

**NAAGRCY**

National Authorities for Apprenticeship:  
Companies as Sustainable Partners for Apprenticeship in Greece & Cyprus

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**Companies as Sustainable Partners  
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**WP3: Develop and Adaptation of In-Companies  
Apprenticeship Procedures**



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# GUIDELINE

## “THE ROLE OF STAFF IN VET”

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## 1. INTRODUCTION

This guide describes the German VET system focused on VET training staff. It offers a basis for developing the system of apprenticeship and the adaptation to the situation in Greece and Cyprus within the project. It aims at informing and supporting representatives from ministries and competent bodies in charge of VET as well as companies and VET providers.

We shall consider for Germany dual vocational education and training based upon the Federal vocational education and training legislation with duration of three years in average. The responsibility for apprenticeship in Germany lies within the companies and not in schools. For Greece, this guideline considers apprenticeship training under the responsibility of OAED offered at EPAS. For Cyprus it considers the New Modern Apprenticeship scheme with two apprenticeship levels (preparatory and core levels).

VET staff is understood as teachers in VET schools and trainers in companies. The guide focusses on in-company training staff (trainers), but also takes into account VET school teachers given the characteristics of the Greek and Cypriot VET system.

## 2. CATEGORIES OF VET TRAINING STAFF

### *Germany*

In the dual system there are **VET school teachers**<sup>1</sup> and **in-company trainers**, with different responsibilities and duties. **Two categories of VET teachers** can be distinguished: teachers for vocational school courses, who have a university degree, and so-called practical-work teachers (Werklehrer).

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<sup>1</sup> In full-time vocational schools, only teachers of category 1 are present.

- **Category 1: Vocational school teachers** are trained under the jurisdiction of the Federal Länder<sup>2</sup>. 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). 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 (Lehramtsbefähigung) 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

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<sup>2</sup> 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)")

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.

**Trainers** are skilled workers in enterprises, who provide apprentices with the knowledge and practical skills required for an occupation. 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 further training concerning the Trainer Aptitude Regulation(AEVO).

(ReferNet Deutschland 2015)

## *Greece*

In Greece in the EPAS Dual System there are **VET school teachers** and **in-company trainers**, with different responsibilities and duties.

**Two categories of VET school teachers** can be distinguished: the **permanent teaching staff** and the hourly paid **teachers** employed by OAED for EPAS.

Both categories (permanent teaching staff and hourly paid teaching staff) are divided into **two main sub-types** : “**graduates**” and “**master technicians**”.

- The sub-type “graduate” includes :
  - a) the graduates of Tertiary Education (AEI-TEI) (named PE).
  - b) the graduates from a Vocational Upper Secondary School or EPAS and also those that possess an IEK Diploma (named TE).

- The sub-type “master technician” includes experts in various occupations, whose skills and expertise are determined by their professional experience rather than an academic degree (named DE).

**The VET school teachers** of category DE and TE are responsible mainly for providing trainees with practical technical instruction. The lessons in practical technical subjects take place in special laboratories for each specialty.

**The VET school teachers** of category PE, graduates of Tertiary Education (AEI-TEI), are responsible for providing trainees with theoretical knowledge in the classroom and practical technical instruction in the laboratories for each specialty.

**The in-company trainers** are skilled workers in enterprises, who provide apprentices with the knowledge and practical skills required for an occupation. These trainers are “Part-time trainers” as the training is a part-time activity for them.

For the in-company training, there are no formal requirements, with adequately defined roles for the **in-company trainers**. But pursuant to Article 27 of Joint Ministerial Decision 40087/2007 – (Official Government Gazette 2376/B/2007) cooperating companies have to provide the necessary equipment, facilities and staff. They cooperate with the EPAS teachers, who are responsible for monitoring the whole process and meeting the necessary safety and other requirements set by the law. Companies provide supervisors, who are in charge of the apprentices. (for more details see Guideline “Requirements for companies as VET providers”).

**The in-company trainers** in companies may be the employers or the person selected by the employer to fulfil this role. This means in bigger companies the person in charge may be the head of the department where the apprentice is placed or the supervisor of the department. There are no specific qualifications that company trainers are required to have.

## **Cyprus**

Different types of teachers belong to the different levels of the NEW Modern Apprenticeship System (NMA). At **preparatory apprenticeship level** there are hourly paid teachers and educational/counselling psychologists. The psychologists provide individual and group counselling on a regular basis as well as family counselling if and when required.

At **core apprenticeship level**<sup>3</sup> the teachers belong to the teaching staff of technical schools under the Ministry of Education and Culture. As part of their total teaching hours - which also consists of teaching students of Technical School -, they have allocated hours of teaching for apprenticeship students. Core Apprenticeship does not have its own staff but is “serviced” by the technical school staff which offers apprenticeship programs.

In addition teachers of the specialization subjects (such as car mechanics/hairdressing etc.) are usually appointed as **Apprenticeship Inspectors** and have the responsibility for the placement of the apprentices. Thus they have additional tasks and are selected by the school and appointed by the Minister of Labour, Welfare and Social Insurance.

In both the case of Preparatory Apprenticeship and Core Apprenticeship, teachers hold university degrees except for teachers in vocational subjects such as hairdressing who hold professional qualifications.

The **trainers** in companies may be the employers of the apprentices or the person selected by the employer to fulfil this role. This means in bigger companies the person in charge may be the head of the department where the apprentice is placed or the supervisor of the department. There are no specific qualifications that company trainers are required to have.

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<sup>3</sup> The responsibility for apprenticeship is under the Director of Technical and Vocational Education of the Ministry of Education and Culture (MoEC) and a senior officer under the director is designated as the officer in charge of apprenticeship at a national level.

