



CEDEFOP

European Centre for the Development  
of Vocational Training



Thematic working group on professional development of VET trainers

### PEER LEARNING ACTIVITY

## ‘Portrait of in-company trainers: competence requirements, certification and validation’

19 - 20 September 2012, Alkmaar (Netherlands)

### Annex 5 – Country overview - Trainers in initial and continuing vocational training

Country	Trainers in IVET	Trainers in CVET, Market and demand-driven part	Source
Austria	<p>The difference between teachers at VET institutions and IVET trainers in apprenticeship training lies in their education and training background.</p> <p><b>Teachers of occupation-related practice</b> in full-time VET school programmes (for example, laboratory, workshops) are required to have completed studies at a university college of education (<i>Pädagogische Hochschule, PH</i>) or subject-specific university study with professional practice and part-time pedagogical training at a PH; or master craftsperson qualification, professional practice and part-time pedagogical training at a PH; or a qualification from engineering colleges (<i>höhere technische Lehranstalten, HTL</i>), professional practice and part-time pedagogical training at a PH. Teachers of occupation-related practice (for example, laboratory assignments) in the school-based part of VET can also have VET qualification plus three-year professional practice plus part-time pedagogical training at a PH.</p> <p>In company-based training within the framework of</p>	<p>Requirements for teachers who are active in school-based CET are equivalent to those of teachers at VET schools and colleges.</p> <p>In school-based CET, teachers of occupation-related theory and practice are expected to have a qualification equivalent to the qualification for teaching staff in the long programmes of VET schools and colleges.</p> <p>In non-school-based CET, qualification requirements to <b>trainers, seminar leaders, course leaders, coaches</b> are not regulated; they are specified by the respective CET institutions. In many cases these are individuals who exercise a profession and impart relevant specialisations. Commercial and technological courses, for example, are taught by practitioners from business, language classes by native speakers, etc. Didactical skills are not required, but people with teaching practice are preferred. Teaching staff in non-school and non-university CET mainly exercise their profession in a self-employed capacity.</p>	<p>ibw – Institut für Bildungsforschung der Wirtschaft</p> <p>(Institute for Research on Qualifications and Training of the Austrian Economy)</p> <p><a href="#">Full report</a></p>

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	<p>apprenticeship training, they are called <b>IVET trainers</b> (<i>Ausbilder/innen</i>). The legal basis regulating the activity of IVET trainers is the Vocational Training Act (BAG, cf. 4.2). IVET trainers are responsible for selecting training methods, planning, preparing and implementing the training in the company.</p> <p>IVET trainers in the company-based part of VET are expected to be 18 years of age and have passed an IVET trainer exam or take a 40-hour IVET trainer course plus an expert interview. The examination regulation is laid down by the Federal Ministry of Economy, Family and Youth (BMWFJ). The IVET trainer examination takes place before an exam committee at the regional economic chamber's master craftsperson examination authority. The IVET trainer exam is waived for people who have one of a number of qualifications and examinations, such as the master craftsperson exam or the admittance exam.</p> <p>The IVET trainer course is usually held at a CET institution of the social partners (Economic Promotion Institute – <i>Wirtschaftsförderungsinstitut, WIFI</i> or Vocational Training Institute – <i>Berufsförderungsinstitut, bfi</i>).</p> <p>For the professionalisation of IVET trainers, IVET trainer colleges (called <i>Ausbilderakademien</i>, IVET trainer academies) have been set up over the last five years. These are neither physical training institutions, nor CET at post-secondary level. This is rather a concept for initiatives aiming to structure and promote the CET of apprenticeship trainers and thus contribute to their professionalisation. IVET trainer colleges are mostly coordinated by the regional Economic Chambers in cooperation with the chamber-specific CET institution, the Economic Promotion Institute (<i>Wirtschaftsförderungsinstitut, WIFI</i>). All CET activities are open to IVET trainers, attendance is voluntary.</p>	<p>In-service education and training of teaching staff in non-school and non-university CET is not regulated. The 2003 Adult Education Promotion Act (<i>Erwachsenenbildungsförderungsgesetz</i>), however, takes voluntary in-service education and training of teaching staff in this field into consideration. The Federal Institute for Adult Education (<i>Bundesinstitut für Erwachsenenbildung, bifeb</i>) runs general CET events, which mainly enhance knowledge and skills in the field of training.</p>	

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Belgium	<p>For the time being, the qualification of a VET trainer is not well positioned in the national qualifications system.</p> <p>The main difference between Belgian VET teachers and VET trainers is their workplace. Generally spoken, teachers are employed in IVET institutes (schools) and trainers are employed in CVET institutes (high schools, universities). In Belgium, most teachers are employed in formal education while trainers are employed in the non-formal system.</p> <p>In IVET, we find <b>practical teachers</b> (FL: <i>Praktijkleraar</i>; W: <i>Professeur de cours pratiques/ d'atelier</i>) employed in schools for secondary education and for special education, in centres for part-time education in apprenticeship schemes, in colleges of higher education and in companies and training centres. For teachers, there exist specific pedagogical courses and diploma's (<i>Certificat d'Aptitude pédagogique</i>).</p> <p>In the Dutch speaking community, there is no specific training track for VET teachers; it is the same as for teachers in general education. There are no particular regulations for in-service training of IVET teachers: the same regulations apply for the whole regular education system.</p> <p>In Wallonia, teachers are obliged by law to attend the meetings for teachers, as well as courses organised to update their pedagogical skills necessary for the educational practice. These meetings and educational and vocational skills update programmes are organised on a regular basis (yearly). However, the number and the duration of these update programmes are variable. Teachers and trainers are also obliged to update themselves on the techniques and the vocational knowledge necessary to get access to the vocation. The same requirements also apply when teachers or trainers want to maintain their teacher's or trainer's job.</p>	<p>There is no general framework in Belgium for continuing vocational training. There are different types of education and training schemes, for example, adult education (FL: <i>Volwassenenonderwijs</i>; W: <i>Enseignement pour les adultes</i>); adult vocational training and guidance (FL: <i>Bedrijfsopleidingen voor volwassenen</i>, VDAB, Flemish Externally Autonomous Agency for Employment, Vocational Training and Guidance; W: <i>Formation professionnelle pour adultes</i>, the FOREM); training for independent entrepreneurs and for small and medium-size enterprises (FL: <i>Middenstandsopleidingen</i>; W: <i>Formation Permanente pour les classes moyennes et les petites et moyennes entreprises</i>) and others. <b>Le Forem is now working on a project aimed at organising alternance training for adults older than 26 years old. This project will imply discussions and negotiations with companies. Project starts now.</b></p> <p>For trainers working for public operators such as Le FOREM, Ifapme, Bruxelles Formation, VDAB, recruitment is based on technical skills with at least 5 years of professional experiences. Pedagogical training is organised by the operator (initial and continuous training).</p> <p>Several sectors organise tutor training modules based on their <a href="#">description of the tutor's job</a>. Tutors are trained to develop training plans, provide instructions and feedback, communicate, follow up the progress, and evaluate. Synonyms for a tutor are 'godfather/godmother (see also below)', 'instructor', 'in-company guide'.</p> <p>In Flanders, teachers in Centres for Adult Education must have completed a specific teacher-training programme. VDAB has its own training service, which ensures the instructors' initial and continuing teacher training (usually professionals from the world of business), it also recruits trainers who have attended a teacher-training programme through comparative recruiting exams. The recruiting exams include theoretical and general</p>	<p>Public Externally Autonomous Agency for Employment, Vocational Training and Guidance (VDAB), Brussels</p> <p><a href="#">Full report</a></p> <p>+ Yves Magnan's contribution (text in green)</p>

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	<p>At federal level, there are financial incentives for companies setting-up <b>workplace tutors and mentors</b>. These incentives apply for specific target-groups (students in compulsory education and young adults up to 26 years old): <a href="http://www.emploi.belgique.be/Results.aspx?id=27326">http://www.emploi.belgique.be/Results.aspx?id=27326</a> .</p> <p>A tutor must have at least 5 years of experience in the profession and have a certificate proving he/she followed a tutor training or a certificate from a skills validation as tutor. Key operators are: CEFA, IFAPME, SFPME, IAWM as far as compulsory education is concerned and Le FOREM, Vdab, Bruxelles Formation, ADG for the unemployed young adults. A special alternance system exists in the building sector for young adults between 18 and 25, the RAC (<i>Régime apprentissage construction</i>) and a similar system of CAI (<i>Contrat d'apprentissage industriel</i>) for young people between 15 and 18.</p> <p>Teachers and Vet trainers may follow traineeship in companies. When a student or young adult is in training within a company, regular contacts are organised between the company, the trainer and the student.</p>	<p>knowledge required for the position; one or more practical tests relevant for the function and an interview with the examination board related to psychological tests. For all teaching staff, a yearly evaluation is held, linked to the competences required for the job. In this evaluation, training plans for the next year are discussed.</p> <p>At SYNTRA Vlaanderen <b>apprenticeship instructors</b> are expected to have teaching qualifications. If this is not the case, they attend an initial additional course (120 hours), organised by SYNTRA Vlaanderen, for didactic training. Employers who provide 4 days/week apprenticeship training within the SYNTRA network are given a sequential training of 12 hours, called 'Estafette'. This training programme is organised by a SYNTRA trainer and an apprenticeship counsellor. The training is focused on welcoming apprentices, issuing instructions to them, coaching (feedback and evaluation), conflict management, etc.</p> <p>The Flemish Government has made a 'Competence Agenda' together with the social partners, one of the actions of which is more and better workplace learning. Through sector covenants, many sectors organise training and education for employees/employers who provide assistance to pupils, trainers, jobseekers and new employees. Often, a system of "godfathers" and "godmothers" is set up in order to provide a proper welcome and support on the workplace. Approximately half of the 28 sectors with a sector covenant have ever organised or offered a "godparent" training (short-term or long-term). Some small sectors even organise this training jointly so that they have sufficient trainees. In this case, they partly rely on the professional profile of instructor/counsellor developed by Social Economic Council.</p> <p>It is possible to apply for the skills validation for the job of in-company trainers (<a href="#">opleider-begeleider in bedrijven en</a></p>	

