administrative employee for a statutory health insurance fund, I attended the 12th year of a senior technical school where I obtained my higher professional training college entrance qualification. I then took a course in business studies at a higher professional training college, majoring in personnel management.

I obtained my trainer qualification in a subject of my choice in accordance with the Teacher Aptitude Regulations. The courses at the higher training college took in all the areas that are normally covered in a Chamber examination, and also included a teaching demonstration.

After passing the college examination I applied to the Chamber of Industry and Commerce to be exempted from providing proof of my occupational and work teaching skills. An exemption certificate can be issued if you have passed an official examination, an officially recognised examination or an examination set by a public law body, the contents of which comply with the requirements laid down in the Trainer Aptitude Regulations."
In order to be able to work as a trainer in industry I had to have myself registered with a responsible body (e.g. Chamber of Industry and Commerce). The Chamber examines an application filed by an enterprise intending to sponsor training to see whether the envisaged trainer fulfills the personal and technical requirements to work as a trainer. In addition, the enterprise intending to provide training must be deemed suitable for training and be correspondingly authorised.

The technical aptitude of a trainer is conditional upon his qualifications in accordance with the Trainer Aptitude Regulations, on the one hand, and his occupational and technical qualifications, on the other. An AEVO qualification and appropriate course of study alone are not sufficient. They must be supplemented by the relevant practical experience. Since I was able to fulfill these conditions and was registered with the responsible body I was able to begin working as a trainer in a training enterprise."

7. Continuing training for trainers and teachers

7.1 Continuing training on offer: trainers

The enterprises are the major providers of continuing vocational training. In-house further training seminars for trainers are most relevant to the actual situation within the enterprise. Continuing vocational training within enterprises and in centralised institutions is provided primarily in large companies. The emphasis here - and in such training in large companies in general - is on integrated concepts involving continuing training, personnel management and work organisation. The development of new forms of work organisation has a direct influence on selected strategies for the planning and implementation of training projects. Regular consultations, combined with self-assessment concepts for the working group, mutual advice and sitting-in on lessons tend to be preferred to the traditional course format. Smaller enterprises have developed their own forms of workplace-related continuing training, too, on a more modest scale. Teaching aspects play only a minor role for the trainers, however.

New approaches in on-the-job vocational training - and by extension, therefore, in the continuing training of trainers - cannot be introduced by the enterprises alone nor by the suppliers of further training working on free market principles. This is where two training instruments which have had a major practical impact come in.

Acting on behalf of the German Ministry of Education and Science, the German Institute for Vocational Training supervises pilot schemes partly financed by state subsidies and with academic support - in which new approaches are tried out in enterprises and other extracurricular vocational training institutions. More than one thousand enterprises have been involved in these schemes over the past twenty years. The output has been exceptionally high, not just in the form of publications but also in the form of direct contacts between trainers (visits to enterprises, working groups, conferences).
In addition, the major results of this work and other innovations are compiled and issued as course materials by the German Institute for Vocational Training under the series title Trainers' Aids. These enable providers of continuing training for trainers to keep abreast of and to take up the new approaches that have been developed.

Continuing training on offer: teachers
A wide range of further and continuing teacher training is on offer. Apart from the further training at the schools themselves, there are institutes or academies of further teaching training set up by the Ministries of Education and Cultural Affairs in all the Länder. The further teacher training institutes regularly publish their very extensive programmes which give teachers an opportunity to select what is of particular interest to them. Many courses for teachers are also provided by church academies, regional teaching centres, the Land Political Education Institutes and the German Political Education Centre. These courses are held at schools in the afternoons or evenings. Further teacher training is also available in the form of distance learning. Courses of study have been drawn up for this purpose by the German Institute of Distance Learning at the University of Tübingen. Continuing training is also possible at the Open University of Hagen.

Special importance attaches to further teacher training as regards the introduction of new teaching techniques and methods and new syllabuses. With this in mind, the Ministries of Education and Cultural Affairs of the Länder have launched further teacher training schemes in information technology and computer studies in order to provide teachers with the necessary qualifications quickly. The Länder have also joined with the national government in setting up a commission for educational planning and research which has carried out various pilot schemes. Special emphasis has been given to the introduction of information technology lessons at general and vocational schools.