**Table1: Comparison of staff in VET in Greece, Cyprus and Germany**

	Greece	Cyprus		Germany
<b>types of teachers</b>	<ul style="list-style-type: none"> <li>- permanent teachers</li> <li>- hourly paid teachers</li> </ul>	<ul style="list-style-type: none"> <li>preparatory level</li> <li>- hourly paid teachers</li> <li>- educational /counselling psychologists</li> </ul>	<ul style="list-style-type: none"> <li>core level</li> <li>- hourly paid teachers</li> <li>- permanent teaching staff</li> <li>- teachers for vocational practice in the speciality (are also appointed as Apprenticeship Instructors)</li> </ul>	<ul style="list-style-type: none"> <li>- vocational school teachers for general subjects</li> <li>- teachers for vocational practice (practical-work teachers) in the respective occupation</li> </ul>
<b>types of trainers</b>	<ul style="list-style-type: none"> <li>-The in-company trainers may be the employers or the employees selected by the employer for this role.</li> <li>- In-company trainers are not required to have specific qualifications.</li> <li>- Part-time trainers</li> </ul>	<ul style="list-style-type: none"> <li>-The trainers in companies may be the employers of the apprentices or the person selected by the employer to fulfil this role. There are no specific qualifications that company trainers are required to have.</li> </ul>		<ul style="list-style-type: none"> <li>- Part-time trainers (skilled workers, journeymen, foremen)</li> <li>- Full-time trainers (have AEVO, mostly master craftsmen)</li> </ul>

## 2.1 ROLE AND TASKS OF VET TRAINING STAFF IN COMPANIES AND VET PROVIDERS

### Germany

**VET school teachers** are teaching theoretical knowledge (general and occupation related), while **in-company trainers** are responsible for the practical part of the training according the training regulation for the specific occupation and the individual training plan.

**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. (Source: ReferNet Deutschland 2015)

**Trainers** also have to cooperate with VET school teachers and set up an individual training plan for every apprentice in accordance with the training regulation. Apprentices must document all training content, which means what they are working on and what they have learned in company and school. The **vocational schools teachers** check this portfolio in terms of completeness, while the trainers in

*“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)*

companies have to sign and check it, too. So there is an indirect communication and cooperation via the training portfolio document. In addition active conversations (via telephone call) between the trainer in the company and the responsible school teacher is normal. They discuss problems and progress about individual apprentices.

**Table 2: Types and tasks of trainers in companies**

	<i>German language</i>	<i>English language</i>	<i>Greek language</i>
<b>Full-time trainers and part-time trainers</b>	<p>“Große Firmen beschäftigen oft hauptberufliche Ausbilderinnen und Ausbilder, die sich nur um die Ausbildung im Betrieb kümmern. Sie betreuen eine größere Gruppe von Auszubildenden. In kleineren Unternehmen haben Mitarbeiterinnen und Mitarbeiter neben ihrer hauptsächlichen Tätigkeit auch Aufgaben in der Ausbildung. Diese Mitarbeiterinnen und Mitarbeiter werden nebenberufliche Ausbilderinnen und Ausbilder genannt. Ungeachtet ihrer fachlichen Aufgaben sind Ausbilderinnen und Ausbilder immer die Bezugsperson für Auszubildende, das heißt, Ausbilderinnen und Ausbilder sind Ansprechpartner für fachliche Fragen der Auszubildenden und für große und kleine Probleme. Insofern sind Ausbilderinnen und Ausbilder gleichsam Experten für Unterweisung und Erziehung.” (BIBB 2010a, p. 13f)</p>	<p>„Large companies often employ full-time trainers who only have to tend to the vocational training provided in their firm. They look after larger groups of trainees. In smaller enterprises, employees have training duties in addition to their primary job. These employees are called part-time trainers. Regardless of their professional duties, trainers are always a reference person for trainees. In other words, a trainer is the point of contact for a trainee’s technical questions and for problems big and small. In this regard, trainers can be said to be experts for teaching and upbringing.” (BIBB 2010a, p. 13f)</p>	<p>«Οι μεγάλες εταιρείες απασχολούν συνήθως επαγγελματίες εκπαιδευτές, οι οποίοι επιβλέπουν μεγάλα τμήματα εκπαίδευσης. Στις μικρότερες επιχειρήσεις οι εργαζόμενοι μπορούν να εκτελούν και χρέη εκπαιδευτή. Ανεξάρτητα από τις ειδικές γνώσεις του, ο εκπαιδευτής είναι πάντα κάποιος στον οποίο μπορούν να απευθύνονται οι μαθητευόμενοι για τα μικρά και μεγαλύτερα προβλήματα, καθώς και για να απαντήσει σε εξειδικευμένες ερωτήσεις.» (BIBB 2010b, σ. 13 κ.ε.)</p>
<b>Deputy trainers</b>	<p>“Viele Inhalte in der Ausbildung werden von weiteren Fachleuten im Betrieb vermittelt; diese werden dann Ausbildungsbeauftragte genannt. Auch sie müssen die nötigen Fachkenntnisse haben und wissen, wie man einem Jugendlichen etwas beibringt. Trotz der Mitverantwortung vieler an der Ausbildung Beteiligter haben die Ausbilderinnen und Ausbilder die Gesamtverantwortung.”</p>	<p>„Much of the training content is taught by other specialists in the particular company. These persons are called deputy trainers. They too must have the requisite knowledge and expertise and know how to teach things to young people. Even though many people may share responsibility for</p>	<p>«Πολλές από τις απαιτούμενες γνώσεις μεταδίδονται και από άλλους έμπειρους υπαλλήλους της επιχείρησης, οι οποίοι αποκαλούνται ειδικοί συνεργάτες. Και αυτοί πρέπει να διαθέτουν τις απαραίτητες ειδικές γνώσεις και θα πρέπει να γνωρίζουν πώς μπορούν να μεταδίδουν αυτές τις</p>