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		<p><a href="#">organisaties</a>).</p> <p>In Wallonia, Le Forem (The Walloon vocational training and employment office), Bruxelles Formation and Ifapme launched Formaform as training center for trainers (<a href="http://www.formaform.be">www.formaform.be</a>). Formaform aims at defining a label of VET Trainer. The common reference for VET trainers is based on eight key activities and relevant competences: positioning in the organisational framework; developing training programmes; developing, implementing and facilitating training activities; evaluating the acquisition; evaluating and adapting the programme and managing one's own professional development (based on <i>Référentiel du formateur commun aux opérateurs partenaires, 2010</i>).</p> <p>The FOREM trainer training unit, '<i>Formation des formateurs</i>', provides in-service vocational training for beginning and experienced instructors, at both the didactical and technical levels. This training programme is compulsory for every new FOREM instructor: to get informed about new working environment and get acquainted with the basics of the pedagogy of adults. Yearly, every trainer has the opportunity to have 15 days of in-service (technical, pedagogical or didactical) training courses.</p> <p>IFAPME (the Walloon Institute for apprenticeship and dual training for self-employed and SMEs) provides an effective continuing training system. The training advisors coordinate this training; they promote continuing training workers at the local level and provide advice and guidance to companies on how to implement specific training programmes.</p> <p>There's no specific legislation regarding skilled workers who provide training to staff in companies; they are most of the time chosen within the company and trained on the spot. It mainly depends on the company training policy.</p>	

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Bulgaria	<p>According to Public Education Act, a ‘teacher’ (both for general and vocational subjects) can be a citizen qualified to work as a teacher. Teachers are trained in higher educational institutions. The Act enables persons, who have completed education in the certain sector of the industry to carry out vocational training without obtaining the qualification of a teacher. The position of a teacher in vocational education can be held by people with Master’s, Bachelor’s or specialist’s degrees in one of the speciality from the professional area of engineering, technology, economy, agriculture, tourism, healthcare, social affairs, ecology, etc.</p> <p>In the school system (IVET), the term ‘instructor’ or ‘teacher of practical classes’ is used in the sense of a ‘trainer’. The majority of these professionals acquire teaching qualification in the course of their professional activity. In Bulgaria there are no significant differences between the preparation for teaching in vocational education and for teaching in adult education.</p> <p>In 2009 year Ministry of Education and Science announced a new plan for teachers’ professional development. Training in psychological and pedagogical, methodological and scientific-oriented modules was provided for engineers, economists, practice teachers in the VET system. Most recent approaches in CPD of VET teachers focus on interactive and group techniques, communication and dialogue in learning.</p> <p>All teaching staff, including trainers, should participate in CPD. Teachers have the right to use 30 calendar days every third year for professional development as paid training leave. It is the responsibility of the headmaster of a VET school to monitor their staff development. Various organisations provide continuing training for VET teachers including school boards, municipalities, professional associations, the vocational education centre, the teaching and examination centres, universities and higher</p>	<p>A trainer is a position in training centres, in labour market training courses which are part of CVET.</p> <p>VET teachers for continuing education programmes (CVET) are not specified within vocational education terminology; the same requirements apply as to IVET teachers as VET teachers in VET schools provide both IVET and CVET courses.</p> <p>In enterprises teachers and trainers could be involved in internal training but there is no regulation on their education requirements. Those involved in apprenticeship training should have a craftsman qualification.</p> <p>The pre-service training is the same for all vocational education teachers.</p>	

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	education institutions as well as continuing vocational training centres.		
Cyprus	<p>There has not been a clear distinction between teachers and trainers in VET in Cyprus. Usually the term “teacher” refers to educators at all levels of the formal educational system thus persons working mainly in the formal part of the VET system, whereas the term “trainer” refers to persons providing training in the well-established training system in Cyprus, thus persons working mainly in the non-formal part of the VET system.</p> <p>Trainers are employed by the Cyprus productivity centre, the Cyprus academy of public administration, private training institutions and enterprises and provide both IVET and CVET.</p> <p>Persons employed in the apprenticeship system are referred to as teachers.</p> <p>Teachers, according to the job specifications, must hold an appropriate diploma in their subject area or a degree relevant to the subject they will teach. In the case of the teachers in public institutions of tertiary education and teachers of technological or workshop practice subjects in upper secondary technical and vocational education (STVE), work experience in their area of specialisation is also required.</p> <p>Trainers in the Cyprus Productivity Centre, CPC (<i>Kentro Paragogikotitas</i>, KEPA), a dedicated centre of the Ministry of Labour and Social Insurance, MLSI (<i>Ypourgeio Ergasias kai Koinonikon Asfaliseon</i>, YEKA), according to job specifications, must hold either a diploma from a tertiary institution or a degree relevant to the subject they will teach. Additionally, they must have work experience, the length of which varies according to the position. The minimum requirement for trainers in the Cyprus Academy of Public Administration, CAPA (<i>Kypriaki Akadimia Dimosias Dioikisis</i>, KADD) is a degree or an equivalent</p>	The pre-service and in-service training requirements for CVET teachers and trainers are the same as those that apply for IVET teachers and trainers.	ReferNet Cyprus <a href="#">Full report</a>

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	<p>qualification or a master's degree or a relevant title in specific areas determined by the CAPA.</p> <p>There are no set requirements for trainers in private training institutions or enterprises but each training institution or enterprise sets these on an individual basis. In case the private training institutions or enterprises wish to submit training programmes to be approved and subsidised by the Human Resource Development Authority, HRDA, then their trainers need to conform to the HRDA pre-set criteria concerning their educational background, work experience and teaching experience. Pre-service training of IVET trainers is mandatory only in cases where they do not have any previous teaching experience.</p> <p>In-service continuing training for trainers is voluntary and therefore it is up to the training institutions and the enterprises and their trainers to invest in upgrading their knowledge and skills. The HRDA implements and funds specialised training programmes for trainers with little or no experience; for trainers who implement the HRDA funded programmes to upgrade their competences and to management of training centres. An incentive to participate in such training programmes is the upgrading of knowledge and skills to provide a more competitive product in a highly competitive training market.</p> <p>The most common training programme trainers attend regardless of the subject they teach is the "Training of Trainers". This programme is organised by HRDA with the assistance of overseas collaborators and it is also provided by private training institutions who define the curricula of the training programme.</p> <p>Apart from teaching their subjects and ensuring the learners' progress, teachers in STVE are involved in writing and revising textbooks, developing teaching methods, audio-visual aids as well as in assessing learners' progress and implementing final</p>		



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	<p>exams. Teachers in tertiary institutions and private training institutions are also involved in regular contact with enterprises.</p> <p>Trainers in the private training institutions and enterprises in cooperation with managers plan the training activities and then they proceed with the identification of target groups, the development of the curricula, the selection of suitable training tools and the organisation of the programmes.</p> <p>An important development with regard to trainers is the gradual introduction of a system for the assessment and certification of training providers including trainers, which is one of the strategic objectives of the HRDA.</p>		
Czech Republic	<p>In the Czech Republic, there is no dual system. Apprenticeship (or apprenticeship-like training in general) is organised by schools within their responsibility (even if in partnerships with companies and partly also as in-company training).</p> <p>Two types of VET programmes with apprenticeship certificate are provided – a 2-year programme at EQF level 2 and a 3-year programme at EQF level 3 (both of them ISCED 3C), and one of the VET programmes with so-called Maturita exam at EQF level 4 (ISCED 3A) is designed for demanding worker jobs and includes more training (of apprenticeship-like type) than those designed for technicians and lower managers do. All three types of secondary initial VET comprise besides VET theory and training some general education in their curricula (30 to 40%). At the non-university tertiary level (ISCED 5B), 3-/3,5-year practically-oriented tertiary VET programmes at EQF level 6 are provided for public administration and helping professions, technicians, management assistants etc., and (in conservatories) also for on-stage arts, e.g. music, dance, ballet and theatre.</p> <p>All of the mentioned apprenticeship (or apprenticeship-like) VET programmes are divided into theory in schools and training in</p>	<p>Nearly all <b>lecturers, trainers and other facilitators of learning (coaches, mentors, supervisors)</b> work in institutions providing continuing education, including companies.</p> <p>The education of CVET trainers is solely the responsibility of their employers (training organisations) or themselves.</p> <p>The CVET trainer's job is regulated by the Trade Act (<i>Obchodní zákoník</i>). It is regarded as a so-called non-regulated profession which does not require proving vocational or other competences.</p> <p>There is no formal profession standard for CVET trainer and no qualification standard as well. There is no specific regulation on the requirements for the pre-service training for CVET trainers. CVET training institutions define their own admission requirements. Within this opened legislative space a few of pre-service training models work: master's degree programmes including trainer's qualification; bachelor's programmes including trainer's qualification; study courses for trainers at higher education institutions; courses focused on trainer's skills at CVET institutions. There are some higher education programmes, the graduates of which are qualified for CVET</p>	<p>ReferNet Czech Republic</p> <p><a href="#">Full report</a></p> <p>+ Hana Čiháková's contribution (text in green)</p>

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	<p>school workshops and plants, rarely in companies (and alternating with theory classes daily or weekly by days), mostly complemented by stages of in-company training (esp. in the end of the whole course).</p> <p>The pedagogical staff in educational institutions that provide formal education (mainly schools) is almost exclusively teachers.</p> <p>To be a teacher, a person should have teacher's qualification; no criminal record; be in good health; and prove his/her knowledge of the Czech language. There is no formal profession standard for IVET teachers and no qualification standard nor specific regulation on the requirements for the pre-service training for IVET teachers. According to Act No. 563/2004 on pedagogical staff (<i>Zákon o pedagogických pracovnících</i>), pedagogical staff have the duty of further education for renewing, strengthening, and supplementing their qualifications.</p> <p><b>Teachers for practicum (<i>učitelé praktického vyučování</i>) and teachers of vocational training (<i>učitelé odborného výcviku</i>)</b> can acquire the same professional qualifications as teachers of theoretical VET subjects. However, the tertiary professional education (ISCED 5B), acquired in a 3- to 3,5-year study in tertiary professional school, or even a four-year secondary education completed by school-leaving examination (<i>maturitní zkouška</i>) (ISCED 3A) are sufficient. ). Teachers of vocational training must have an apprenticeship certificate (<i>výuční list</i>) (ISCED 3C) in the relevant field of study. They are trained in the consecutive model of training when a student is first trained to become an expert in the chosen field. After having past state examinations, they get a qualification in mechanical or chemical engineering, economics, agriculture, etc. If the student opts for teaching, they take pedagogical studies, which may run either in parallel with undergraduate training in the specialised disciplines or after completion of undergraduate studies as a Bachelor's degree, in a lifelong learning programme at higher education</p>	<p>trainers' profession; the graduate profile contains a trainer's qualification.</p> <p>Outside the system of formal education several training institutions offer educational programmes (courses) focused on trainer's skills. The curriculum of these courses is very diverse. Certificates from these courses have non-formal force.</p> <p>Proposal of professional standard for lecturers in continuing training has been elaborated since 2009 within the national project 'Koncept' aimed at the creation of systemic environment for continuing training.</p> <p>In-service, continuing training and development for CVET trainers runs within the framework of educational market. It is not regulated or centrally organised. It depends on the activities of individual trainers. Some CVET institutions have one's own HRD strategy supported by sub-budget and provide training for their trainers. On the educational market there are lot of training courses and development opportunities for trainers.</p> <p>In the field of teaching/training activities in CVET and LLL, an umbrella qualification of so-called "further education lecturer" was proposed, conceived and designed (proposed EQF level 6). Both qualification and assessment standards for this qualification have been elaborated and prepared for piloting to prepare courses for this qualification to be outcome-oriented and competence-based.</p> <p>Generally speaking, there is no need being felt to create formally recognised qualifications for quite narrow roles limited to specific activities only, like those of workplace tutors or mentors. In companies, mostly personnel officers are responsible for the overall field of HRD (including workplace tutoring and mentoring provided by the company's own staff).</p> <p>When selecting a trainer, first of all his or her professional</p>	

