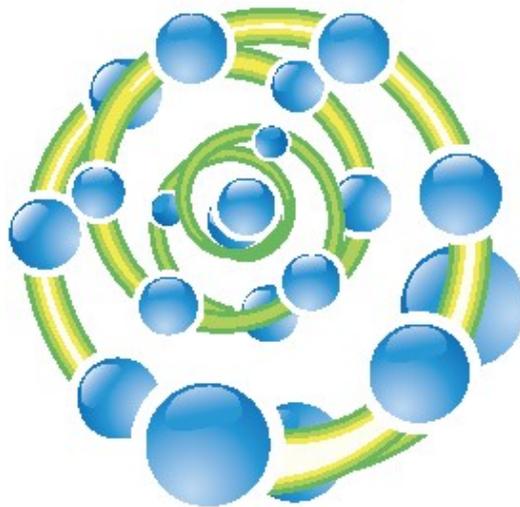


Supporting teachers and trainers for successful reforms and quality of VET

-
Germany



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1. Introduction

The core element of vocational education and training in Germany is the dual system. Due to this the article focuses mainly on teachers and trainers within dual training as well as teachers in full-time vocational schools and provides a brief description of CVET trainers.

1.1 The dual system of vocational education and training

Companies and vocational schools, which operate part-time, cooperate on the basis of officially regulated training regulations and school curricula. In-company training takes place according to training regulations¹ (Ausbildungsordnungen) and is under the jurisdiction of the Federal State, while school courses are carried out according to the basic curriculum (Rahmenlehrpläne) at part-time vocational schools (Berufsschulen) under the jurisdiction of the Federal Länder.

The main features of the dual system are:

- A comprehensive large scale VET system as a combination of school education and company-based training at the workplace
- A high percentage of young people joining the system
- A variety of recognised training occupations in IVET - 327 in 2014
- On average a 3 to 3 ½ year period of training leading to a national recognised standardised certificate, which is issued by the competent bodies - by the chambers of industry and commerce and by the chambers of handicrafts - on the basis of a final examination
- An action-oriented pedagogical approach towards developing a holistic occupational competence (from general to specific)
- A system mainly financed by employers - the apprentice receives a remuneration of about 1/3 of a skilled worker, which rises every year of training and depends upon the occupational field
- Close cooperation between all stakeholders involved in VET - state, Länder, employers and trade unions at various levels.

¹ A training regulation regulates (article 5 paragraph 1 BBiG)

- the designation of the training occupation,
- the duration of the training – which shall be not less than two and not more than three years⁵,
- the description of the training occupation – the typical “skills, knowledge and capabilities” of the profession in summary form,
- the framework training curriculum – a guide to how the teaching of skills, knowledge and capabilities is to be structured in terms of content and time,
- the examination requirements.

(BIBB 2014b, p. 12)

The Vocational Training Act (Berufsbildungsgesetz - BBiG) makes the core legal provisions for Dual VET. However, there are also other Laws which regulate aspects of Dual VET, and which are to some extent coordinated and hence complementary with the Vocational Training Act. On the federal state level and corresponding to in-company training there are the Youth Employment Protection Act, Trade and Crafts Code, Collective Bargaining Act, Law for the preliminary regulation of rights of Chambers of Industry and Trade, Chambers Act, Works Constitution Act. In addition there are Länder regulations for the school part of VET (Compulsory education law, Regional school laws, Joint agreement on coordination of training regulations and framework curricula).²

But the quality of vocational education and training does not only depend on external conditions - like national standards -, teachers and trainers have also great impact. That means the quality of training corresponds to the quality of the training staff.

1.2 Teachers and Trainers in vocational education and training

IVET

In the dual system there are VET school teachers and in-company trainers, with different responsibilities and duties.

VET school teachers are teaching theoretical knowledge (general and occupation related). There are two categories of teachers: for general subjects teachers must have a university degree on master level (EQF level 7) and for occupation related subjects there are special teachers for vocational practice (see chapter 2).

With regard to in-company trainers, who are in charge of training the apprentice according the training regulation for the specific occupation and the individual training plan, there are also different categories (see chapter 3).

² CVET is characterised by:

- the pluralism of providers
- a largely marketplace character
- a comparatively minimal degree of regulation by the state, which plays a subsidiary role at most
- voluntary participation and
- multi-functionality.