	(BIBB 2010a, p. 13f)	providing vocational training, the trainer has the overall responsibility.” (BIBB 2010a, p. 13f)	γνώσεις. Παρά τη συνυπευθυνότητα των ειδικών συνεργατών για την εκπαίδευση των μαθητευόμενων, την κύρια ευθύνη φέρουν οι εκπαιδευτές.” (BIBB 2010b, σ. 13 κ.ε.)
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## Greece

**VET school teachers** teach theoretical subjects (general and occupation-related) in the classroom and provide apprentices with the knowledge and practical skills required for an occupation in the laboratories, while **in-company trainers** are responsible for in-company training.

A. The general duties of the EPAS **VET school teachers** are defined as follows:

1. They teach subjects of their own specialization, as defined in the educational curriculum, following modern teaching methods and using the existing audiovisual teaching equipment.
2. They carry out the tasks assigned to them by their directors and, generally, assist the latter in their work, in order to ensure the smooth operation of the Apprenticeship EPAS School.
3. They observe the schedule of school supervision during breaks, thus contributing to the coordination of school life.
4. They take part in the events organized by the Apprenticeship EPAS School and actively contribute to their success.
5. They take part in the Teaching Staff Association meetings and express their views on the meetings’ topics, always aiming to ensure the appropriate education of students and the efficient operation of the Apprenticeship EPAS Schools.
6. They are responsible for placing students for in-company training and offer their services on a daily basis (continuously, in the morning or in the afternoon), depending on the needs of the Apprenticeship EPAS School.

7. They visit companies to check and monitor the students' employment and training conditions at the workplace.

For each apprentice, there is a school teacher appointed by the EPAS Director to be responsible for monitoring the apprentice's progress and well-being in the company or business. That teacher is required to carry out on-the-spot visits, to confirm that the apprentice's duties are consistent with the educational curriculum and the skills required for the specific specialty as well as to handle any issues or problems that may arise.

More specifically, **VET school teachers** have to take over the following tasks:

- to monitor the exact implementation of the program in companies, in which the apprentices are working and submit reports
- to deal and solve problems and conflicts between apprentices and employers
- to cooperate with the supervisors (in-company trainers) in each company and also with the Directorate of Apprenticeship of OAED, in order to ensure the best possible conditions of practical and theoretical training. (Article 32, Joint Ministerial Decision 40087/2007 - Official Government Gazette 2376/B/2007).

**In-company trainers** are not officially designated. In most cases, the in-company trainer is the employer himself. There is no specially certified and pedagogically qualified expert trainer in the company, who is exclusively or partly responsible for training apprentices.

The monitoring of in-company training is coordinated by the Career Offices, operating in the Apprenticeship Vocational Schools (EPAS).

The monitoring of the training curriculum in the OAED Apprenticeship Vocational Schools (EPAS) is defined in the EPAS Rules of Procedure, Law3475/2006 (Official Government Gazette 2376/B/2007).

## Cyprus

At preparatory apprenticeship level **Psychologist** provide guidance and counselling on a regular basis, while at core apprenticeship level counselling is provided when requested. **Technical school teachers**

(core apprenticeship level) have different responsibilities and duties. Finding a placement in a company is the responsibility of the technical school teacher, who is mostly also appointed as Apprenticeship Inspector. Furthermore the curricula for the occupations in the NMA are developed by technical school teachers, and incorporated the vocational qualifications standards developed by the Human Resource Development Authority (HRDA) where available.

Also the in-company training plan is developed by **technical school teacher** - in their role as apprenticeship inspectors -, the **in-company trainer** - who in the case of small companies is the owner - and to a smaller degree by the apprentices and agreed with the employer. It is expected that the company training plan is related to the school based learning content. The in-company training of the apprentice is monitored by regular visits<sup>4</sup> of the school trainer - in their role as Apprenticeship Inspector - to the enterprise and a monthly report prepared and submitted to the Apprenticeship Officer. In addition there is communication by telephone.

## 2.2 INCENTIVES AND MOTIVATION FOR VET TEACHERS AND TRAINERS

### *Germany*

In Germany in-company trainers receive a higher wage for the additional work than normal skilled workers and they have a higher social reputation. This means people who act as trainers are proud to pass on their knowledge and profession on young people. And trainers have no routine job, so there is no boredom and they are motivated for training the young people and working.

### *Greece*

In Greece, in-company trainers do not receive any additional wage for the additional work than normal skilled workers. Although in most cases they are motivated by the challenge of transferring their skills and working experience to young people. A great percentage of companies that offer vacancies for Apprentices are very small or micro companies even self-employed. It is worth

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<sup>4</sup>On average four times per year, per apprentice.

mentioning that many EPAS graduates often become self-employed and they offer vacancies for Apprentices.

According to a research study conducted within the context of the programme titled “Reengineering of OAED’s Business Model”<sup>5</sup>, 72% of the companies participating in Apprenticeship schemes are “micro” companies, namely companies whose staff consists of fewer than 10 employees. On the other hand, the percentage of “small” companies participating in Apprenticeship schemes is 13.6%. Finally, in terms of the activity area of the companies participating in Apprenticeship schemes, the research findings showed that over 70% of the sample belong to the general sector of Commerce/Services, followed by Constructions, Hotels, and Restaurants.

### *Cyprus*

The Apprenticeship Inspectors visit apprentices at the premises of the employer outside their normal working hours, thus they are paid a fixed rate for every visit which includes their payment and their travelling expenses.