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	<p>institutions or by a 120-hour pedagogy course in institutions for in-service training of educational staff.</p> <p>A teacher of practicum and vocational training shall acquire teacher's qualifications through: higher education or tertiary professional education or secondary education accomplished by a school-leaving examination by completing an accredited study programme in a field appropriate to the nature of the subjects to be taught in practicum.</p> <p><b>IVET trainers</b> form a special category (<i>Instruktoři</i>, instructors). IVET trainer – instructor is not a special profession; it is only a professional role. They run the training of pupils in companies that have agreements with schools on the provision of practical training. Recruiting of IVET trainers is carried out in companies and based on cooperation of school and companies. There is no qualification standard for an IVET instructor. The qualification level which is necessary for performing the role of IVET instructor is not defined. There is no formal system of pre-service training for IVET instructors. Some schools provide short pedagogical courses for their IVET instructors. The continuing vocational training of IVET instructors is compulsory within the company in which they are employed and for the qualification which they need for the job but not for trainer's activities. As far as their training activities are concerned, continuing vocational education is optional.</p> <p>Except for some fields of education in ISCED 5B programmes (especially, in health sector), there are, however, no formally stipulated qualifications or ways to their attaining for in-company training as yet, no matter whether within initial VET or within continuing VET or LLL. Drafts of standards for various teaching/training, guiding/supporting or evaluating/assessing roles appearing within in-company training (provided by the company's own staff or a commissioned external one) have been recently created and discussed in the Czech national TT-net</p>	<p>competence, i.e. ability to train people and communicate with them is assessed. The certification of trainers for a certain specific purpose is being gradually developed. The standard for the qualification of trainers is used especially in foreign language teaching where the examination of trainers must correspond to the international certificates (e.g. examination in English or German). Another example is the Association of Institutions for Adult Education (AIVD) which organises courses for trainers leading to a certificate. This certificate strengthens the position of trainers both on the part of "providers" (educational institutions) and "customers" (companies and institutions). Another certificate is the ATKM certificate (Association of trainers and consultants for management), which verifies the quality of those trainers as members of professional associations. Further verification of the professional capability of trainers is carried out indirectly. In this process, educational institutions ask the Ministry of Education (MŠMT) for awarding certification for retraining. The Czech Association of MBA Schools (CAMBAS) works similarly and awards the accreditation for MBA study courses in the Czech Republic.</p> <p>The trainer's qualification is verified by awarding education quality standards (ISO, QFOR, IES or Cametin certification).</p>	

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	<p>community (with its partners from among HE institutions and companies). All roles being mentioned hereafter were taken into consideration in creating these drafts of standards, however, no consensus was reached in identifying (specifying) these roles and necessary qualification requirements for their due carrying out.</p>		
Denmark	<p>In VET, vocational subject teachers usually have a VET background and substantial experience in the field (usually at least five years of professional experience is required).</p> <p>In-company trainers play an important role in VET given the dual training principle characterising VET in Denmark. There are different types of trainers with different responsibilities: planners, training managers, and daily trainers. However, there are very few legal requirements to become a trainer. Within some trades, they must have at least 5 years of work experience; however the social partners and the individual enterprise are responsible for their training and for their appointment.</p> <p>There are no requirements for teachers to have a pedagogical qualification prior to their employment. Pedagogical training is provided as in-service training and is based on interaction between theory and practice. It is provided by the National Centre for Vocational Pedagogy (<i>Nationalt Center for Erhvervspædagogik - NCEas</i> a two-year diploma programme in vocational pedagogy (<i>Diplomuddannelsen I Erhvervspædagogik</i>), introduced in 2010.</p> <p>There are three compulsory modules and two optional modules as well as a final exam project. New teachers must enrol in the programme within one year of gaining employment. The programme must be completed within a period of six years.</p> <p>Trainers in enterprises who are responsible for apprentices must be master craftsmen, i.e., they must have completed the 'journeyman's certificate' and have work experience.</p>	<p>There is little information about trainers in CVET. Some large companies have education and training departments that offer in-company training courses to their employees. In these departments, a number of teachers and trainers are found, however, the requirements to their skills and their profiles depend on the company and its specific training needs.</p>	<p>ReferNet Denmark <a href="#">Full report</a></p>

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	<p>The trade committees for each VET programme (consisting of social partner representatives) approve enterprises as training enterprises, one of the criteria being the number of qualified staff to perform the training.</p> <p>There are no requirements for in-company trainers neither in terms of teaching qualifications nor of in-service training.</p>		
Estonia	<p>The Teacher Training Framework Requirements (<i>Õpetajate koolituse raamnõuded</i>, 2000) describe all teaching and training occupations. There are two types of teachers in VET institutions: teachers of general education subjects (<i>üldaineõpetaja</i>) and <b>vocational teachers</b> (<i>kutseõpetaja</i>) for both theory and practical classes (for example, laboratory work).</p> <p>According to the Vocational Teachers Professional Standard (<i>Kutseõpetaja kutsestandard</i>, 2006), vocational teachers support the acquisition of skills and knowledge required at work as well as personal development of students and foster a lifelong learning attitude. There are three professional levels for vocational teachers based on their educational level and work experience, which also define their roles and functions.</p> <p><b>Workplace supervisors</b> (vocational trainer – <i>ettevõtte praktikajuhendaja</i>) supervise students during their work placement. They provide students with practical skills and theoretical knowledge in a real working situation at the workplace. They help students to adapt to working life and provide feedback to the VET provider on student performance. The activities, obligations and liability of and qualification requirements for workplace supervisors are not regulated by the national legislation.</p> <p>As a result of an ESF project (2005-2008) on developing VET teachers' further training possibilities and system, a study was conducted that gave a picture of a career model of today's VET</p>	<p>There is no difference between IVET and CVET teachers, VET teachers work in VET institutions which provide both initial and continuing training and the requirements are the same. CVET courses at VET institutions are conducted by VET teachers who have completed both professional and teacher training. To train adults, VET teachers can take part in courses conducted for trainers of adults or apply for the profession of a trainer of adults.</p> <p>For non-formal company training for employees, no special requirements are set for supervising specialists.</p> <p>For skilled workers in companies who introduce new workers to the company and train and supervise them, competence in job coaching is defined at higher levels of professional standards.</p>	<p>ReferNet Estonia <a href="#">Full report</a></p>

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	<p>trainer and comparison to the relevant practise in Europe (June 2006) and VET teacher's subject-specific competencies were described in 15 curriculum groups and proposals were made to enhance the framework requirements for teacher preparation.</p> <p>As regards workplace supervisors, the Estonian Employers' Confederation launched a training project for workplace supervisors in the Apprenticeship programme in 2007. Together with the Open University Centre for Continuing Education (CCE) of Tallinn University, the Confederation set up a curriculum and trained 400 teachers and mentors-supervisors from the 200 participating enterprises in 2005-2007. In September 2007, the Estonian Employers' Confederation, with the help of partners, launched an e-learning course, Implementing supervisor programmes in enterprises, which targeted beginning trainers, implementers and coordinators.</p>		
Finland	<p>Trainers in apprenticeship training and workplace instructors in IVET are learning facilitators whose qualifications and training are not regulated compared to other groups, such as teachers, guidance counsellors, etc. The practical training period in apprenticeship training is complemented by theoretical studies, which may be arranged at institutions providing vocational education and training or at vocational adult education centres.</p> <p>In Finland there is a clear distinction between teachers and trainers. In addition to the above-described difference in qualification requirements, their working contexts differ. Teachers work in VET institutions while trainers and workplace instructors work in enterprises. Trainers supervise students during their on-the-job learning periods or apprenticeship training in enterprises. They are generally experienced foremen and skilled workers. They frequently have a vocational or professional qualification, but hold no pedagogical qualifications. According to a regional study, 75 per cent of the trainers or</p>	There is no distinction between IVET and CVET in Finland.	ReferNet Finland <a href="#">Full report</a> + Aapo Koukku's contribution (text in green)

Country	Trainers in IVET	Trainers in CVET, Market and demand-driven part	Source
	<p>instructors had more than 10 years' experience in their own field.</p> <p>However, partly due to the introduction and importance of the on-the-job learning periods and vocational skills demonstrations into vocational qualifications, trainers' activities today also encompass guiding and assessing the students as well as cooperation between the institution and enterprise.</p> <p>The vocational institutions assess the quality of the on-the-job learning in enterprises as part of their self-evaluation.</p> <p>Trainers/workplace instructors who supervise students during on-the-job learning periods in enterprises are not obliged to take in-service training. Their training activities depend on themselves, their employers and what training is on offer. For some years, workplace instructors have been able to participate in programmes that are based on national curricula approved by the Finnish National Board of Education.</p> <p>The Finnish National Board of Education issued revised guidelines for training trainers/workplace instructors in August 2012. The previous guidelines were issued in 2004. The document is a recommendation, not a regulation. The Finnish National Board of Education recommends that as many people as possible whose roles involve workplace instruction should be able to participate in training for workplace instructors (to date approx. 50 % of trainers have been trained).</p> <p>The 3-credit training programme (formal completion of the programme takes three weeks on average) provides those functioning as workplace instructors with an opportunity to acquire competencies in planning workplace training, instruction of students, assessment of learning, as well as assessment of vocational skills as part of vocational skills demonstrations and competence tests. In addition, it offers an opportunity to develop workplace instructors' abilities to take students with</p>		

