

3.7 The competences of trainers and teachers

Austria

In Austria, three different groups of part-time professional school teachers are defined:

- teachers in general topics and teachers in business economy;
- teachers in theoretical topics connected to employment;
- teachers of practical topics connected to employment.

The prerequisite for admission to courses aimed at obtaining professional school teacher diplomas in groups I and II is represented by the secondary school leaving certificate and by a vocational training diploma that guarantees access to tertiary education (state exam and diploma exam = Reife- und Diplomprüfung) granted by a vocational secondary school, an upper secondary school leaving certificate (state exam = Reifeprüfung) or a certificate that grants access to higher education (HE) to skilled workers and to 3- or 4-year full-time professional school diploma holders (Berufsbereifungsprüfung) and to the relevant training. To access group III candidates must hold a master artisan certificate pertaining to the qualification or something equivalent to it (such as the Reifeprüfung, Berufsbereifungsprüfung or Studienberechtigungsprüfung, for example, i.e. a qualification restricted to higher training studies). In addition to personal ability, candidates must have at least three years of pertaining professional practice to be admitted to higher training programmes.

Company trainers authorised to teach in apprenticeship schemes can either train the apprentices themselves or delegate the training task to company employees skilled in the study topic.

As regards the work as trainer, a technical/professional training corresponding to the respective apprenticeship, on the one hand, and proof of the knowledge and skills connected to vocational training pedagogy and to the pertaining laws, on the other, are requested. Such skills are assessed by examining the trainer. An alternative to the exam is the attendance of the 40-hour IVET trainer course. A set of training courses or exams (e.g.: a master artisan exam, or an industrial master college qualification, are considered equivalent to the trainer exam.

Germany

In Germany, training is provided by:

- two types of teachers of the various professional schools: teachers that have attended university in technical/specialist areas or in general education, and foremen or technicians that teach practical skills;
- trainers, qualified company employees holding a certified qualification in initial and lifelong vocational training.

In addition to these figures, the professional staff for students with disabilities also includes psychologists, physicians and social workers.

There are various types of learning facilitators, such as the counsellors of the Chambers of Commerce that tackle all the issues connected to practical activities in the company, and the orientation counsellors of the Federal Employment Agency.

Autonomous Province of Bolzano

In the Bolzano province, the path towards becoming school teachers envisages the following stages:

- The teacher is hired for the first time with a temporary job contract based on a ranking made up according to qualifications that change based on subject matter;
- The ranking is updated every year;
- The teachers teaching technical and laboratory topics must have two years of company experience in that specific activity.

When the teacher is assigned for the first time, the school activates an assessment process divided into two parts:

- in the case of teachers with university degrees, the actual qualification for teaching is assessed after one year;
- in the case of technical and laboratory teachers, the qualification to teach is assessed after two years.

The assessment measures the person's actual skills at work, and the skills observed are:

- Technical and disciplinary skills
- Methodological and teaching skills
- Educational skills
- Communication and collaboration skills.

Once the teacher has obtained his/her qualification, he/she holds all of the requisites for obtaining a permanent job contract.

The requisites for becoming *corporate apprentice trainers*, i.e. apprentice trainers in a company, are of 2 types:

- professional access requirements;
- pedagogical-professional access requirements.

The potential trainer must hold at least one of the following professional requirements:

- the end of apprenticeship certificate, the relevant professional school leaving certificate and a subsequent professional experience of at least 18 months in the same profession of the apprenticeship;
- at least a 3-year professional qualification and subsequent experience of at least 24 months in the same profession of the apprenticeship;
- qualification as professional master in the same profession of the apprenticeship;
- diploma from a 5-year upper secondary school, an upper secondary technical institute or a university, relating to the specific profession and subsequent professional experience of at least 18 months in the same profession of the apprenticeship;
- at least 6 years of experience in the specific profession.

As regards the requisites for pedagogical-professional access, they must be recognised by the provincial authorities via one of the following courses/exams:

basic course for apprentice trainers lasting 16 hours, provided by the provincial authorities;
 certification relating to the exam in professional pedagogy for the training of vocational teachers;
 certification relating to the (legally recognised) training course for apprentice trainers achieved in Italy or abroad;
 certificate of attendance at a course of at least 16 hours in personnel management.

As regards the requisites for corporate access:

the trainer must be present on the apprentice's training place for at least 75% of the working time;
 the company must provide its own technical equipment and organization;
 the company must be registered with the trade companies' register under the activity corresponding to the occupation for which it is providing training;
 in the case of an occupation implying mandatory registration with a professional association, the owner of the company must be registered in that association.

The meeting of all these standard requirements must be certified by the company via self-certification, to be submitted by the company to the apprenticeship office of the Bolzano province prior to hiring the 1st apprentice.

Autonomous Province of Trento

The launching of new paths is based on the teachers and company experts already working in the VET system. Within the training institution, a training tutor is identified. Said figure must possess specific training and skills. In the enterprise, the company tutor is identified, appointed by the company to oversee the apprentice in his/her working activities and workplace training. This tutor must possess specific training and skills and, if necessary, can avail him/herself of the training opportunities foreseen by the employment policy measures.

In order to launch the dual system, joint training interventions are also envisaged for school and company trainers.

Poland

In Poland, practical education in schools is managed by teachers, while practical education at the workplace and in individual farms may also be followed by practical vocational training instructors.

Vocational training instructors must be in possession of:

a degree granted by a secondary technical school;
 a diploma granted by a secondary professional school and the qualification as a skilled worker;
 an academic degree and at least three years of working experience in the profession.