The most important legal provision is the Vocational Training Act (Berufsbildungsgesetz -- BBiG) and the Employment Promotion Act (Arbeitsförderungsgesetz - AFG) which is integrated into the third book of the Social Code (Sozialgesetzbuch III - SGB III). In addition at the federal state level there are the Adult Education Act and the Educational Leave Act. Furthermore to these central legal provisions there are other legal arrangements that refer to CVET, such as the Distance Learning Protection Act (Fernunterrichtsschutzgesetz - FernUSG) and the University Guidelines Act (Hochschulrahmengesetz - HRG), the school laws of the Federal States regulating technical schools, the university acts of the states and a large number of collective agreements. (ReferNet Germany 2007)

In-company trainers in particular have a very important role by helping the apprentices to evolve a professional identity and develop their occupational profile together with a strong identification with their company. Furthermore in small enterprises the trainer is a crucial role model for the following generation of employees.

The following types of teachers and trainers can be differentiated in IVET

Table 1: Types of teachers and trainers in the German VET system	
Type of training	Type of Staff
Dual system of training	Trainers (instructors) or masters within companies (Certified educators/trainers in professional education, Certified educators/trainers in initial and continuing vocational education) including the responsible VET managers in large companies); VET teachers in vocational schools (two categories: 1. university trained teachers for job-related theory and general education subjects; 2. <i>Werklehrer</i> (master craftsmen or technicians with additional further training) imparting practical skills) Instructors and trainers within inter-company VET centres (<i>ÜBS</i>)
Special VET for disadvantaged leading to dual system diplomas	VET teachers/trainers within private institutions
Full-time vocational schools	VET teachers in vocational schools
Learning facilitators	Youth workers in training schemes for the disadvantaged, training counsellors in the chambers, vocational guidance counsellors employed by the Federal Employment Agencies etc.

(Source Hensen-Reifgens/Hippach-Schneider 2014.)

CVET

CVET trainers are important agents in helping adults to learn (again) and to continuously update their knowledge, skills and competences, based on lifelong learning. But there is a wide variety of staff acting as teachers or trainers. Their formal qualifications range from none to a university diploma, their occupational status from retired or unemployed to qualified employees in training institutions. (Hensen-Reifgens/Hippach-Schneider 2014)

2. Teachers in VET schools

In Germany there are two categories of VET teachers: teachers for vocational school courses, who have a university degree, and so-called practical-work teachers (*Werklehrer*). In full-time vocational schools, only teachers of category 1 are present. The two categories are presented below.

Category 1: Vocational school teachers are trained under the jurisdiction of the Federal Länder. Their training has a two-phase structure: first a course of studies at a university, then the preparatory practical service, also called the probationary period (*Referendariat*). The process is regulated by a framework agreement adopted by the Conference of Ministers of Education and Cultural Affairs (*Kultusministerkonferenz, KMK*) in 1995 and amended in

2013, the "Framework agreement on the training and examination for teaching at the Secondary Level II (vocational subjects) or for vocational schools (teaching post type 5)" ("Rahmenvereinbarung über die Ausbildung und Prüfung für ein Lehramt der Sekundarstufe II (berufliche Fächer) oder für berufliche Schulen (Lehramtstyp 5)").

The first phase takes place at state-recognised universities and, at least partially, in higher education establishments which are equivalent to universities. Fundamental professional and pedagogical knowledge is imparted there. The prerequisite for access to the courses of study are the general or subject-specific university entrance qualifications or a qualification recognised as equivalent.³ The prerequisite for access to a master's study programme is a bachelor's degree in the same subject.⁴ While the focus of the bachelor's studies is on the occupational field, the studies at the master level focus on subject-specific didactics and the elements of teaching/educational theory.

Table 2: Occupational fields in teacher training⁵

• Business and administration
• Metal technology
• Electrical engineering
• Construction technology
• Wood engineering
• Textile technology and design
• Laboratory technology/process technology
• Media technology
• Colour technology, interior design and surface technology
• Health and body care
• Nutrition and home economics

³ Since the Bologna process was introduced, each of the Federal Länder has different general conditions; for example, there are differences with regard to the requirements for access to higher education, the structure and content of the curricula and the duration and nature of the practical training, all of which are defined by the university itself. (Schröder/Stadelmann 2009)

⁴ The KMK framework agreement of 2013 is the legal basis and regulates teacher training; according to this regulation, the standard period of study for a bachelor's degree is six semesters and for a master's degree four semesters.