From 2010 to 2015 there was in operation a subsidy scheme for companies which recruited and trained apprentices. At present there is no such subsidy scheme. The Ministry of Education and Culture is presently engaged in the development of alternative options for encouraging companies to invest in apprenticeship.

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<sup>5</sup> The programme “Reengineering of OAED’s Business Model” is an ESF-cofinanced programme, providing for the engineering of all OAED activity sectors, amongst which is the provision of Vocational Education and Training / Apprenticeship through the OAED EPAS and IEK. The programme started in 2012 and is still ongoing.

**Table 3: Comparison of incentives and motivation of trainers in Greece, Cyprus and Germany**

<b>Greece</b>	<b>Cyprus</b>	<b>Germany</b>
<ul style="list-style-type: none"> <li>- there are no financial incentives for becoming an in-company trainer.</li> <li>- proud to pass on their knowledge and profession to young people</li> </ul>	<ul style="list-style-type: none"> <li>-proud to pass on their knowledge to young people</li> <li>-opportunity to develop skills specifically required by company</li> <li>-no routine job</li> </ul>	<ul style="list-style-type: none"> <li>- higher wage for the additional work as trainer</li> <li>- have a higher social reputation</li> <li>- proud to pass on their knowledge and profession to young people</li> <li>- no routine job</li> <li>- no boredom in job</li> </ul>

## 2.3 RECRUITMENT OF TEACHERS AND TRAINERS

### *Germany*

**VET Teachers** must have skills and qualifications achieved at universities or at special further and continuing training courses (see chapter 1). The recruitment and employment of school teaching staff lies in the responsibility of the federal states (Länder).

**In-company 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.

In Germany in-company trainers receive a higher wage for the additional work than normal skilled workers.

### *Greece*

The recruitment of hourly paid teaching staff, including hiring a minimum percentage from the list of unemployed is defined in Ministerial Decision 26182/510/8.8.2014 (Official Gov. Gazette

2178/B/2014) “Definition of the criteria and procedure for assessing and selecting the teaching staff employed on a definite time dependent work contract by the OAED Vocational Schools (EPAS), Vocational Training Schools (SEK), Experimental Vocational Training Schools (PSEK) and Vocational Training Institutes (IEK)”, as amended by Ministerial Decision No. 28958/487 (Official Government Gazette 1979/B/30-6-2016) .

The hourly paid teaching staff falls into two main types:

a) “*graduates*” and b) “*master technicians*”.

The first type comprises tertiary education (University / Technological Institution) graduates, as well as holders of IEK (Vocational Training Institute) diplomas or Secondary Education certificates.

The second type comprises master technicians whose skills and specialization are based on their work and occupational experience, rather than on any kind of qualification or diploma. This latter type also includes skilled technicians who have completed primary education.

More specifically, **the assessment of teaching staff candidates of the sub-category “graduates”**, is based on their classification by sector and specialization, and according to the following criteria:

1. Education-training
2. Teaching experience
3. Work experience
4. Pedagogical training studies
5. Postgraduate studies
6. Other qualifications (foreign languages and computers)
7. Unemployment
8. Other social criteria (marital status, large families, people with special needs etc.)
9. Degree class
10. Increased qualifications for Secondary Education categories

The **evaluation of candidates of the sub-category “master technicians”** is based mainly on professional and teaching experience, apart from social criteria.

In Experimental SEK (PSEK) the selection for the special courses (theoretical and laboratory part) as well as the teaching of foreign languages is made in co-operation with the Greek-German Chamber of Commerce, according to Article 7 of Joint Ministerial Decision (JMD) 320/D.5.1./15-1-2014. This is primarily due to the necessity that the selected teachers are familiar with the German system, so as

to easily transfer knowledge and know-how. Those teachers are remunerated by the Greek-German Chamber of Commerce itself.

## *Cyprus*

At **preparatory apprenticeship level** teachers and educational/counselling psychologists are selected through a competitive process (open call competition) and they offer their services as self-employed individuals (not employees) with an hourly rate. The teachers hold qualifications and previous teaching experience in the following: Greek, Mathematics, English, Physics, Information Technology, Physical Education, Design and Technology, Art, Theatre studies.

At **core apprenticeship level** teachers are permanent staff of the technical schools where Apprenticeship programmes are operating. Such teachers are recruited through the formal procedure for selecting teachers at all levels of the public education system in the country. Alternative recruitment methods are used, when the respective technical school does not have among its teaching staff teachers of the required expertise. Then the process starts with an open call for competition, as in the case of Preparatory Apprenticeship. The competitive process was used to acquire the services of hairdressing teachers. Moreover the Head of Core Apprenticeship at each Technical School, who is a member of the staff, is appointed by the principal of the School.

## 2.4 REGISTRATION OF VET TRAINING STAFF

### *Germany*

The personal and professional aptitude of the responsible in-company trainers is proofed and guaranteed by the competent chamber, who registers them (see chapter 3.2).

### *Greece*

There is no registration of VET training staff, but companies are registered in EPAS schools. This employer registry is updated regularly under the responsibility of the teacher responsible for the in-company training period of the apprentices.

As a future target, there could be a new framework for apprenticeships, which can be implemented in a more “institutionalized” and open procedure, with OAED having a leading role and with the cooperation of social partners, chambers and local administration. Registration of companies and VET staff could be made through a register or catalogue.

### Cyprus

In the case of Cyprus there is no information on registration of VET staff.

If in-company trainers are to be registered, the appropriate authority for this should be either the Chamber (CCCI) or the Directorate of Secondary Technical and Vocational Education of the Ministry of Education and Culture, which is responsible for the Apprenticeship System as from September 2015.