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	<p>special needs and those from different language and cultural groups into account.</p> <p>The training programme for workplace instructors (3 credits) consists of three modules:</p> <ol style="list-style-type: none"> <li>1. Planning of workplace training, vocational skills demonstrations and competence tests (1 cr.)</li> <li>2. Student instruction and assessment of learning (1 cr.)</li> <li>3. Assessment of a student's or a candidate's competence (1 cr.)</li> </ol> <p>Workplace instructor training is implemented flexibly in accordance with the specific situations and competence needs of individuals functioning as trainers/workplace instructors, making use of methods such as multiform learning. Each provider of workplace instructor training is responsible for customising the training programme for each participant according to whether the participant is primarily involved in instructing and assessing students in upper secondary vocational education and training, preparatory training for competence-based qualifications or apprenticeship training. In addition, each individual's prior learning should be taken into account. A plan will be drawn up for implementation of training, indicating the ways in which the individual's prior learning will be identified and recognised. Achieving the training objectives will take an average of three weeks and modules can also be completed individually. There is no set order of completion for the training modules, which means that participants may complete them in the order best suited to their own needs.</p> <p>Training providers may train workplace instructors when teachers are participating in their own work placement periods, for example. In such cases, teachers provide workplace instructors with training in student instruction. On the other hand, it is also natural for teachers to train workplace instructors</p>		



Country	Trainers in IVET	Trainers in CVET, Market and demand-driven part	Source
	<p>as part of their supervision visits during students' on-the-job learning periods. Workplace instructor training may be funded by different parties, including companies, the educational administration, training providers and competence test organisers. Workplace instructor training may also be carried out as part of development projects where this is expedient in terms of achieving project objectives. Each provider of workplace instructor training is responsible for recognition of prior learning as well as for the content and award of certificates.</p> <p>Based on this training programme a chart of skills and competences of trainer has been compiled (this chart will help the trainer to identify his/her training needs and the chart will be in electronic form, too). Two guides have been updated in 2012: guide for carrying out the VET teachers' work placement periods; guide of the training of trainers and a comprehensive guide of the learning which takes place at the workplace is in preparation.</p>		
France	<p>Various types of teachers and trainers correspond to the various streams and systems of the French vocational training system, and their recruitment, training and career paths differ according to the relevant activity.</p> <p><b>Apprentice masters</b> are employees directly responsible for training a young apprentice within the company. In relation with the Apprenticeship Training Centre (<i>Centre de Formation d'Apprentis - CFA</i>), the apprentice master's mission is to contribute to the acquisition by the apprentice of skills corresponding to the qualification and to the diploma. Apprenticeships lie within the regional responsibility. The regions establish and fund teacher training programmes for Apprentice Training Centres, especially in relation to the management of placements in the workplace. These training plans are developed at the regional level, and vary from region to region, depending on the objectives and priorities determined by the regions.</p>	<p>Trainer is the generic term for anyone involved in continuing training. Many of them do not have a specific teacher/trainer diploma.</p> <p><b>A tutor</b> is an employee responsible for training a new employee, especially those who are beneficiaries of special work contract within the company. The tutor is chosen from volunteers among the qualified employees, according to their diplomas, professional experience and a level of qualification at least equivalent to that for which the new employee is being prepared. The tutor's mission is to welcome, to help, to inform and to guide the beneficiary of the professionalization contract, during the duration of this contract. He ensures the connection with the training service, implements the actions of professionalization and participates in the evaluation and the follow-up of the professionalization.</p> <p>No specific training or qualification is required. However, given</p>	ReferNet France <a href="#">Full report</a>

Country	Trainers in IVET	Trainers in CVET, Market and demand-driven part	Source
	<p>The status of an apprentice master is not governed by law, and no specific training or qualification process is required. It is a function performed by the employer (in a very small company), which is secondary to his/her usual occupation, or else by an employee appointed by the employer. The apprentice master is chosen from volunteers among the qualified employees, according to their diplomas, professional experience, and a level of qualification at least equivalent to that for which the apprentice is being prepared. He/she must be at least 18 years old, and must provide full character references.</p>	<p>the vital role played by tutors in the quality of alternating training, the public authorities strongly encourage employers to send tutors for training: tutor training can then be financed by joint collecting bodies, up to a limit of 40 hours. This training mainly consists of providing an understanding of the regulations governing alternating training, and providing the basis for the development of a training programme and its evaluation.</p> <p>There are several usual expressions to denominate <b>trainers</b> such as "casual trainers, speakers, presenters" which can correspond to a secondary or unique activity. The trainer is a professional engaged in vocational training activities, inside or outside the company and, in general, in the private training market. More precisely, he/she is an educator of adults.</p> <p>The ministry in charge of employment is responsible of regulating of teachers' and tutors' professions in CVET. But the market is free, so each training provider defines its own regulations for initial and continuing training of its teachers and facilitators. There is no national regulation governing the status of trainers or other training professionals. A large majority of trainers are private contractors, working full- or part-time. They are selected on the basis of their qualifications and/or skills and professional experience in a particular sector.</p> <p>The 2009 reform did not define precisely the minimum training level necessary for the professionals of this branch because of the over-diversification of training professions. However, more transparency for the beneficiaries (private individuals and companies) becomes possible. A programme, training objectives and a trainers' list mentioning their respective diplomas must be conveyed to the trainees before the registration to a training.</p> <p>Each training centre is free to define the rules regarding training policy of their trainers. Nevertheless, skill frameworks exist. Defined by the collective agreement of private centres, they</p>	

Country	Trainers in IVET	Trainers in CVET, Market and demand-driven part	Source
		<p>enable to divide trainers' competences into three sets: the educational process, the environment and the delegations granted to trainers.</p> <p>Since there is no specific status for the trainer except for that provided by the AFPA (Association for adults vocational training), the main operator of the French ministry in charge of employment, there is no specific initial training for trainers in continuing training. Bodies or enterprises who employ them, may nonetheless arrange specific training. For example, AFPA arranges basic 4 to 12 week modules, for all its trainers, to enable them to learn to teach their own subject area, using reference bases.</p> <p>The major institutions that dispose of a national trainers' network (Education and Agriculture ministries, the AFPA, Chambers of Commerce and Industry and Chambers of Trade, private education federations, large companies, private adult training networks) fund a national programme for training of trainers for their own staff. These programmes involve only the staff of these institutions. They are often supplemented by training courses organised at the regional level, for adaptation or development of trainers according to local needs.</p>	
Germany	<p>Teachers are employed in the various vocational schools, while trainers are skilled workers in enterprises, who provide trainees with the knowledge and practical skills required for an occupation.</p> <p><b>Teachers teaching vocational practice, practical skills teachers</b> (<i>Werklehrer or Fachlehrer</i> in some Länder), for example, in school workshops, builder's training yards, business training offices, school kitchens, laboratories, demonstration workshops, provide young people undergoing in-company training with subject-specific practical teaching. They teach in industrial/technical and home economics schools and, in some</p>	<p>In CVET, we find VET teachers in vocational schools, VET teachers/trainers of adult education centres (<i>Volkshochschulen</i>), VET teachers/trainers within CVET institutions (state recognised or not) or freelance individuals, certified educators/trainers in continuing education and company employees concerned with CVET.</p> <p>In Germany there is a wide variety of staff acting as teachers or trainers in CVET. Their formal qualifications range from none to a university diploma, their occupational status from retired or unemployed to qualified employees in training institutions. No common standard exists of what constitutes a CVET</p>	<p>Federal Institute for Vocational Education and Training (BIBB)</p> <p><a href="#">Full report</a></p>

Country	Trainers in IVET	Trainers in CVET, Market and demand-driven part	Source
	<p>Länder, also in business schools. In vocational schools (industrial/technical schools), state-examined technicians or certified masters are used to teach vocational practice. In home economics schools, specialised teachers teach home economics and crafts. In business schools, specialised teachers are trained to teach word processing and office management.</p> <p>No higher education is required to work as a teacher teaching vocational practice in the VET school system. As a rule, such teachers have a vocational background as a foreman or skilled worker (industry) or a qualified craftsman (crafts). Training takes place in teaching practice in a school and in pedagogic vocational seminars (single-stage training). In most Länder, the requirement for access is to have passed the master craftsman's qualifying examination or to have a qualification from a trade/technical school and a number of years of vocational experience.</p> <p>In the dual system, there are <b>trainers (instructors) or masters</b> within companies who are certified educators/trainers in professional education, certified educators/trainers in initial and continuing vocational education, including the responsible VET managers in large companies and also Instructors and trainers within inter-company VET centres (ÜBS).</p> <p>Trainer is an umbrella term used in relation to in-company training. Trainers instruct trainees as their main or secondary job. In small or medium-sized enterprises with few trainees, training is often the trainer's secondary job. In larger enterprises, training is usually the trainer's main job and they work in training departments. Those responsible for training are of particular importance as they are skilled workers who, in addition to their specialised tasks, take on training tasks in the enterprise's departments, on assembly lines, in commercial and engineering offices or in the service sector. As trainees pass through the enterprise, trainers provide them with the knowledge and skills</p>	<p>teacher/trainer. Where continuing vocational training takes place in public-sector establishments (e.g. trade and technical schools, colleges), the training, employment and activities of the staff teaching in them are based on the criteria laid down in the relevant Land legislation for teaching staff.</p> <p>There are no explicitly formulated training provisions for staff working in continuing vocational training. To assure the quality of in-company training, the Chambers of Industry and Commerce are responsible for monitoring the Regulation on Trainer Aptitude and the occupation's relevant training regulation.</p> <p>On-the-job trainers are subject to the industrial world and are vulnerable to economic developments and dismissal. At least one person in the training firm or in the training institution must possess the quality of trainer aptitude as certified according to the AEVO. Alongside this person, many staff trainers are involved in initial vocational training. Since 2009 it has been possible to qualify as a Certified educator/trainer in initial and continuing vocational education or a Certified educator/trainer in professional education.</p> <p>The new qualification options that entered force on September 2009, to become a certified educator/trainer in initial and continuing vocational education or a certified educator/trainer in professional education, are intended to assure the quality of initial and continuing vocational education and to further professionalise training staff.</p>	