⁵ The Federal Länder may allow additional occupational fields.

<ul style="list-style-type: none"> • Agricultural economics
<ul style="list-style-type: none"> • Social pedagogy
<ul style="list-style-type: none"> • Nursing and care
<ul style="list-style-type: none"> • Vehicle technology
<ul style="list-style-type: none"> • Information technology

(Source KMK 2013)

In addition to the university courses, the first phase of teacher training includes a practical part. This period of practical training takes place both at a vocational school and in a company. Initial practical experience is gained and theoretical knowledge acquired is applied. The organisation and implementation of the practical training vary between the Federal Länder. This phase is completed with the so-called first state examination.

The second phase of the teacher training for vocational schools is the probationary period (Referendariat), a service that prepares for working as a vocational school teacher. Here the practical training at school, including providing lessons independently, is taking place, based on the theoretical training received during the course of studies. The preparatory service has a duration of at least 12 and up to 24 months and is completed with the second state examination (KMK 2013). This examination serves to establish whether the prospective teacher has the required professional competence and can fulfil the educational tasks independently. Teaching credentials (Lehrramtsbefähigung) are acquired by passing the second state examination (KMK 2013).

Category 2: Teachers for vocational practice ("practical-work teachers - Werklehrer", who in some Federal Länder are called "technical teachers - Technische Lehrer" or "subject teachers - Fachlehrer") are responsible for providing young people undergoing in-company training with accompanying practical technical instruction. The lessons in practical technical subjects usually do not take place in a classroom but rather in training workshops, teaching kitchens or practice offices. The teachers work at industrial-technical schools, home economics schools and, in some Federal Länder, also at commercial schools. At vocational schools (industrial-technical schools), state-certified technicians or industrial/crafts and trades master craftsmen who have successfully completed pedagogical CVET are utilised for providing practical technical instruction. At home economics schools, subject teachers give lessons in the subjects of home economics and handicrafts. In the commercial school system, subject teachers are trained for the subjects of text processing and office management.

3. Trainers in companies

3.1 Trainers in IVET (Dual System)

Trainers are skilled workers in enterprises, who provide apprentices with the knowledge and practical skills required for an occupation. The Vocational Training Act differentiates between trainers and persons providing training. The apprentices are employed by the persons providing training, while eligible to train are only those who possess “personal and professional aptitude” (BIBB 2015b). That means in accordance with §§ 28 - 30 of the Vocational Training Act (BBiG) the trainer has to be personally and professionally suitable for the in-company training of young people.

*“**Personally** apt trainers make sure that the young people are not endangered and their character development is promoted.*

*Trainers are **professionally** apt if they have the required occupational skills and the professional and pedagogical knowledge. This is the case when they are at least 24 years old and have completed a corresponding course of vocational training or possess sufficient professional experience. The professional and pedagogical knowledge must be verified pursuant to the Trainer Aptitude Regulation (AEVO).” (BIBB 2015, p. 25)*

Two different categories of IVET trainers can be distinguished.

- Category 1: The large majority of IVET trainers are skilled workers, journeymen or foremen. As “Part-time trainers” they engage in training as a part-time activity directly at the workplace. Only few have received preparatory training or are formally qualified for this activity.
- Category 2: “Full-time trainers” in IVET hold mostly an advanced qualification certificate as master craftsman and must have completed AEVO.

The personal and professional aptitude of the training staff is proofed and guaranteed by the competent chamber, who registers them. In addition the responsibility for the examination of trainers in IVET lies with the competent bodies (e.g. chambers of industry and commerce, chambers of skilled crafts). They are also in charge of adopting examination regulations and setting up examining boards to conduct aptitude examinations for trainers.

Table 3: Passed AEVO examinations by area of profession 2011, 2012 and 2013.