7.2 List of the national registers

The Central training and further training information system (Informations system Aus- und Weiterbildung) contains documentation of all the occupation-related training opportunities in Germany and selected training opportunities in other countries, primarily European. It is published by the German Labour Office and it contains all the relevant information on training for trainers and on college and university courses for teachers at vocational schools. Access to this information comes in the form of annual reference works and booklets plus regularly updated databases and other electronic sources, geared to the specific needs and purposes of the respective target groups.

Detailed information is provided on the individual training opportunities e.g. on the addresses of organisers and course venues, conditions of acceptance, main training emphases, the duration of courses, fees and the type of qualification that can be acquired. This information is accessible in the form of various publications, databases and media networks.
**Publications**
The annually published documentation entitled Institutions of Vocational Training (EBB) currently comprises 31 volumes and is aimed primarily at specialist staff at the Labour Offices. Anyone interested can look at them in the Vocational Information Centres (BIZ) or at the Labour Offices.

The serial publication entitled Training and Occupation (Bildung und Beruf) is based on the data from the EBB reference work. Nation-wide booklets list the training opportunities for a major training area in every Land in the country, while regional booklets focus on the training opportunities that are available in the local area. These booklets can be obtained free of charge from the Labour Offices and the Vocational Information Centres (BIZ).

**Databases**
The information on offer is supplemented by the KURS database with the versions KURS DIREKT and KURS PC available for the relevant user groups (see section 7.3).

**Media networks**
Other source materials deal with occupation-related training and continuing training opportunities. These include the Basic Manual of Information on Training and Occupation (gabi). This reference work for training and occupations contains uniformly structured information on some 55,000 job titles in 532 occupational areas. This reference work provides detailed information in particular on training and occupations. It is available in the Labour Offices and in all the Vocational Information Centres (BIZ).

In addition, there are the serial publications for workers entitled Your Occupation and the Future (IbZ) and Vocational Journal (Blatter zur Berufskunde). These publications are available at the Labour Offices and in all the Vocational Information Centres.

**7.3 List of existing databases**
Detailed information on training and further training opportunities throughout Germany, plus selected training courses abroad, is accessible in the Database on initial and further training (KURS). It is the largest database of its kind in the world. As of November 1994, KURS contained approximately 250,000 training opportunities offered by around 35,000 training providers, with over 600,000 individual courses.

The data on training for trainers stored in this database includes:

- around 1000 training for trainers courses in accordance with the AEVO

- around 1800 continuing training courses for trainers, such as labour law, staff management, environmental protection for trainers in metalworking professions, continuing training for teachers in vocational training
• around 4800 courses for master craftsman's training at technical colleges and similar institutions, e.g. master metalworker, master precision mechanic, master joiner

• around 3100 courses for engineer's training at technical colleges and similar institutions, e.g. electrical engineer, automotive engineer, mechanical engineer

• all the university and college training opportunities for senior teachers at vocational schools, including all subject areas and specialisations (e.g. industrial, technical and commercial subjects) and combination possibilities

• all training opportunities for practical teachers e.g. subject teachers at vocational schools, specialist training, teacher of commercial and industrial subjects at vocational schools, subject teacher, office equipment.

KURS is an advisory system available to specialist staff at the Labour Offices. It can also be accessed by anyone interested at any of the Vocational Information Centres (BIZ) of the Labour Offices.

This database contains detailed information on all occupation-related training opportunities in Germany and selected opportunities in other countries, mostly European. Data are compiled by means of research, an analysis being conducted of press material (continuous evaluation of around 100 daily newspapers, around 2,000 specialist journals and suchlike) and of information supplied by educational providers (prospectuses, subject co-ordination, registers, programmes, data exchange). In addition, there is a general updating procedure using a reminder and correction system which operates in conjunction with the German Labour Office, the Labour Offices at Land and local level, Land and local authority bodies, associations and chambers. All this ensures that the data are regularly updated.

KURS also contains comprehensive, practical information on:

• courses to obtain general educational qualifications (second chance education) and basic vocational training
• vocational training including retraining, outside on-the-job training centres; this information can be accessed in the Labour Offices via the database COMPAS (computer-assisted provision of training)
• courses at universities and colleges
• occupation-related continuing training for all training areas and sectors
• training, further training and retraining of the handicapped.

The records also contain information on:
• the place of learning
• conditions of acceptance, target groups and admission procedures
• training emphases, contents, costs, deadlines and duration type of qualifications, examining bodies and certificates.
Moreover, KURS contains in a readily understandable form all the legal and other general regulations on training opportunities (including references to currently valid legal sources for training and continuing training courses leading to official vocational and continuing training qualifications).