## 3. REQUIREMENTS FOR TRAINERS IN COMPANIES

The requirements for in-company trainers form the frame for training in companies, which means it defines the criteria for people who want to become a trainer. The following table shows the minimum requirements in the German dual VET system which must be met with regard to the professional and personal aptitude of the trainers in companies and the role of the competent bodies in German, English and Greek language.

### Germany

**Table 4: In-company trainers and their requirements in Germany**

	German language	English language	Greek language
<b>3.1 MINIMUM REQUIREMENTS FOR TRAINERS IN COMPANIES</b>	<p>“Ausbilderinnen und Ausbilder sind für die zeitliche und inhaltliche Planung sowie für die Durchführung einer betrieblichen Berufsausbildung verantwortlich. Nur wer persönlich und fachlich geeignet ist, darf ausbilden. Konkret</p>	<p>“Trainers are responsible for planning training content and schedules and for conducting in-company vocational training programmes. Only those persons who have the requisite personal and professional qualifications may provide vocational training. This means specifically that:</p>	<p>«Οι διδάσκοντες είναι υπεύθυνοι για τον χρονικό σχεδιασμό και το περιεχόμενο της εκπαίδευσης. Μόνο όποιος διαθέτει την κατάλληλη προσωπικότητα και τις ειδικές γνώσεις μπορεί να διδάξει. Συγκεκριμένα αυτό σημαίνει:</p> <p>- Καθένας είναι προσωπικά κατάλληλος, εάν δεν υπάρχουν</p>

	<p>bedeutet das:</p> <ul style="list-style-type: none"> <li>- Jeder ist zunächst persönlich geeignet, sofern ihm nicht der Mangel der Eignung nachgewiesen wird. Man darf also nicht wegen bestimmter Delikte mit dem Gesetz in Konflikt geraten sein oder schwer gegen das Berufsbildungsgesetz oder seine Folgebestimmungen verstoßen haben.</li> <li>- Ausbilderinnen und Ausbilder müssen auch fachlich geeignet sein. Sie müssen selbst die beruflichen Qualifikationen beherrschen, die sie jungen Menschen vermitteln wollen. Die fachliche Eignung wird normalerweise dann vorausgesetzt, wenn die Ausbilderinnen und Ausbilder selbst über einen entsprechenden anerkannten Berufsabschluss, Fachschul- oder Hochschulabschluss verfügen. Die fachliche Eignung kann auch zuerkannt werden, wenn kein Berufsabschluss vorliegt. Dann muss in der Regel eine einschlägige Berufserfahrung von mindestens sechs Jahren nachgewiesen werden.</li> <li>- Darüber hinaus müssen die Ausbilderinnen und Ausbilder etwas von Planung und Durchführung einer</li> </ul>	<ul style="list-style-type: none"> <li>- Every individual is normally assumed to have the requisite personal qualification unless they are shown to lack it. Consequently, it is not allowed for a trainer to have come into conflict with the law as a result of certain offences or to have violated the Vocational Training Act or related provisions.</li> <li>- Trainers must be professionally qualified as well. They must have a good command of the occupational skills that they want to teach to young people. It is normally assumed that a trainer who has earned corresponding recognized vocational qualification or a degree from a university or university of applied sciences is professionally qualified. Furthermore, an individual can be deemed to be professionally qualified even when he has no recognized vocational qualification. As a rule, the individual in such cases has to prove he has at least six years of relevant occupational experience.</li> <li>- In addition, a trainer must understand something about planning and conducting vocational training and dealing with young people. This area is called educational qualification for vocational training. A trainer can earn this qualification at a trainer seminar and, after passing an exam, receive a corresponding certificate from the Chamber of Industry and Commerce or Chamber of Skilled Crafts.</li> </ul>	<p>λόγοι για τους οποίους να του έχει αφαιρεθεί το δικαίωμα να εκπαιδεύει. Δεν πρέπει να έχει ποινικά βεβαρημένο παρελθόν, να έχει διαπράξει εγκλήματα ή πράξεις που αντιβαίνουν στους εκπαιδευτικούς κανονισμούς.</p> <ul style="list-style-type: none"> <li>- Οι διδάσκοντες πρέπει να διαθέτουν επίσης τα κατάλληλα προσόντα. Πρέπει να διαθέτουν τις επαγγελματικές γνώσεις, τις οποίες θέλουν να μεταδώσουν στον εκπαιδευόμενο. Τεκμαίρεται ότι ο εκπαιδευτής ή η εκπαιδευτρια διαθέτουν αυτές τις γνώσεις όταν έχουν ανάλογο δίπλωμα ανώτερης ή ανώτατης σχολής. Μπορεί να τους αναγνωριστεί η επαγγελματική επάρκεια σε περίπτωση επίσης που διαθέτουν επαγγελματική εμπειρία, τουλάχιστον έξι χρόνων στο επάγγελμα, στο οποίο θέλουν να εκπαιδεύσουν.</li> <li>- Οι διδάσκοντες πρέπει να γνωρίζουν τι σημαίνει σχεδιασμός και πραγματοποίηση εξετάσεων όπως επίσης πως διοικεί κανείς εργαζόμενους. Αυτός ο τομέας ονομάζεται παιδαγωγική καταλληλότητα. Κάθε εκπαιδευτής πρέπει να περάσει ο ίδιος μια ειδική εξέταση. Για το λόγο αυτό επισκέπτεται εκπαιδευτικά σεμινάρια και αποκτά ένα πιστοποιητικό επάρκειας από το Βιομηχανικό και Εμπορικό Επιμελητήριο ή από το Βιοτεχνικό Επιμελητήριο.</li> <li>- Για όλους όσοι θέλουν να διδάξουν ένα χειρωνακτικό επάγγελμα, το οποίο ανήκει στο τμήμα Α του κανονισμού βιοτεχνών, ισχύει μια ιδιαιτερότητα: χρειάζονται το δίπλωμα των τεχνιτών –</li> </ul>
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	<p>Ausbildung sowie von der Führung junger Menschen verstehen. Dieser Bereich heißt berufspädagogische Eignung. Diese Qualifikation kann man in einem Ausbilderseminar erwerben.</p> <p>- Für alle, die in einem Handwerksberuf ausbilden wollen, der zur (...) Handwerksordnung gehört, gilt eine Besonderheit: Sie brauchen in der Regel einen Meisterbrief. In der Meisterprüfung ist die Ausbildereignungsprüfung enthalten, sodass ein Meister im Handwerk ohne weitere Prüfung ausbilden darf." (BIBB 2010a, p. 13f)</p>	<p>- A special rule applies to all those people who want to provide vocational training for a skilled craft or trade that is listed in Annex A of the Trade and Crafts Code: In general, they must have earned qualification as a master craftsman. The trainer aptitude exam is part of the master craftsman examination. Consequently, a master craftsman in a skilled craft or trade may provide vocational training without having to sit any further examination." (BIBB 2010a, p. 13f)</p>	<p>βιοτεχνών. Στην εξέταση αυτή συμπεριλαμβάνεται η καταλληλότητα εκπαίδευσης, έτσι ώστε όταν κάποιος την έχει περάσει δεν χρειάζεται επιπλέον εξέταση." (BIBB 2010b, σ. 13 κ.ε.)</p>
<p><b>3.2 COMPETENT BODIES CHECK THE REQUIREMENTS FOR TRAINERS</b></p>	<p>"Für jede betriebliche Ausbildung gibt es eine zuständige Stelle. Für die meisten Berufe sind das die Industrie- und Handelskammern und Handwerkskammern. Diese Stellen achten darauf, dass nur solche Leute ausbilden, die auch über die entsprechende Eignung, das heißt über die oben genannten Qualifikationen, verfügen." (BIBB 2010a, p. 13f)</p>	<p>"There is a competent body for every in-company vocational training programme. For most recognized occupations, this is the relevant Chamber of Industry and Commerce or Chamber of Skilled Crafts. These bodies see to it that only those persons provide instruction who are properly qualified – in other words, have earned the above-mentioned qualifications." (BIBB 2010a, p. 13f)</p>	<p>«Για κάθε εκπαίδευση μέσα στην επιχείρηση υπάρχει μια αρμόδια υπηρεσία. Για τα περισσότερα επαγγέλματα αρμόδια είναι τα κατά τόπους Βιομηχανικά και Εμπορικά επιμελητήρια. Οι υπηρεσίες αυτές είναι επίσης επιφορτισμένες να εξετάζουν την καταλληλότητα των ανθρώπων που εκπαιδεύουν, εάν αυτοί δηλαδή διαθέτουν τα απαραίτητα προσόντα." (BIBB 2010b, σ. 13 κ.ε.)</p>