Country	Trainers in IVET	Trainers in CVET, Market and demand-driven part	Source
	<p>required in their job.</p> <p>The requirements for in-company trainers in IVET are governed by the Vocational Education and Training Act (Sections 28-30 BBiG) and the Ordinance on Trainer Aptitude (<i>Ausbilder-Eignungsverordnung</i>, AEVO). Pre-service training for trainers is governed by Federal law. Under the statutory provisions of the Vocational Education and Training Act (Sections 28-30 BBiG) and the Regulation on Craft Trades (Section 21 HwO), trainers must be suitable both personally and in terms of specialised knowledge to train young people. Subject aptitude involves, in particular, the specialised vocational skills and knowledge required for the relevant occupation. As a rule, trainers must have a qualification in a subject area appropriate to the training occupation. Vocational training also includes knowledge of the educational theory of the occupation and job.</p> <p>The new qualification options that entered force on September 2009, to become a certified educator/trainer in initial and continuing vocational education or a certified educator/trainer in professional education, are intended to assure the quality of initial and continuing vocational education and to further professionalise training staff.</p> <p>After taking and passing the examination pursuant to the Ordinance on Trainer Aptitude or acquiring a similar qualification along with a minimum of either one or two years professional experience respectively, candidates meet the admission requirements for advanced vocational training as a <b>certified educator/trainer in initial and continuing vocational education</b> (<i>geprüfte/r Aus- und Weiterbildungspädagoge/in</i>). The aim of the advanced training is the qualification to plan and implement training processes in initial vocational training and in company continuing education, and to put into practice the training regulations. The advanced vocational training course develops professional skills in recruiting and selecting apprentices, and in</p>		

Country	Trainers in IVET	Trainers in CVET, Market and demand-driven part	Source
	<p>advising and supporting both apprentices and employees in their vocational learning. The training content also covers assuring the quality of teaching and learning processes and implementing education and training measures.</p> <p>A higher qualification of a <b>certified educator/trainer in professional education</b> (<i>geprüfte/r Berufspädagoge/-in</i>) is suitable for full-time vocational trainers who would like to develop and consolidate their educational and methodological expertise. Key points in addition to the contents of the certified initial and continuing vocational educator include management processes in vocational education as well as personnel development and counselling. The goal of the examination is the demonstration of the necessary qualifications to take independent responsibility for the organisation and planning of vocational education processes, learner and learning support, educational marketing, controlling, quality management and leadership functions in institutions of in-company and extra-company training.</p> <p>Those employed in the field of vocational education and training now have, for the first time, a systematic career progression chain. The qualification of a <b>certified educator/trainer in professional education</b> ultimately establishes permeability from the training course to defined Bachelor's degree courses.</p> <p>There is no obligation for IVET trainers to participate in CVET. There are, however, a number of in-service courses on offer. In large companies, in the context of staff development, for example, further and continuing training is often offered in their own training departments or in external premises and educational establishments, by their own or external personnel. Trainers in SMEs have the option of attending courses of further training organised by Chambers or professional associations.</p>		

Country	Trainers in IVET	Trainers in CVET, Market and demand-driven part	Source
Greece			Not available
Hungary	<p>The law stipulates the same requirements to teachers/trainers in school-based IVET and CVET. There are 3 major categories of teachers in VET schools:</p> <p>(a) vocational teachers (<i>szakmai tanár</i>) teach vocational grounding subjects during the general training in VET, while in the VET years they teach theoretical subjects, along with practical subjects requiring a firm theoretical basis;</p> <p>(b) vocational trainers (<i>szakoktató</i>) oversee vocational practice during vocational training conducted in the school workshops;</p> <p>(c) practical instructors (<i>gyakorlati oktató</i>) oversee practical training conducted in an apprenticeship workshop in the VET grades or on the company premises.</p> <p>VET teachers and trainers are trained in higher education institutions.</p> <p>General subject teachers and those teaching the theory of vocational subject teachers, as well as vocational trainers must hold a degree obtained at a college/university (ISCED 5A). If there is no relevant teacher training programme, the Public Education Act permits also the employment of individuals having only a relevant ISCED 4C or 5B level vocational qualification listed in the National Qualifications Register (<i>Országos Képzési Jegyzék, OKJ</i>), provided they have at least 5 years of professional experience.</p> <p>To get into training programmes for vocational trainers, applicants must have a minimum of ISCED level 3A qualification (the Secondary School Leaving Certificate, <i>érettségi bizonyítvány</i>) and a relevant OKJ vocational qualification. Since 2006, the qualifications for vocational trainers (technological, agrarian, and business) are awarded after the completion of a seven-term BSc</p>	<p>There are a number of different types of professionals working in adult education: teachers, trainers, instructors, tutors, mentors, etc. They teach general subjects, languages and vocational theory or oversee vocational practice. Besides, there are also training organisers and programme developers, managers, evaluators, animators and consultants to support training activities.</p> <p>The current legislation stipulates that adult trainers must possess a relevant higher education degree (ISCED 5A) or – provided they have certain years of professional experience – secondary qualifications of at least the same level as the training itself. Those who train students from disadvantaged background are should have qualifications in pedagogy (or psychology), in addition. Practice trainers must have five years of vocational/adult training practice.</p> <p>The training of teachers/trainers in adult training takes place in the same higher education institutions as in the case of IVET teachers working in vocational schools.</p> <p>There are programmes available at higher education level in human resources and andragogy, with four optional specialization areas (human resource specialist, cultural management specialist, human resource manager, career advisor). Among the postgraduate specialisation programmes, the four-term adult education expert (<i>felnőttoktatási szakértő</i>) training programme trains participants in planning, organising, managing and assessing adult education processes.</p> <p>The current legislation does not prescribe mandatory in-service training for adult trainers, except in the case of accredited institutions that need to have human resource development</p>	ReferNet Hungary <a href="#">Full report</a>

Country	Trainers in IVET	Trainers in CVET, Market and demand-driven part	Source
	<p>training programme, which includes a period of uninterrupted school-based, as well as vocational practice.</p> <p>Trainers at business organisations are required to hold only a vocational qualification in the specific field (of at least the same level as they provide training in) and must have at least five years of professional experience.</p> <p>Teachers and trainers in public institutions have to undertake in-service training at least once in seven years. The State covers 80% of costs.</p>	plans.	
Ireland			Not available
Italy	<p>Teachers work mainly in state VET schools and technical and vocational institutes while IVET trainers work mainly in vocational training centres (<i>Centri di Formazione Professionale</i>) managed directly by regional/provincial/municipal authorities and in private vocational training centres accredited by Regions. Trainers can work also in higher technical education and training/higher technical institutes. The key task of trainers is linking training and job, strengthening employability skills of the trainees. Trainer-tutors work both in public and private vocational training centres and in enterprises, where they manage apprenticeship activities. Trainers-tutors are usually qualified workers with relevant work experience.</p> <p>The teacher profile (training, enrolment, tasks and skills) is much more clearly defined and regulated than the trainer's one.</p> <p>In vocational training centres, there are no formal procedures for recruiting trainers. The management of trainers training is not nationally regulated and there is no national recognised register of trainers. The National Collective Contract of Trainers sets the minimum requirements of the trainer profile (a degree or high school diploma relevant to the subject taught and professional</p>	<p>Teachers work in permanent territorial centres for adult education while trainers work in public and private vocational training centres, employment services and enterprises. There are other professionals working in CVET: tutor, coach, mentor, supervisor who provide more personalised services to lead the trainees to the labour market.</p> <p>The requirements, recruitment procedures are the same as for trainers in IVET.</p> <p>Many CVET trainers have a professional status as freelance or occasional trainer, for example, a professional or middle/top manager temporarily assigned to specialised technical or vocational training.</p> <p>There is an important public funding to support continuing training of CVET trainers, mainly the ESF projects, but also the Joint Inter-professional Funds Supporting Continuing Training (<i>Fondi interprofessionali</i>). This training is mainly addressed to: enhance high competences required by technological innovations and market globalization; facilitate the recognition of formal, non-formal and informal learning and standardise the validation procedures; to match training actions with local</p>	ReferNet Italy <a href="#">Full report</a>



Country	Trainers in IVET	Trainers in CVET, Market and demand-driven part	Source
	<p>experience), enrolment procedures and in service training objectives and features. The Regions and Autonomous Provinces define their own trainers' competence standards as part of their accreditation system of training and guidance structures and quality assurance measures. Some regions introduced procedures to certify competences and recognise training credits.</p> <p>Pre-service and in-service training for trainers is not compulsory at the moment. A university level programme 'Science of vocational training' is available but not mandatory.</p> <p>Pre-service and in-service training has formal recognition only if provided by universities or authorised consortia for higher education. In other cases, certificates of attendance (<i>certificati di frequenza</i>) are issued, which can be recognised in the labour market.</p>	<p>needs. Some Regions offer individual training vouchers to trainers who want to attend a specialised training course.</p>	
Latvia	<p>In the vocational education system, vocational education teachers are both teachers and trainers. They implement vocational basic education, vocational education, vocational upper-secondary education and professional development and continuing vocational education programmes.</p> <p>In IVET, practical training is led by vocational subject teachers. There is a Vocational teacher occupational standard (professional qualification Level 5). According to the standard, teachers:</p> <ul style="list-style-type: none"> <li>• implement education programmes according to national vocational education standards and occupational standards;</li> <li>• develop syllabi approved by the head of the education institution;</li> <li>• assess the knowledge and skills of students acquired during the learning process;</li> <li>• foster the development of creative attitudes and independence in learners;</li> </ul>	<p>In the vocational education system, continuing vocational education programmes are implemented by vocational education teachers who are both teachers and trainers. Vocational education teachers for CVET do not have a specific reference within vocational education terminology. They have the same requirements and the same occupational standards as IVET teachers as well use the same system of pre-service and in-service training.</p>	<p>ReferNet Latvia <a href="#">Full report</a></p>

Country	Trainers in IVET	Trainers in CVET, Market and demand-driven part	Source
	<ul style="list-style-type: none"> <li>search for and apply new ideas, technologies, and methods.</li> </ul> <p>All vocational education teachers should have a teacher (pedagogical) qualification in addition to vocational or professional qualification. According to the latest amendment in the regulations (September 2010), vocational education teachers without pedagogical qualification need to acquire 72 hours long pedagogy courses in higher education institutions.</p> <p>Initial teacher education is provided by higher education institutions. All teaching staff have to participate in further education to improve their professional qualification every third year (not less than 36 hours). Teachers continuing professional development is harmonised by the Ministry of Education and Science's subordinate body.</p> <p>Teachers are responsible for their professional development and have the right to 30 calendar days every third year for CPD as a paid training leave. It is the responsibility of the head of a vocational school to monitor their staff development.</p> <p>In enterprises teachers and trainers could be involved in local training, nevertheless, there is no regulation on their education requirements. Those involved in apprenticeship training should have a craftsman qualification.</p>		
Lithuania	<p>Main IVET providers are vocational schools.</p> <p>Vocational teachers (<i>profesijos mokytojai</i>) implement theoretical and/or practical vocational education and training. To become a teacher of VET school, one must have a pedagogical qualification or must have participated in a course on the principles of pedagogy and psychology.</p> <p>The fundamental competencies for teachers are stated in the Description of Teacher Occupation Competence (<i>Mokytojo</i></p>	<p>Institutions that focus on the unemployed and employees' training (for example, labour market training centres), may introduce additional teacher positions, for example, practical training managers (instructors) – persons, responsible for organising practical training in the training institution or at workplace.</p> <p>Qualification requirements for vocational teachers are uniform for IVET and CVET. In some CVET programmes, teachers might be</p>	<p>ReferNet Lithuania <a href="#">Full report</a></p>