Searching by keyword means that the system can be used to research training areas and to restrict the search to specific course venues, postal code areas, Länder, organisers, Labour Office districts, types of teaching, duration, and types of training and school. The information provided by KURS is also accessible to various user groups outside the Labour Offices in other database applications:

**KURS DIREKT**

KURS DIREKT is the online service for business training and continuing training via the telephone network or Telekom’s DATEX-P network for anyone who has a computer with a modem. This database is directed at those who are responsible for training and personnel at their place of work - for example, employers’ and employees’ organisations, chambers, institutions and providers of education, vocational training and research institutes, and educational planners, for instance. KURS DIREKT is also available on CD-ROM (compact disc).

**KURS PC**

KURS PC is the PC (personal computer) version of the training and continuing training database. A CD-ROM is used for data queries and the updating of the data stocks. This version is designed primarily for non-commercial institutions providing information and advice on continuing training in the Länder, municipalities and communities, as well as for higher-level bodies such as the Association of Municipal Corporations and the KMK (Standing Conference of Ministers of Education and Cultural Affairs).

**Access to KURS**

KURS DIREKT is available online, enabling research to be conducted from any country (retrieval languages: German and English). Further information can be obtained from:

Institut der deutschen Wirtschaft, Koln  KURS DIREKT
Postfach 51 06 69  50942 Koln

☎ 02 21/3 76 55 24  Fax: 02 21/3 76 55 56

Further information on KURS PC (retrieval languages are German, English, French, Italian, Dutch, Spanish, with additional languages in preparation) can be obtained from:

BW Bildung und Wissen
Verlag und Software GmbH
Verbindungsstelle Hamburg
Am Felde 29
22765 Hamburg  ☎ 0 40/39 86 39-0  Fax: 0 40/39 86 39 20
*Example of a database search*

If the desired qualification is trainer in accordance with the Trainer Aptitude Regulations, combined with a local restriction to *Munchen*, the database comes up with the following course:

<table>
<thead>
<tr>
<th>Desired qualification</th>
<th>Trainer (training of trainers)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Address</strong></td>
<td><strong>Industrie- und Handelskammer fur Munchen und Oberbayern, Max-Joseph-Strasse 2, 80333 Munchen</strong></td>
</tr>
<tr>
<td></td>
<td>✉️ 0 89/51 16-0, Fax 0 89/48 58 21</td>
</tr>
<tr>
<td><strong>Special occupational title</strong></td>
<td>Trainer (training of trainers) in accordance with AEVO</td>
</tr>
<tr>
<td><strong>Board and lodging</strong></td>
<td>Full board at the Industrie- und Handelskammer Continuing Training Centre DM 98</td>
</tr>
<tr>
<td><strong>Fees/Costs</strong></td>
<td>Course fee DM 690, examination fee DM 250, books and equipment DM 75</td>
</tr>
<tr>
<td><strong>Type of learning</strong></td>
<td>Full-time</td>
</tr>
<tr>
<td><strong>Days and times of lessons</strong></td>
<td>8.30 am to 4.30 p.m.</td>
</tr>
<tr>
<td><strong>Deadlines</strong></td>
<td>Begin: On request</td>
</tr>
<tr>
<td></td>
<td>Registration deadlines: flexible</td>
</tr>
<tr>
<td><strong>Duration</strong></td>
<td>120 hours</td>
</tr>
<tr>
<td><strong>Final examination</strong></td>
<td>Examination of aptitude as a vocational trainer and work instructor (trainer aptitude examination)</td>
</tr>
<tr>
<td><strong>Other information</strong></td>
<td>Same course in 83022 Rosenheim</td>
</tr>
<tr>
<td><strong>Admission criteria</strong></td>
<td>Number of places available: 50; Restrictions: none (first come, first served).</td>
</tr>
</tbody>
</table>
8. Useful addresses

8.1 General

Bundesministerium für Bildung und Wissenschaft (BMBW)
53170 Bonn ☏️ 02 28/57-0

Standige Konferenz der Kultusminister der Länder in der Bundesrepublik Deutschland (KMK)
Nassestrasse 8
53113 Bonn ☏️ 02 28/5 01-0

Bundesanstalt für Arbeit
Regensburger Strasse 104
90478 Nürnberg ☏️ 09 11/179-0

Bundesinstitut für Berufsbildung (BIBB)
Fehrbelliner Platz 3
10707 Berlin ☏️ 0 30/86 43-0