## Greece

In the case of Greece there are no special requirements for in-company trainers.

Nevertheless:

- They must have previous work experience in the specific occupation, which they must convey to the apprentices.
- They must tend to the apprentices' training, ensuring that it is based on the relevant educational curriculum of each occupational specialty.
- They must be able to deal and solve problems and conflicts between apprentices.
- They must cooperate with the VET School teachers, in order to ensure the best possible combination of practical and theoretical training. (Article 27, Joint Ministerial Decision 40087/2007 - Official Government Gazette 2376/B/2007).

## Cyprus

In company trainers are not required to hold specific qualifications, however within the context of the subsidy scheme in operation from 2010 to 2015, company trainers were assessed on the basis of their formal qualifications and their work experience as well their experience as trainers, before being accepted by the CPC which was at the time the authority responsible for apprenticeship as well as for the implementation of the subsidy scheme. One of the conditions that companies had to meet before they could sign a contract with the CPC and thus be eligible for a subsidy was the quality of the company trainer.

## 4. QUALIFICATION OF VET STAFF

### *Germany*

VET school teachers teach theoretical knowledge subjects (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 also chapter 1).

**Teachers for general subjects** have fundamental professional and pedagogical knowledge. The prerequisite for access to the courses of study are the general or subject-specific university entrance qualifications or a qualification recognised as equivalent<sup>6</sup>. The prerequisite for access to a master's study program is a bachelor's degree<sup>7</sup> in the same subject. 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.

**Teachers for vocational practice** at vocational schools(industrial-technical schools) are state-certified technicians or industrial/crafts and trades master craftsmen who have successfully completed pedagogical CVET and 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.

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<sup>6</sup> 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)

<sup>7</sup> 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.

A **trainer** must be technically and personally suitable. Technical competence shall include the respective professional vocational skills, knowledge and competences, and the respective vocational and pedagogical qualifications (Ausbilder-Eignungsverordnung - AEVO).

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 journeymen/skilled workers, who want to become master craftsmen or foremen, 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). (ReferNetGermany 2015)

### *Greece*

The in-company trainers who are supervising the apprentices don't need to have special qualifications or competences certified through successful completion of an additional training course.

The VET School hourly-paid teachers should have special qualifications regarding the aforementioned criteria in paragraph 2.3.

Acquisition of pedagogical competence is not mandatory for hourly-paid teachers in the EPAS schools of OAED. But pedagogical competence is a prerequisite for the recruitment of permanent teachers in the Vocational Schools of Secondary Education (EPAL). In this case, technical subject teachers of PE category (University-educated teachers) are required either to hold a "Certificate of Pedagogical and Teaching Competence", which is awarded after the completion of a 1-Year program of pedagogical training for prospective teachers, or a Master's degree in Education.