Area of profession	2011		2012		2013	
	total	%	total	%	total	%
Trade and industry	57,516	71.6	60,780	71.3	61,161	71.5
Craft trades	21,111	26.3	22,779	26.7	22,623	26.4
Agriculture	639	0.8	666	0.8	705	0.8
Public sector	963	1.2	996	1.2	1.011	1.2
Housekeeping	51	0.1	48	0.1	48	0.1
total	80,280	100.0	85,269	100.0	85,548	100.0

(Source: BIBB 2015a, p. 224)

In Germany any company carrying out apprenticeship training has at least one employee who is the designated responsible trainer and has proven his aptitude to take over this task by successfully completing the examination for the Trainer Aptitude Regulation (Ausbilder-Eignungsverordnung - AEVO). For people like journeyman/skilled workers, who want to become a master craftsman or foreman, the AEVO certificate is a standard part of the diploma (part IV) and they finance this qualification mostly by themselves (or the company pays for the further qualification).

Depending on the sector and the size of the company trainers often work in separate training workshops set up for this purpose. In big companies exist some kind of "Training managers", which are responsible for the whole process of steering IVET in the various occupations offered; but they are less involved in carrying out training. Usually in small companies the trainer is the owner himself.

Trainers involved in IVET provide a very comprehensive training and lay the foundation for the whole occupational profile of the apprentice. They are recruited within the company as part of their occupational career.

"The task of the trainers in the company is to plan, execute and reflect on teaching/learning processes, to accompany the learners, to determine both their own and company-wide qualification needs and to develop qualification opportunities customised to the target

groups. Cooperation with the staff in human resources development and work organisation is also among the tasks of the training personnel.” (BIBB 2015b, p. 40)

But changing conditions also mean trainers have to face new challenges, like lower-performance youths, need to prove their proficiency in dealing with heterogeneous groups, attending individual problems such as imminent discontinuation of training, loss of motivation or insufficient integration into the company (BIBB 2015b, p. 40).

The number of trainers varies according to the area of profession.

Table 4: Number of trainers in areas of profession 2011, 2012, 2013.

Area of profession	2011		2012		2013	
	total	%	total	%	total	%
Trade and industry	276,789	41.6	290,763	43.3	290,136	43.8
Craft trades	250,260	37.6	241,956	36.0	233,682	35.3
Agriculture	22,344	3.4	23,226	3.5	23,337	3.5
Public sector	19,029	2.9	20,709	3.1	20,349	3.1
Liberal professions	93,930	14.1	92,160	13.7	91,554	13.8
Housekeeping	3,153	0.5	3,168	0.5	3,090	0.5
total	665,508	100.0	671,985	100.0	662,148	100.0

(Source: BIBB 2015a, p. 224ff)

3.2 Trainers in CVET

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 teacher or trainer. (Hensen-Reifgens/Hippach-Schneider 2014)

Usually trainers in CVET⁶ work with their target group on a much more selective basis and train specific technical and / or soft skills according to the needs of the employees. Only larger companies can afford their own training department and CVET trainer staffs, who are involved in planning training activities and other organisational and administrative tasks. Compared to this SMEs have self-employed or other external trainers. (ReferNet Germany 2007)

Table 5: CVET teachers and trainers	
Place of Work (most important providers of CVET)	Type of Occupation
Private or public VET schools.	Teachers (see 2.2)
State CVET institutions, i.e., colleges of continuing education sponsored directly by the state, which offer provision for public employees. The most significant of these are the in-service training courses for teachers run by the Länder.	Teachers
Community adult education centres (<i>Volkshochschulen</i>): these exist throughout the country.	<ul style="list-style-type: none"> ➤ Unpaid volunteers, ➤ People that teach a few hours aside from their normal job (often school teachers), ➤ Freelance workers that sell their courses on a commercial basis.
Chambers of industry and commerce, and of craft trades and agriculture, which offer a broad range of CVET and contribute particularly to the professionalisation and training of the workforce by recognising qualifications.	Subject specialist with varied specific educational qualification (full-time, part-time, freelance)
Company-based CVET. Many large companies have built up their own internal training centres.	Company employees (full-time, part-time or volunteer 1. Certified educators/trainers in initial and continuing vocational education, Certified educators/trainers in professional education
The German Federation of Trade Unions (<i>DGB</i>) maintains the largest institutions of vocational continuing education.	Subject specialists with varied specific educational qualification (full-time, part-time, freelance)
Commercial CVET institutions, whose number and range of provision have grown considerably. They target those	Employees and freelance subject specialist

⁶ For CVET trainers exists no standards or occupational profiles. There are no specific training models that characterise training for CVET trainers, only few university courses are offered. Most of them are more related to management functions in general adult education.