8.2 Employers

Bundesvereinigung der Deutschen Arbeitgeberverbande e.V.
Gustav-Heinemann-Ufer 72
50968 Köln ☏️ 02 21/37 95-0

Deutscher Industrie- und Handelstag
Adenauerallee 144
53113 Bonn ☏️ 02 28/1 04-0

Zentralverband des Deutschen Handwerks (ZDH)
Haus des Deutschen Handwerks
Johanniterstra~e 1
53113 Bonn ☏️ 02 28/5 45-0

Some employers' associations have working groups for head trainers, a number of which publish their own journals (e.g. steel industry, chemical industry).

8.3 Trade unions

Deutscher Gewerkschaftsbund (DGB)
Bundesvorstand, Hans-Bockler-Stra~e 39
40476 Düsseldorf ☏️ 02 11/43 01-0
The trade unions in Germany are mainly organised by branches or sectors of the economy. Some have centralised, others decentralised, information centres or working groups for trainers. An exception is the Gewerkschaft Erziehung und Wissenschaft which, as a union representing teachers, has its own regional working groups for vocational school teachers.

8.4 Professional body

Bundesverband Deutscher Berufsausbilder e.V. (BDBA)
Hauptgeschäftsstelle
Bayernstrasse 13
63825 Westerngrund ✆ 0 61 88/4 03 08

The BDBA is the professional body representing the interests of approximately 10,000 vocational trainers (full-time and part-time vocational trainers, head trainers and those in charge of vocational training in various branches of the economy, as well as of further and continuing training, retraining and rehabilitation). All the Land associations are members; the number of votes they can cast at the National Conference, the Association's highest body, depends on their individual membership figures. There are also more local associations at the district level. The Association's aim is to represent the professional, legal, social and economic interests of its members and to play a part in all aspects of vocational training.

8.5 Teachers' Associations

Bundesverband der Lehrer an beruflichen Schulen e.V. (BLBS)
Dreizehnmorgenweg 36
53175 Bonn ✆ 02 28/37 19 59

Bundesverband der Lehrer an Wirtschaftsschulen e.V. (VLW)
Wehlauer strasse 107
76139 Karlsruhe ✆ 07 21/68 69 75

Deutscher Lehrerverband (DL)
Burbacher Strasse 8
53129 Bonn ✆ 02 28/21 12 12

Verband Bildung und Erziehung (VBE)
Dreizehnmorgenweg 36
53175 Bonn ✆ 02 28/9 59 93-0
Teachers at all the various types of school have their own associations which, in part, are amalgamated in an umbrella organisation. Teachers at vocational schools are represented by their own association - the national association of teachers at vocational schools (BLBS) - which is affiliated to the national association of teachers at business schools (VLW). The BLBS comes together with other teachers' associations under the umbrella of the German teachers' association.

9. Organisations and institutions

9.1 Institutions of the Labour Offices: Vocational Information Centres (BIZ)

The Vocational Information Centres (BIZ) are run by the Labour Offices. There are currently 160 such educational centres. The underlying self-service and self-help principle means that they are open to a broad circle of users. The BIZ are regional communication centres for vocational, training and labour market matters. Meetings to discuss vocational orientation are held here, as are lectures, discussions and seminars. Schools, providers of training and advisory services work together with the BIZ in the context of work administration.

The Vocational Information Centres have a wide range of information material available on training and study courses, occupational activities, occupational requirements, continuing training and retraining, developments on the labour market.

The BIZ have a variety of source materials on vocational training and study courses, including information kits, films, BIZ computers, tape material, brief summaries of vocational studies, slide series, the database KURS, books and journals, EUROPA information.

The Federal Institute of Labour will supply a list of addresses of the Vocational Information Centres on request (for address, see section 8.1).

9.2 Chambers of Crafts and Chambers of Industry and Commerce

In Germany there are currently 58 Chambers of Crafts and 83 Chambers of Industry and Commerce which organise or run almost 85% of the trainer qualification courses on offer. The Chambers of Industry and Commerce also provide working groups for trainers which are designed to promote mutual information and continuing training at the regional level. The craft guilds are occupation-related bodies which represent the interests of their member companies. They regularly appoint apprentice supervisors who assume unpaid functions relating to information and continuing training.
9.3 Colleges and universities

Colleges and universities are increasingly arranging further training schemes. In recent years they have opened up to non-students. They offer very different forms of further training for working people including those who are not eligible to study.