Most of the permanent VET teaching staff has pedagogical competence, which, since last year, has also been a prerequisite for EPAS Directors.

## Cyprus

In the case of Preparatory Apprenticeship teachers hold qualifications (university degree) and previous teaching experience in the following: Greek, Mathematics, English, Physics, Information Technology, Physical Education, Design and Technology, Art, Theatre studies. In the case of Core Apprenticeship in addition to the above they also hold equivalent qualifications and teaching experience in technical subjects such as engineering (mechanical, electrical, automobile) etc. In the case of hairdressing they hold professional qualifications in lieu of a university degree plus the required teaching experience.

### 4.1 QUALIFICATION LEVEL OF TEACHERS AND TRAINERS

#### Greece

The number of OAED's permanent teaching staff is 496, most of whom (64,3%) are higher/tertiary education graduates (PE and TE: University and Technological Educational Institutions).

More specifically, 386 teaching staff members work at the EPAS, 67 at IEK and KEK, while the rest of them work at the OAED Head Office and other OAED management structures.

Moreover, most of the permanent teaching staff members are familiar with the use of Information and Communication Technologies (ICT), and 11,7% of them have specialized knowledge of IT (See EEO Group study entitled: "OAED Apprenticeship: Tendencies, developments and prospects", November 2015, conducted within the context of the programme titled "Reengineering of OAED's Business Model").

In Greece there are **three categories/levels of hourly-paid teachers** eligible to apply in EPAS schools:

- 1.Higher Education (University and Polytechnics - AEI) and Technological Educational Institutions (ATEI) Graduates (level 6) (referred to as PE category): these are general subject teachers (e.g. Language or Maths teachers) or technical-vocational subject teachers (e.g. Engineers, Doctors).
- 2.Upper - Secondary Vocational Education Graduates (level 4) (referred to as TE category).

3. Compulsory - Secondary Education Graduates with an IEK certificate or Graduates from the 1st Cycle of Technical Vocational Educational (technicians, hairdressers etc.) (level 3) or Master technicians Compulsory - Secondary Education Graduates (level 2) (referred to as DE category).

In EPAL (Vocational Lyceums) teachers of PE, TE and DE category need a pedagogical competence certificate. In EPAS candidates get extra points for pedagogical competence during the evaluation-selection procedure, but this is not a necessary requirement for the recruitment.

### *Cyprus*

Teachers of general subjects hold university degrees and teachers of technical subjects also hold university degrees except in the case of hairdressing where professional qualifications are required. In all cases previous teaching experience is required of at least one year. Teaching staff recruited through the recruitment procedure of the Ministry of Education and Culture undergoes a special training course at the Pedagogical Institute before they assume their teaching responsibilities, on pedagogical issues and methodologies.

### *Germany*

VET teachers must have a university degree on master level (EQF level 7) and for occupation related subjects there are special teachers for vocational practice. Trainers normally have a certification as master-craftsmen on level EQF level 6. Please see table below.

**Table 5: The German Qualification Framework**

DQR/ EQF level	Qualifications
1	Vocational training preparation [ <i>Berufsausbildungsvorbereitung</i> ] <ul style="list-style-type: none"> <li>• Employment agency measures (vocational preparation schemes) [<i>Maßnahmen der Arbeitsagentur (Berufsvorbereitende Bildungsmaßnahmen – BvB)</i>]</li> <li>• Pre-vocational Training Year [<i>Berufsvorbereitungsjahr (BVJ)</i>]</li> </ul>
2	Vocational training preparation [ <i>Berufsausbildungsvorbereitung</i> ] <ul style="list-style-type: none"> <li>• Employment agency measures [<i>Maßnahmen der Arbeitsagentur</i>]</li> <li>• Year of pre-vocational training [<i>Berufsvorbereitungsjahr (BVJ)</i>]</li> <li>• Introductory training for young people (<i>Einstiegsqualifizierung, EQ</i>)</li> </ul> <i>Berufsfachschule</i> [full-time vocational school] (Basic Vocational Training [ <i>Berufliche Grundbildung</i> ])
3	Dual vocational education and training (2-year training courses) <i>Berufsfachschule (Mittlerer Schulabschluss)</i> [full-time vocational school] (general education school leaving certificate obtained on completion of grade 10 at Realschule or, under certain circumstances, at other lower secondary school types)
4	Dual vocational education and training (three-year and three-and-a-half-year training courses) <i>Berufsfachschule</i> [full-time vocational school] (assistant occupations) <i>Berufsfachschule</i> [full-time vocational school](full vocational qualification)
5	<i>IT-Spezialist (Zertifizierter)</i> [Information Technology Specialist (Certified)], <i>Service-techniker (Geprüfter)</i> [Service Technician (Certified)]*
6	Bachelor <i>Fachkaufmann (Geprüfter)</i> [Commercial Specialist (Certified)], <i>Fachwirt (Geprüfter)</i> [Business Management Specialist (Certified)], <i>Meister (Geprüfter)</i> [Master Craftsman (Certified)], <i>Operativer IT-Professional (Geprüfter)</i> [Operative IT Professional (Certified)]* <i>Fachschule (Staatlich Geprüfter...)</i> [ <i>Fachschule (State-Certified...)</i> ]
7	Master <i>Strategischer IT-Professional (Geprüfter)</i> [Strategic IT Professional (Certified)]*
8	Doctoral studies

\* The German Qualifications Framework Working Group agrees that additional further vocational training qualifications should be allocated in accordance with the procedure described in the DQR Manual.