Country	Trainers in IVET	Trainers in CVET, Market and demand-driven part	Source
	<p><i>profesijos kompetencijos aprašas, 2007</i>) that describes general cultural, professional, general and special teacher competencies and thus aims at defining single criteria for pre-service and in-service teacher training.</p> <p>Vocational teacher training is organised on a consecutive model where a vocational qualification is studied first, followed by education studies. Teachers without a pedagogical qualification, irrespectively of their educational attainment level, are offered a course on the principles of pedagogy and psychology of 120 hours.</p> <p>Each teacher must upgrade his/her qualification and is entitled to five days of continuing training per year.</p> <p>Several projects are implemented to develop competences of VET teachers: applying ICT to improve learning process, innovations in management, specifics of adult education, applied education research, development of key competences, self-analysis of teachers, and methodology for work with students with special needs. At present, one of the priorities of VET teachers' CPD is the improvement of VET teachers' technological competencies; a national project in cooperation with employers and associated business structures started in 2010 in agriculture, transport, mechanics and metal processing.</p> <p>The Association of Lithuanian Chambers of Commerce, Industry and Crafts implemented the project aimed at training trainers, i.e. persons responsible for practical placement both on training institution and enterprise levels.</p>	<p>required to have a relevant working experience or adult work (andragogy) skills. Training providers licensed for formal CVET programme must ensure that education of teachers, their pedagogic qualification, practical work experience correspond to requirements set in the laws or in formal CVET programmes.</p>	
Luxembourg			Not available
Malta	<p>Two legislative acts relate to training: the Employment and training services act defines the nature of training courses,</p>	<p>Most of the teachers in CVET at MCAST and ITS are usually full-time staff at these VET institutions and consequently fall within</p>	Refernet Malta

Country	Trainers in IVET	Trainers in CVET, Market and demand-driven part	Source
	<p>training schemes and sets up the Trade testing board and defines standards and qualifications; the Education Act, Malta Qualification Council regulation ensures the overseeing of training and qualifications and maintenance of the Malta Qualifications Framework for the accreditation and award of qualifications.</p> <p>In Malta, training is offered in the State employment and training centre, in state and private vocational schools and in companies.</p> <p>In state vocational schools, a teacher is a trainer qualified both in teacher training and technical area. In other entities, practitioners in specific areas need to be licensed trainers approved by a specific regulatory body.</p> <p>The main teacher-training provision in Malta is that run by the Faculty of Education at the University of Malta. The Faculty of Education does not currently run any teacher-training courses which are directed to preparing teachers for the vocational sector. Teachers teaching in the VET sector will possibly be graduates from the Faculty of Education.</p> <p>The Malta College of Arts, Science and Technology has a mix of teachers ranging from those who come from industry/trade to graduates from the Faculty of Education as primary/secondary teachers. Those teachers with knowledge of trade would not necessarily have a tertiary qualification or pre-service teacher-training. One also finds teachers with a tertiary qualification such as engineers but without pre-service teacher training, or else teachers with pre-service teacher training from the Faculty of Education. None of the teachers start teaching in VET with a pre-service qualification in teacher-training at VET level because this type of pre-service teacher training is currently not available in Malta. Although recommended, it is not required for teachers within IVET to hold a teacher certificate.</p> <p>VET teacher trainers can be found within the Vocational Teacher</p>	<p>the same type of teachers as for IVET provision.</p> <p>There is no particular pre-service teacher-training for teaching a CVET level. Commonly accepted criteria for trainers' competences are a recognised qualification in the technical area and experience in teaching/training adults.</p> <p>In the case of in-service training of CVET, this is mainly included with the other initiatives which MCAST is taking with its staff who are also responsible for teaching IVET. In this way VET trainers have teacher training within the VET strand as a result of the in-service courses which MCAST has organised for its staff.</p> <p>In the area of adult education, the Faculty of Education has developed post-graduate diplomas as well as Master in Education courses within Adult Education. These courses have ensured the presence of specialised people in Adult Education among teaching staff in the sector. These courses have attracted both CVET teachers as well as those teachers who teach academic subjects within the Adult Education sector.</p>	<p><a href="#">Full report</a></p> <p>+ Veronica Sultana's contribution (text in green)</p>

Country	Trainers in IVET	Trainers in CVET, Market and demand-driven part	Source
	<p>Training Unit (VTTU), which is in the developmental stage as a CPD unit, within the MCAST's Quality Assurance Department. These are persons who have been educated within the Faculty of Education and have mainly a Master's degree in education and come from the VET sector.</p> <p>The MCAST is runs a teacher training programme for its lecturing staff, the <b>Graduate Teaching Certificate in Vocational Education and Training</b>, a level 6 qualification. The VET teacher trainers are persons with a minimum of a Master's in the area they teach. The programme provides pedagogical training to teachers in a vocational institution to enable them to meet the needs of the learners who face the challenges of employment in a fast-changing labour market. There is a strong emphasis on the development of practical teaching and assessment skills and techniques together with the development of requisite knowledge of theories and principles of the main disciplines of education and economy and the role these play in a vocational learning environment. This programme also provides a training opportunity to teachers to understand quality assurance principles and apply these in the daily operations of the institution.</p> <p>MCAST also organises an induction session to its new lecturing staff that covers three main areas: (a) introducing VET, (b) the vocational learning environment, (c) planning to deliver. This training session is delivered by MCAST's VTTU Coordinator together with an MCAST's Institute Director.</p>		
Netherlands	<p><u>Trainers in enterprises fulfilling a role within the school-based or dual pathways.</u></p> <p>The 17 Centres of Expertise for VET – Trade and Industry (<i>KBB's: Kenniscentra Beroepsonderwijs Bedrijfsleven</i>) in senior secondary VET are intermediary bodies between the sectoral labour</p>	No information is available about the initial/continuing training of trainers in CVET. CVET is a demand-driven market with its own highly differentiated market mechanisms, with open access, quality recognition, customer satisfaction, marketing strategies, and so on. No generalised framework for the training of	Eco, Centre for expertise in vocational education and training

Country	Trainers in IVET	Trainers in CVET, Market and demand-driven part	Source
	<p>markets and the educational sector. One of their mandatory tasks is monitoring and improving the quality of learning in enterprises for students/apprentices.</p> <p>With regard to practical training (training in the workplace) as part of the IVET courses, KBB's formulated criteria for the accreditation of companies providing practical training. One of the criteria is that the practical trainers, who are responsible for guiding and training of students/apprentices in the company, should have didactic skills such as being able to instruct, guide, motivate and assess the students/apprentices.</p> <p>These sectoral centres regularly provide (commercial) courses to train these practical trainers in the various branches of industry.</p>	<p>teachers/trainers exists in CVET as it does for IVET.</p>	<p><a href="#">Full report</a></p>
Poland	<p>In the national qualification system there are no qualifications for VET trainers. Research in the national qualifications framework will end in 2012.</p> <p>Training of students in basic vocational school and technical secondary schools includes general subjects and vocational theoretical and practical training (the Regulation of the Minister of National Education). Practical training may take place at an enterprise, at a school farm or an individual farm, school workshop, school lab.</p> <p>If practical training is organised at a school farm, school workshop, school lab, or Practical Training Centre, practical classes are conducted by <b>practical training teachers</b> who are employed by VET secondary and post-secondary schools for young people; public and accredited non-public continuing education centres (CKU) and practical training centres (CKP); Voluntary Labour Corps (OHP). <b>Practical training teachers should have pedagogical qualifications and specialist knowledge and education level.</b> Teaching specialisation tracks, which combine subject and pedagogical training within a degree programme, are</p>	<p>In CVET, practical vocational training teachers and practical training instructors work in VET secondary and post-secondary schools for adults; continuing education centres (CKU) and practical training centres (CKP). There is no distinction between teachers, academic teachers, practical vocational training instructors and trainers-specialists working in IVET and CVET. Thus entry requirements, pre-service arrangements and in-service arrangements for a given category of practitioners in CVET are the same as for those working in IVET.</p> <p>There is no separate system of pre-service and in-service training in Poland. Both IVET and CVET teachers on their own expense can participate in trainings provided by private training companies.</p> <p>Trainers are not distinguished as an occupational category.</p> <p><b>Trainers-specialists</b> who, while not defined in the legislation, may include various groups of practitioners providing training as their primary or additional activity, mainly as part of CVET outside the education system. There is no pre-defined level or structure of pre-service training for this group. Trainers-</p>	<p>ReferNet Poland <a href="#">Full report</a> + Jadwiga Parada's contribution (text in green)</p>

Country	Trainers in IVET	Trainers in CVET, Market and demand-driven part	Source
	<p>normally not available in the type of higher education institutions which train theoretical vocational subject and practical vocational training teachers. Prospective teachers trained at higher education level normally choose a concurrent training option (a teaching specialisation track within a degree programme, where available, or separate pedagogical training in parallel to their degree programme) or a 'semi-concurrent' option (separate pedagogical training undertaken in the final years of their degree programme) rather than a classical consecutive option (separate pedagogical training undertaken only after the completion of their degree programme leading to a subject qualification). A new provision in the amended Education System Act (2009) permits for hiring specialists in a given field who do not have teaching but only topical qualifications to conduct classes as VET teachers.</p> <p>Practical training in enterprise and farms is conducted by practical training instructors. For the students of technical secondary schools, the practices are obligatory outside school – at the employers. In this case, a mentor of the students is a practical training instructor.</p> <p><b>Practical vocational training instructors</b> who, as defined in the legislation, are employees (skilled workers who conduct training of a young worker on a full-time basis or in addition to their regular tasks), employers or private farm owners providing practical vocational training as part of IVET and CVET at the workplace or in a farm. Practical vocational training instructors must hold specific occupational qualifications (minimum the title of a 'master' in the vocational area), which do not depend however on the level of training provided, and a pedagogical qualification (either teaching qualifications or a completed pedagogical course organised according to the standards defined by the Regulation). * If an instructor has pedagogical qualifications but has no title of a "master", the completion of</p>	<p>specialists are only required by the legislation to have occupational qualifications which are appropriate for the type of training provided. Specific requirements are laid down by individual VET providers.</p> <p>There are no national arrangements for in-service training of trainers-specialists. Specific arrangements may be laid down by their employers.</p>	