But in most cases the trainers have an academic degree in their specific domain of technical knowledge (university or university of applied sciences) and hold one or more trainer certificates offered by various associations / education providers.

For CVET trainers in general (including the external ones hired for selected seminars etc.) various formal qualifications are common:

1. University degree in education with specialisation in adult education
2. Training certificate of a well reputed private Train-the-Trainer-Institute
3. Training certificate of a training institute operated by the social partners or by an adult education centre
4. Qualifications of varying scope level and focus. (ReferNet Germany 2007)

who can pay, particularly in the areas of foreign language teaching and data processing, and take an active part in competing for public funds, notably under the Employment Promotion Act.	
Institutes of distance education.	Employees and freelance subject specialist
Training organisations of the various economic sectors, which organise vocational and industrial continuing education, especially in SMEs.	Employees and freelance subject specialist
Higher education institutions, which have an obligation to CVET under the Basic Higher Education Act. Some higher education institutions and vocational higher education institutions have their own CVET centres. Many offer CVET in cooperation with other providers, trade unions and employers.	Teachers
(Source Hensen-Reifgens/Hippach-Schneider 2014.)	

The recruitment of CVET trainers is diverse. Some of them come from the own workforce (i.e. master craftsmen with a particular expertise in a technical field), others are recruited from outside the company.

4. Professional competence development for teachers and trainers

The AEVO as a support instrument for the development of competence

To support VET trainers, especially trainers in category 1, in the acquisition of pedagogical and technical/professional competence with regard to the AEVO the chambers and other educational providers offer different types of courses⁷. In principal the courses provide theoretical and practical knowledge and can be differentiated between attendance courses, distance learning courses and learning offers with a mixture of attendance and self-directed learning.

In addition to the formal qualification on the basis of the Trainer Aptitude Regulation and the continuing training courses there is also an in-company cooperation between the officially designated training staff (trainer category 2) and those who train the apprentice as skilled workers (trainer category 1) (ReferNet Germany 2007).

CVET for teachers and trainers

In accordance with the AEVO, it is possible from a **formal perspective** for people working in IVET and CVET to expand their competence and become more professional by acquiring the status of **certified initial and continuing education pedagogue (geprüfter Aus- und Weiterbildungspädagoge)**. This qualification is targeted at company training staff in all training occupations and also at employees who are active in in-company CVET. The certified initial and continuing education pedagogue are qualified to support the company in

⁷ The BIBB recommends a training course with 115 hours for the AEVO.

finding new apprentices, determining their aptitude and they support in the selection process. In the field of CVET the certified initial and continuing education pedagogue is responsible for developing appropriate education and training provisions as well as procuring participants for existing offers. Furthermore he is involved in organising examinations and accompanies skilled workers, colleagues and people active in CVET from a vocational-pedagogic perspective. Certified initial and continuing education pedagogues are also active in the quality management. They can develop concepts for educational processes according to common quality standards, secure learning outcomes and learning transfer and observe educational controlling and utilise control instruments derived from it. The following prerequisites must be fulfilled for admission to the examination⁸:

- a vocational certificate in a recognised training occupation with at least three years of training, followed by at least one year of professional practice, or
- a vocational certificate in another recognised training occupation, followed by at least two years of professional practice, and a completed examination pursuant to §4 of the Trainer Aptitude Regulation (AEVO) or an equivalent qualification in occupational and labour pedagogy.

The content of the professional practice needs to be significantly related to the tasks of the certified initial and continuing education pedagogue and to the professional activities of the respective training occupation. (BMBF 2013)

Another opportunity for further education is offered by the **certified vocational education pedagogue (geprüfter Berufspädagoge)**⁹. This qualification is mostly addressed to certified initial and continuing education pedagogues, industrial master craftsmen, crafts and trades master craftsmen and administration specialists but also for university graduates. The purpose of this further education is to prepare for work in a pedagogic managerial position with strategic educational tasks. Certified vocational education pedagogues are facing similarly varied activities in the fields of IVET and CVET as has been described above for certified initial and continuing education pedagogues. They plan, organise and implement educational processes. They provide advice and mentoring to learners and everyone else involved in the learning process. In addition, they shape educational processes beyond the individual environment of the learners. For example, they advise educational providers and

⁸ There are recommended training courses with 500 hours.