9.4 Adult education centres

The wide distribution of adult education centres - there is one in almost every town - and the number of further training courses they offer make them accessible to large numbers of the population. They arrange individual events, excursions and study tours and hold courses lasting anything from a single semester to several years.

10. References


This manual provides extensive information, support and ideas to enhance the effectiveness of on-the-job vocational and continuing trainers. It offers practical tips and decision-making aids for personnel managers in companies, head trainers and trainers in charge of planning and carrying out vocational training, staff committee members, teachers at vocational schools, trade union officials, and teachers at universities and colleges of higher professional training.


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Bundesinstitut für Berufsbildung Fernunterricht und betriebliche Weiterbildung Berufsbildung in Wissenschaft und Praxis, Nr. 5, 1991 pp 33-36

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Bundesministerium für Bildung und Wissenschaft (ed) Berufsbildungsbericht 1992, Bonn, 1992

Bundesministerium für Bildung und Wissenschaft (ed) Grund- und Strukturdaten 1993/94, Bonn 1993

Bundesministerium für Bildung und Wissenschaft (ed)
Zahlenbarometer 1993/94, Bonn 1993

CEDEFOP Ausbildung für morgen - eine Herausforderung für die Ausbilder
Berufsbildung No 1, Berlin, 1991

CEDEFOP Dokument Die Ausbildung von Ausbildern: Probleme und
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Der Bundesminister für Bildung und Wissenschaft (ed) Berufsausbildung im Dualen
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und der Europäischen Gemeinschaft durchgeführten Maßnahmen zur Starkung der
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Mitgliedsstaaten der Europäischen Gemeinschaft, Brussels, 1991

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Bohlau, 1989

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Munch, Joachim Das Berufsbildungssystem in der Bundesrepublik Deutschland,
Kaiserslautern, 1992

Piskaty, Georg Qualifikation 2000 - Ausbildungsoffensive für den großen Europäischen
Markt Wirtschaft und Berufserziehung, 1989, pp 324-331

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Deutschland (ed) Das Bildungswesen in der Bundesrepublik Deutschland, Bonn, 1993

Statistisches Bundesamt (ed) Datenreport 1992, Bonn, Bundeszentrale für politische
Bildung, 1992
<table>
<thead>
<tr>
<th>Acronym</th>
<th>German Expansion</th>
<th>English translation</th>
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<tbody>
<tr>
<td>AEVO</td>
<td>Ausbilder-Eignungsverordnung</td>
<td>Trainer aptitude regulations</td>
</tr>
<tr>
<td>BBiG</td>
<td>Berufsbildungsgesetz</td>
<td>Vocational Training Act</td>
</tr>
<tr>
<td>BIBB</td>
<td>Bundesinstitut für Berufsbildung</td>
<td>German institute for vocational training</td>
</tr>
<tr>
<td>BDBA</td>
<td>Bundesverband Deutscher Berufsausbilder</td>
<td>National association of German vocational trainers</td>
</tr>
<tr>
<td>BetrVerfG</td>
<td>Betriebsverfassungsgesetz</td>
<td>Vocational training act</td>
</tr>
<tr>
<td>BIZ</td>
<td>Berufsinformationszentrum</td>
<td>Vocational information centre</td>
</tr>
<tr>
<td>DM</td>
<td>Deutsche Mark</td>
<td>Deutsche Mark</td>
</tr>
<tr>
<td>EBB</td>
<td>Einrichtungen zur beruflichen Bildung</td>
<td>Institutions of vocational training</td>
</tr>
<tr>
<td>gabi</td>
<td>Grundwerk ausbildungs- und berufskundlicher Informationen</td>
<td>Basic Manual of Information on Training and Occupation</td>
</tr>
<tr>
<td>HwO</td>
<td>Handwerksordnung</td>
<td>Craft Code</td>
</tr>
<tr>
<td>IbZ</td>
<td>Ihre berufliche Zukunft</td>
<td>Your occupation and the future</td>
</tr>
<tr>
<td>J ArbSchG</td>
<td>Jugendarbeitsschutzgesetz</td>
<td>Employment of young people</td>
</tr>
<tr>
<td>KMK</td>
<td>Standige Konferenz der Kultusminister der Länder</td>
<td>Standing conference of the ministers of education and cultural affairs of the Länder</td>
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