Country	Trainers in IVET	Trainers in CVET, Market and demand-driven part	Source
	<p>vocational secondary school, a professional title or a title of a skilled worker in the relevant area and a suitable professional experience are enough. The instructor can also hold the professional title gained at the higher education level and present a suitable professional experience. Detailed entry requirements concerning the level of subject qualifications and pedagogical qualifications for practical vocational training instructors were laid down in the 2002 Regulation of the Minister of Education, as amended.</p> <p>Practical vocational training instructors obtain their formal subject/occupational qualifications at higher education, post-secondary or secondary level in accordance with the procedures applicable to a given level of training/type of training institution. As work experience is usually required to perform this role, prospective instructors complete pedagogical training only when already in employment. Full-time instructors undertake pedagogical training for practical vocational training teachers in an in-service teacher training institution. Part-time instructors may complete either the same pedagogical training as full-time instructors or at least a pedagogical course for practical vocational training instructors in an in-service teacher training institution or other authorised training institution.</p> <p>There are no national arrangements for in-service training of practical vocational training instructors. Specific arrangements may be laid down by their employers. Instructors may attend training courses for practical vocational training teachers. Practical training instructors in the enterprises get core curricula for vocational education and a brochure with information on guidelines how to prepare young workers/students for vocational exams.</p> <p>Principles of general cooperation between schools and companies to ensure the exchange of expertise and mutual learning are defined in the Regulation of the Minister of National</p>		



Country	Trainers in IVET	Trainers in CVET, Market and demand-driven part	Source
	<p>Education of 15 December 2010 on practical training. The head of school is responsible for pedagogical supervision of practical training of young workers' or students', organised at the school, at the Practical Training Centre or at the employer. Currently, the Ministry of National Education conducts a project to develop and pilot professional in-service training programmes for vocational education teachers in enterprises, financed by European Social Fund and targeted at teachers of vocational education and training and practical training instructors.</p>		
Portugal	<p>In Portugal, there are three main types of professionals who ensure vocational education and training: teachers, trainers and tutors.</p> <p><b>Trainers</b> are highly qualified professionals in their occupational area. At the vocational schools they can teach the technical/technological component, as well as the practical simulated workplace component. At the training centres they can teach the socio-cultural, scientific and technical/technological components, as well as the practical simulated workplace component. Trainers can also teach the vocational training component of the education and training courses for adults supervised by the Ministry of Education.</p> <p>The trainer's occupation has been legally regulated since 1994. They have to complete an initial pedagogical training course for trainers (<i>Curso de formação pedagógica inicial de formadores</i>), after which they are granted a Trainer Pedagogical Skills Certificate (<i>Certificado de Aptidão Pedagógica de Formador – CAP</i>) issued by the Institute for Employment and Vocational Training (IEFP) and based on the Trainers' Profile – Pedagogical Competences. The initial training courses last at least 90 hours and the certification is valid for 5 years, at the end of which renewal requires updated continuing training (60 hours) and 300 hours of training experience. Only in exceptional cases it is possible to obtain a CAP on the basis of the working experience</p>	<p>The vocational education and training of teachers, trainers and tutors who participate in continuing vocational education and training is ruled by the same principles.</p>	<p>ReferNet Portugal <a href="#">Full report</a></p>

Country	Trainers in IVET	Trainers in CVET, Market and demand-driven part	Source
	<p>of the trainer.</p> <p>The initial pedagogic training course for trainers can be attended in IEFP's training centres, in direct or joint-management vocational training centres or directly in private bodies that develop this type of training, duly accredited by the IEFP. The access to a CAP is also available for pre-primary, basic and upper secondary teachers; individuals with a proper vocational qualification recognised by the Ministry of Education; individuals certified by the Scientific and Pedagogical Council of Continuing Vocational Training.</p> <p>As far as CAP is concerned, the National Centre for the Qualification of Trainers (<i>Centro Nacional de Qualificação de Formadores – CNQF</i>), a unit under the Institute for Employment and Vocational Training (IEFP) Vocational Training Department, under the supervision of the Ministry of Labour and Social Solidarity (MTSS), is the main institution determining the content of trainer's initial training. This pedagogical training is structured around three main teaching areas: the development of personal and interpersonal skills in a training context; the acquisition of technical skills that support vocational performance; and the application of the skills acquired during the teaching process.</p> <p><b>Tutors</b> are responsible for workplace training within enterprises. They provide counselling and support to trainees, and develop their activity together with training coordinators and trainers. They must have at least three years of recorded working experience and preferentially hold a pedagogic training qualification. The role of tutor is usually developed by experienced professionals, some of whom responsible for the respective enterprises/organisations. In general, they also have experience as trainers. They can participate in the development of practical training components in the workplace context, namely in terms of suggestions which are generally accepted by the training coordinators.</p>		

Country	Trainers in IVET	Trainers in CVET, Market and demand-driven part	Source
	<p>No compulsory attendance of initial specific training or continuing training is required from tutors, although they ideally should have the trainer's CAP.</p> <p>In addition to teachers, trainers and tutors, who are directly involved in the provision of training, the <b>training coordinator</b> is in charge of preparing and ensuring the provision of one or several training actions by planning, programming, organising, supporting, controlling and assessing the activities included in each training action.</p> <p>The <b>mediator</b> is responsible, together with the trainers of the technical-pedagogical team, for the guidance and development of the trainee's evaluation, with a view to analyse and assess each candidate's profile and identify the most suitable offer in terms of adult education and training. Mediation is performed by trainers and other professionals, namely training advisers with superior qualifications having specific training for this function or relevant work experience in the adult education and training field.</p>		
Romania	<p>There are three types of teachers in technical and vocational schools:</p> <ul style="list-style-type: none"> <li>• vocational subject teachers in technical schools who must have a university education (4-6-year programmes) and a psychology-pedagogy course;</li> <li>• vocational subject teachers in vocational schools who must have a three-year degree from an institution of higher education;</li> <li>• practical trainers who must complete a two-year training programme comprising both specialty training (theory and practice) and psychology-pedagogy training in addition to three years of work experience after having completed their vocational education.</li> </ul>	<p>Since January 2010, to be certified training providers must provide proof that their training programmes are carried out by trainers who have pedagogical training specific for adult vocational training and appropriate specialized training for the training programmes.</p>	<p>ReferNet Romania <a href="#">Full report</a></p>

Country	Trainers in IVET	Trainers in CVET, Market and demand-driven part	Source
	<p>Continuous training of the education staff ensures the upgrading and the development of their skills, including the acquisition of new skills, depending on developments in educational needs and in educational curricula, and depending on the requirements to adapt the teaching staff skill to the changes in the educational process.</p> <p>The current state of VET induces the necessity for teachers to acquire a number of competences:</p> <ul style="list-style-type: none"> <li>• project design and management;</li> <li>• communication and networking skills;</li> <li>• ability to apply participatory methods of learning, encourage dialogue, collaborative learning;</li> <li>• ability to pass to learners responsibility towards actions, analytic skills, communication skills, teamwork spirit.</li> </ul> <p>Several projects are implemented to develop competences of VET teachers in rural tourism, automotive field as well as in applying the learning method of 'training firm'.</p>		
Slovakia	<p>Secondary IVET is predominantly school-based and there is no genuine apprenticeship system. Even when practical training is offered outside school facilities, the education sector regulation must be respected and the dominant partner finally responsible for practical training is the school and not the contracting partner offering workshops or workplace for the training of students. Outside-school practical training can take place at centres of practical training (SPV, <i>stredisko praktického vyučovania</i>) and centres of vocational practice (SOP, <i>stredisko odbornej praxe</i>).</p> <p>Within the secondary IVET system, VET teachers (general subject teachers, vocational subject teachers and teachers of practical training) and VET trainers are recognised equally as pedagogical staff by educational legislation and their qualification</p>	<p>CVET professionals are usually called lecturers, regardless of the content of their education or training and their status, and sometimes instructors, in particular when training affects practical skills. They are often freelancers or they work in private institutions.</p> <p>Continuing training education is not a regulated trade and thus no certificate of lecturing (pedagogical or andragogical) competence is required by law and no evidence of professional qualification is needed for setting up an educational institution.</p> <p>Systematic in-service training for CVET trainers and other learning facilitators does not exist and continuing training is not officially required from a lecturer. The Slovak Association of Adult Education Providers (AIVD, <i>Asociácia inštitúcií vzdelávania dospelých v SR</i>) developed a paid certified course for lecturers. It</p>	ReferNet Slovakia <a href="#">Full report</a>

Country	Trainers in IVET	Trainers in CVET, Market and demand-driven part	Source
	<p>requirements are strictly regulated. The obligatory required level of education is the only substantial difference: teachers must be higher education graduates, while trainers must possess a relevant certificate of apprenticeship and be at least ISCED 3A level educated and additionally complete studies to acquire skills in pedagogy (provided by in-service institutions).</p> <p>Teachers of practical training are involved in practical lessons at school, for example, in laboratories and practical lessons connected to workplaces specified within the curricula and aimed at applying theoretical knowledge gained during theoretical subjects. Trainers are responsible for assisting in gaining respective skills (predominantly manual) during practical training.</p> <p>Higher education institutions are the only institutions awarding qualifications to IVET teachers, new bachelor programmes for VET trainers have been recently introduced. Their teacher training is accredited by the Accreditation Commission (<i>AK, Akreditačná komisia</i>) established by the government. An alternative way is completion of the qualification studies organised by in-service training institutions and accredited by the Accreditation Council for Continuing Training of Pedagogical and Professional Staff (<i>Akreditačná rada Ministerstva školstva Slovenskej republiky pre kontinuálne vzdelávanie pedagogických zamestnancov a odborných zamestnancov</i>).</p> <p>Teachers of vocational subjects at VET schools are usually graduates from technical universities (with an Engineer's degree - Ing.) and from specific complementary pedagogical study (<i>DPŠ, doplňujúce pedagogické štúdium</i>) with the minimum duration of 200 hours, which can be followed simultaneously or consecutively.</p> <p>As for in-service training, the new Act on pedagogical staff and professional staff introduced a credit-based and standards-driven continuing development model. The following types of</p>	<p>is not obligatory but gaining gradually more importance. Being listed at the AIVD website as a certified lecturer is considered a signal of quality by clients.</p> <p>Since 2010, a proof of lecturers' 'capability' has been added to the process of accreditation of training programmes.</p>	