⁹ University courses of study with bachelor's and master's degrees which incorporate the vocational-pedagogic further training certificates are being developed and implemented at the University of Education Schwäbisch Gmünd, the Alanus University in Alfter and the Universities in Bremen and Rostock. Bremen and Rostock are trying to ensure the connectivity to the career path of vocational school teacher in that process. This would create a continuous pathway from completing IVET in a training occupation via the acquisition of the "trainer certificate (Ausbilderschein)" and the vocational-pedagogic further training certificates to the bachelor's and master's degrees acquired at universities. Through such development opportunities the profession of trainer gains a new degree of attractiveness.

learning/training venues in modernising IVET and CVET and support and train their educational staff. In addition, they assume management responsibilities and undertake leadership and achievement tasks. They are able to organise and implement projects and to take cost-benefit aspects into account. Their field of activity is personnel and organisational development. The prerequisite for admission to the examination is:

- the further training certificate for certified initial and continuing education pedagogues or a further training certificate for management experts, commercial specialists, industrial master craftsmen, specialised master craftsmen or crafts and trades master craftsmen or a comparable further training certificate in accordance with a further training regulation based on the Vocational Training Act or the Crafts and Trades Regulation Code followed by at least one year of professional practice, or
- a completed course of university studies or a state-recognised technical school certificate after two years of further training and at least two years of subsequent professional practice, or
- a successfully passed final examination in a recognised training occupation, followed by at least five years of professional practice, and a completed examination pursuant to §4 of the Trainer Aptitude Regulation (AEVO) or a equivalent qualification in occupational and labour pedagogy.

The content of the professional practice needs to be significantly related to the tasks of initial and continuing education pedagogues and to the professional activities of the respective training occupation. (BMBF 2013)

From an **informal perspective** there is a variety of opportunities for continuing education and training. For example, regular updating of specialist knowledge and skills is urgently necessary in particular in the technical-commercial and the trades and crafts occupations. Media literacy, for example, is of high importance. Being able to handle confidently the new media, meaning multimedia applications and the internet, is without doubt an obligatory prerequisite especially for the training staff. Training opportunities on this topic which are targeted primarily at trainers are offered nowadays by various education providers. (BMBF 2013)

Another form of partnership for continuing training can be seen in the external cooperation between vocational providers and career information centres of the Federal Employment Agency, educational guides, members of examination boards, the examination office of the chambers, the school supervisory offices, headmasters and vocational school teachers (ReferNet Germany 2007).

However continuing training for trainers is usually organised by the company itself. If a company has a need for their training staff for further qualification the necessary courses can be provided within or outside the company. In big companies where there are special personnel development and training units existing, training rooms and particular teachers and trainers for the training of the staff. But also SME's are supporting their trainers in acquiring additional qualifications by offering the possibility to participate in further training courses organised by chambers or education providers.

5. National and EU-funded projects to support VET teachers' and trainers' professional development.

The BIBB research project "Demands on the professionalism of the teaching personnel in the transition from school into the world of work" (Anforderungen an die Professionalität des Bildungspersonals im Übergang von der Schule in die Arbeitswelt) (term: I/2009 to II/2013) has dealt with the question of the skills required for successfully organising the transition. The findings show, among other things, that multi-professional cooperation between the specialists involved is of particular importance for building education chains.

Starting from the contexts of the activities and requirements of the educational staff, the objective was to determine those skills which are necessary for targeted pedagogical action during the transition period. Four groups of specialists were examined as examples: teachers at schools of general education (special school, secondary level I) and vocational schools (school-based vocational preparation), socio-pedagogic specialists (school social work, educational support) and trainers (vocational guidance, vocational preparation, IVET).

The findings of the qualitative study show that the organisation of the transition has led to the development of a new quality of professionalism. There are two fields of activity which place high demands on the educational staff: on the one hand, providing individual mentoring and (learning) support for young people on their path into a profession, since this requires educational phases to be linked with each other; on the other hand, the networking and cooperation between all institutions and stakeholders involved, since no single institution would be able to meet all requirements due to the complexity of the transition process.

The following skills needed for pedagogical action during the transition have been identified: Mentoring and advising young people in an individual way requires skills in the field of biography-oriented career path mentoring; this includes starting from the young person when pedagogical interventions are developed (focus: individual). In addition, skills with regard to the subject-oriented design of learning processes and situations and with regard to pedagogical action in heterogeneous groups of learners are necessary (focus: group). Multi-professional cooperation requires intermediary skills which make it possible to act with and

between the educational institutions involved (focus: network) as well as intra-systemic and inter-systemic agreement skills for interdisciplinary cooperation within and outside the institution (focus: teamwork). (Bylinski 2014)

The information portal **foraus.de** (www.foraus.de) presents trainers with the information that matters most for their working lives as company-based trainers. Members of the portal have access to this information via three channels:

- up-to-date news items in six categories: current affairs, publications, e-learning /digital media,
- best practice, competitions and tenders, and events
- a newsletter that is sent out to subscribers once a month
- the Service section where visitors can find information (in German), links and resources directing them to publications, institutions and associations, further and continuing education opportunities, e-learning and media databases, and addresses of interest for online research on training issues.

foraus.de has four key functions:

1. Informing: Disseminating up-to-the-minute information on all aspects of everyday vocational education and training practice and the work of training personnel.
2. Communicating: Exchanging experience with vocational training experts in forums dedicated to specific themes
3. Networking: Facilitating inter-institutional and interdisciplinary contact with other trainers and experts
4. Learning: Making online learning modules available.

(Source: [http://www.foraus.de/media/docs_content/FORAUS_Faltblatt_DINlang\(GB\).pdf](http://www.foraus.de/media/docs_content/FORAUS_Faltblatt_DINlang(GB).pdf), cited 14.10.2015).

6. Conclusions

The training personnel, meaning the trainers in the companies and the teachers at the vocational schools, are the backbone of vocational education and training in Germany. They work in partnership at the interface between the educational sector and the labour market and assume joint responsibility in training tomorrow's skilled professionals. They are thus a key factor in the quality and attractiveness of vocational education and training.

The standards set for the initial and further training of trainers and for the university education of vocational school teachers are essential elements of quality assurance. The possible fields of activity of the training staff have significantly expanded due to the close interlinking of IVET and CVET, making them more attractive. Diverse paths of development are established by opportunities for specialisation and the possibility of university access with all its offers.

Not only subject-specific aspects of the respective occupation but also pedagogical aspects must be learned and put into practice by the training personnel. Trainers and teachers are therefore not just imparters of knowledge in a professional and vocational perspective and with an educational policy assignment but also act as general educators. They accompany the young people on their path into a profession and pave the way to a self-determined life as an empowered and matured citizen.

The demands on the training staff, however, are constantly changing, for example due to the media habits or the changing expectations of the young people and society as a whole. Teaching and learning methods must be adapted to meet these challenges. It is no longer possible for trainers or teachers to just stick to the knowledge once acquired. Instead it becomes an individual process of lifelong learning that starts with the decision to participate in the training of young people.

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Annex

Trainer Aptitude Regulation¹⁰

§ 1 Scope

In order to provide training in recognised training occupations pursuant to the Vocational Training Act, trainers need to demonstrate the acquisition of the professional and pedagogical skills, knowledge and capabilities in accordance with this Regulation. This does not apply to training in the field of the liberal professions.

§ 2 Professional and pedagogical aptitude

The professional and pedagogical aptitude comprises the competence for independent planning, performing and monitoring of vocational education and training in the fields of action:

1. checking the training prerequisites and planning the training,
2. preparing the training and collaborating in hiring trainees,
3. performing the training and
4. completing the training.

§ 4 Examination

The examination consists of a written and a practical part. In the written part, case-related tasks from all fields of action must be addressed within 180 minutes. The practical part of the examination is subdivided into two parts, consisting of the presentation of a training situation and a subject discussion, with a duration of a maximum of 30 minutes in total. For this the examinee selects a training situation which is typical for the occupation.

History

The AEVO was adopted in 1972 and amended for the first time in 1999. It was suspended during the period from 1 August 2003 to 31 July 2009 and reinstated in 2009 after a second amendment.

(BIBB 2015a, p. 223 / Ausbildereignungsverordnung vom 21. Januar 2009, unter http://www.bibb.de/dokumente/pdf/ausbilder_eignungsverordnung.pdf)

¹⁰ For the training of trainers the BIBB board has agreed on a framework curriculum and its use is recommended.