Country	Trainers in IVET	Trainers in CVET, Market and demand-driven part	Source
	<p>CPD are recognised: education aimed at upholding the professional competence to standards, improving professional competences as a teacher, acquiring competences for specialised activities, for leadership positions or leading to a higher qualification.</p>		
Slovenia	<p>In IVET, there are teachers of general and vocational theoretical subjects and trainers at school and at workplace. Trainers are responsible for practical training. Teachers and trainers in schools must pass teaching certification examination, while this exam is not obligatory for trainers at the workplace. Teachers must have a university degree and pedagogical/andragogical education. Trainers at school must be at least qualified for a suitable profession on a secondary or higher vocational level, must have a few years (number depends on educational programme) of work experience in this profession and also have pedagogical - andragogical education (60 ECTS).</p> <p>Trainers at the workplace can take a shorter pedagogical/andragogical education and master craftsman, foreman or shop manager exam provided by the Chamber of Craft and Small Business of Slovenia and Chamber of Commerce and Industry of Slovenia. Chambers are also responsible for the registration (accreditation) of workplaces for training.</p> <p>Continuing (in service) education of teachers and other professional workers is carried out in the framework of the system of permanent professional education under the supervision of the Ministry of Education and Sport on a market basis. The system is composed of various training programmes, thematic conferences and education in networks. Participation is voluntary.</p>	<p>All types of teachers and trainers are the same for IVET and CVET.</p> <p>There is a separate law for adult education. All teachers, trainers and other adult education staff who are involved in implementing state accredited educational and vocational programmes, have to fulfil the same criteria as other teachers.</p>	<p>ReferNet Slovenia <a href="#">Full report</a></p>
Spain	<p>In Spain, vocational training is the responsibility of two different ministries: the Ministry of Education (IVET) and the Ministry of Labour (CVET). However, both ministries have transferred a large</p>	<p>There are also different types of trainers taking part in vocational training for employment (CVET) initiatives: instructor-trainers who teach technical content at a theoretical level, and</p>	<p>ReferNet Spain. National Public Employment</p>

Country	Trainers in IVET	Trainers in CVET, Market and demand-driven part	Source
	<p>part of their management powers in this area to the Autonomous Communities. The management and delivery of vocational training initiatives is carried out by the Autonomous Community local education departments for initial vocational training and by the local labour departments for training for employment.</p> <p>In Spain, a number of different types of professionals work and carry out their teaching activities in IVET (<i>Formación Profesional Inicial</i>, FPI): secondary school teachers; technical teachers in vocational training; experts from different professional sectors; and <b>trainers/tutors</b> who implement workplace training modules.</p> <p>Teachers (technicians) of vocational practical modules should have a higher education diploma corresponding to a university, professional or artistic education and special teacher training courses. When there is no secondary education teacher or technical vocational training teacher to teach vocational training, professionals who have vocational training qualifications as technicians or advanced technicians may serve as vocational training instructors.</p> <p>In terms of lifelong learning (in-service training), they attend programmes to update specific ICT competencies; company training for instructors in the vocational training system; courses to update scientific and pedagogical knowledge. The national body for promoting lifelong teacher training is the Higher Institute of Training and Networked Resources for Teachers (<i>Instituto Superior de Formación y Recursos en Red para el Profesorado</i>, ISFTIC), which offers in-class and online training to teachers.</p>	<p>technician-teachers who teach the technical/practical content of vocational training in situations that are closer to real employment.</p> <p>The National Public Employment Service draws up an annual advanced technical training plan for CVET teachers in employment centres in cooperation with the Autonomous Communities, the National Employment Centres and the Provincial Directorates of the Public Employment Service. The aim is to respond to their needs and bring their technical and pedagogical competencies up to date. The plan includes theoretical and practical content in a variety of training actions that update technical and pedagogical competencies by promoting the use of new techniques or innovative processes.</p> <p>Instructors or trainers from other vocational training centres, such as workshop schools, craft centres and employment workshops are responsible for managing the project tasks and delivering training, as well as helping the student workers with job searches or on becoming self-employed or entrepreneurs. They must hold an academic certificate compatible with the project. Regarding in-service training, the following programmes are available: programmes to update specific ICT competencies; company training programmes for trainers in the vocational education system; and advanced technical training CVET trainers. This type of teaching staff varies according to the occupation for which they are qualified and the characteristics of the work to be done. For this reason, some trainers can have a low education level but considerable professional experience and high qualifications as far as work is concerned (for example, in some of the occupations in the construction sector). The theoretical part of the training is provided by qualified educational personnel, while trainers with more qualifications in the area of production, although with low or intermediate levels of education, are responsible for the practical part.</p>	<p>Service</p> <p><a href="#">Full report</a></p>

Country	Trainers in IVET	Trainers in CVET, Market and demand-driven part	Source
Sweden	<p>VET teachers typically work at schools/educational institutions while trainers work in a more mentor-like role, supervising trainees in a workplace. The regulation of VET teachers at the upper secondary level has followed similar guidelines to non-VET teachers in upper secondary education.</p> <p>Municipal adult IVET is governed by the same curriculum as upper secondary IVET.</p> <p>Upper secondary IVET is typically 85 % school-based and 15 % work-based. The work-based training (<i>arbetsplatsförlagd utbildning</i>) component is overseen by trainers for whom there are no formal or general requirements. For the apprenticeship training under the pilot projects, supervision of the work-based component is carried out by supervisors who may receive training from either earmarked state funds for the training of apprentice supervisors and/or from the municipality and/or the enterprise.</p> <p>In response to teacher training and certification concerns, a Government Bill (Bäst i klassen –Best in the Class) on teacher education was introduced in February 2010 and suggests a new structure for teacher training, which creates a new degree of vocational teachers. The new vocational teacher degree would make it easier for competent people with vocational skills to become vocational teachers. The vocational teacher degree would be characterised by flexibility and would require a total of 90 ECTS credits.</p> <p>Every municipality and county council is obliged to facilitate in-service training for its teachers. Due to the decentralisation of the educational system, in-service training for IVET teachers lacks organisation. Instead, it is an open market, with enterprises or organisations offering specific in-service courses related either to each of the vocational programmes of upper secondary school or to specific areas within one or a few vocational programmes.</p>	<p>The two main forms of VET for adults in Sweden, upper secondary IVET for adults and higher vocational education. The situation with teachers involved with VET for adults is diverse, with a wide range of teaching and training staffing procedures and norms used by a variety of education and training providers. In summary, issues concerning VET for adult teachers, except for municipal adult education, tend to be managed by individual training providers rather than any regulatory regime.</p> <p>Teachers in municipal adult education follow the same requirements as IVET teachers within upper secondary school. When the training is organised by an independent training provider rather than a municipality, they use both specific subject teachers and other employees with relevant experience for the school-based part of the programme and employees from the respective company as trainers.</p> <p>Higher vocational education, known as advanced vocational education (<i>kvalificerad yrkesutbildning</i>, KY) until 1 July 2009, had a variety of different types of teachers and trainers, depending on the type of programme and on the training provider/institution. The only broad requirements are that teachers and trainers are to be competent for the teaching they provide, either through education or vocational experience. The trainers (<i>handledare</i>) in the work-based training component, around 30 % of the total time in higher vocational education programmes, are typically employees with significant vocational experience, but not working strictly in training roles in their companies.</p> <p>There are also teachers for those enrolled in VET programmes at folk high schools and trainers for those active in apprenticeship-like training leading to certification at joint training boards at the sector level in 2008. However, these training forms are not subject to consistent national guidelines. For CVET trainers working within advanced vocational education programmes</p>	<p>ReferNet Sweden <a href="#">Full report</a></p>



Country	Trainers in IVET	Trainers in CVET, Market and demand-driven part	Source
		organised as apprenticeship, the vocational competence of each trainer is assessed by the respective vocational/branch organisation. No general qualifications are specified and no teacher education is required.	
United Kingdom	<p>Teachers (known as lecturers within the further education sector - FE) are regarded as those working in schools and colleges, whereas trainers are employed mainly in a work-based setting.</p> <p>Within the UK there is no formal system for in-service, continuing professional development of VET teacher/trainer either working at school or college or work-based trainers.</p> <p>Since 2007, all teachers in FE should have a recognised teaching qualification. They must be members of the Institute for Learning (a professional body for teachers in the LLL sector), must follow its code of Practice and must continue to develop their skills as teachers through CPD (a minimum of 30 hours per year).</p> <p>Teacher in FE need two sets of skills – to be expert in their subject and to be trained to teach it. IVET and CVET trainers are appointed on the basis of their craft/academic/professional qualifications and experience. Only if a provider receives public funding, it is expected that trainers will work towards obtaining a full teaching qualification, following an in-service route. The independent training providers set their own standards. When bidding for public money, they are required to ensure that they are trainers are working toward minimum quality standards.</p> <p>In Scotland, the Scottish government’s strategy for enterprise in education, is providing increased CPD opportunities for teachers to enable them to better contextualise their lessons and link them to the world of work.</p>	<p>CVET provision is offered by Further Education (FE) colleges and by a range of other providers.</p> <p>Nationally, there is significant in-house training provided by employers. In-house trainers may work for an employer organisation and may be dedicated full-time to provide training; or they may be employed to undertake such training duties alongside other work. Other trainers may be contracted by the organisation to provide training or to assess employees' levels of competence.</p> <p>Within the diverse sector of non-government VET provision (private colleges and training providers, in-house training in employer organisation, voluntary organisation, etc.) there is no formal requirement for trainers to hold a recognised teaching qualification, only all CVET teachers in FE colleges must now undertake training towards a teaching qualification. CVET trainers are appointed on the basis of their craft/academic/professional qualifications and substantial experience in their specialist area. Those involved in assessing the work and competences of their trainees will either hold, or be expected to obtain, a recognised Assessor Award if they are employed in publicly-funded training enterprises.</p> <p>There is increasing pressure across the sector for employers of trainers to request, as a minimum, that they have completed PTLIS (Preparation to Teach in the Lifelong Learning Sector). This is critical for any organisation (private or independent) who is intending to claim public funding or bid for public funding.</p>	<p>ReferNet United Kingdom</p> <p><a href="#">Full report</a></p>

Source: (a) Cedefop (2010c). [VET in Europe: country reports](#). Thessaloniki: Cedefop;

(b) contributions of members of the Thematic Working Group on professional development of trainers in VET (text in green)