(Source: Ministry of Education and Research, BMBF/Standing Conference of the Ministers of Education and Cultural Affairs, KMK 2013. Under: [http://ec.europa.eu/ploteus/sites/eac-eqf/files/German\\_EQF\\_Referencing\\_Report.pdf](http://ec.europa.eu/ploteus/sites/eac-eqf/files/German_EQF_Referencing_Report.pdf), cited 25.11.2014.)

## 4.2 PRACTICAL EXPERIENCE OF TEACHERS AND TRAINERS

### Germany

VET teachers have practical experience via the probationary period (Referendariat) or in case of teachers for vocational practice good practical working experience this is a prerequisite. For trainers the prerequisites are defined in the AEVO.

*“**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 2015a, p. 25)

### Greece

Practical experience offers extra points to the candidates for teaching positions, as mentioned in paragraph 2.3 above (both for teaching experience and for work experience) whereas it is a prerequisite for Master technicians who are compulsory secondary education graduates (3 years work experience is the minimum required). Finally, the vast majority of permanent VET teachers (93%) have over 20 years of teaching experience.

### Cyprus

In addition to the qualifications and teaching experience mentioned above, only the hairdressing instructors are required to be registered as hairdressers with the relevant hairdressing board and hold a valid professional permit. The rest of the sectors do not entail any of the aforementioned prerequisites.

#### 4.3 FURTHER QUALIFICATION PROGRAMS FOR TEACHERS AND TRAINERS

##### *Germany*

Since 2009 there have been two new **formal qualifications** for VET trainers, which are not mandatory but provide a possibility to upgrade their qualifications.

- Certified Vocational Educator for Initial and Continuing Training (Geprüfter Aus- und Weiterbildungspädagoge)<sup>8</sup>. The aim of this training is a better qualification in the educational area.
- Certified Vocational Educator (Geprüfter Berufspädagoge)<sup>9</sup>. The aim of this training is to develop professional skills in education and in management.

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<sup>8</sup> In a formal perspective and in accordance with the AEVO people can 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. In the field of IVET the certified initial and continuing education pedagogue is qualified to support the company in finding new apprentices, determining their aptitude and give support in the selection process. Certified initial and continuing education pedagogues are also active in the quality management. The following prerequisites must be fulfilled for admission to the examination:

- 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.  
(Hensen-Reifgens/Hippach-Schneider 2015)

<sup>9</sup> Another opportunity for further education is offered by the **certified vocational education pedagogue (geprüfter Berufspädagoge)**. 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. (Hensen-Reifgens/Hippach-Schneider 2015)

There are a lot of **informal opportunities** for continuing education and training. This means regular updating of specialist knowledge and skills is necessary in particular in the technical-commercial and the trades and crafts occupations. Furthermore having media skills is important. Training opportunities on these topics which are targeted primarily at trainers are offered nowadays by various education providers. (BMBF 2013)

Further training for trainers is usually organised by the company itself. Big companies have special personnel development and training units, training rooms and 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. (Hensen-Reifgens/Hippach-Schneider 2015)

### *Greece*

OAED organizes occasional training seminars for its permanent educational staff. Most permanent staff members have pedagogical proficiency, since they have attended a relevant training programme (of at least 600 hours) in ASPAITE or other University. More specifically, in collaboration with the National and Kapodistrian University of Athens and the School of Pedagogical and Technological Education (ASPAITE), OAED implemented in 2008 special pedagogical training for teachers, with a program that lasted 600 hours. The program was structured in modules in the thematic areas of general pedagogical knowledge and pedagogical teaching methods, teaching of professional courses, counselling and career guidance and computer knowledge.

Moreover, within the context of OAED's Reengineering programme, a memorandum of cooperation was signed between OAED and INEP (Training Institute) of EKKDA (National Centre for Public Administration and Local Government), which provides annual training in various subjects. More specifically, the permanent OAED teaching staff participated in training programmes in the following subjects: "School Management", "Risk and crisis management for safety and health at schools/educational units", "Redesigning public sector procedures".

Aiming to enhance the links between the OAED EPAS and the labour market, OAED established 30 Career Offices at 30 EPAS in 2014. Moreover, within the context of OAED's Apprenticeship

Reengineering, it was provided that the Career Offices' operation should be extended to the totality of educational units.

The number of teaching staff members employed in the Career Offices is 60 (two in each Career Office) throughout Greece; they participated in a series of training sessions, of a total duration of 175 hours in topics related to Career Office Organization and Operation, Job Search Techniques, and Entrepreneurship.

### *Cyprus*

The Pedagogical Institute under the Ministry of Education and Culture is responsible for the in-service training of all teaching staff.

The teaching staff of the **preparatory apprenticeship level** participated in a training programme at the Institute, which was designed to meet their specific needs. The programme was structured in two parts:

1. Common learning part for all teachers on issues regarding class management, maintaining discipline, dealing with students exhibiting behavioural problems etc.
2. Parallel workshops differentiated by the teaching subjects, and focused on teaching methodologies best suited to each subject. Additional short training courses on specific issues were also provided when needed.

At **core apprenticeship level** there is no specific training offered, but seminars organised annually by the Institute. These seminars are open for all teaching staff of the Ministry of Education and Culture.

## 5. METHODOLOGY FOR DEVELOPMENT OF A TRAINING PROGRAM FOR TRAINERS

Company training staff is a key factor for the quality and attractiveness of vocational education and training. A major contribution is coming from the skilled workers, who act as trainers in companies. They take over most of the tasks that are associated with the professional training of young people. Their involvement in in-company training activities is of high importance for the company and for

society as a whole and they play a crucial role in the promotion of work-integrated learning concepts. For this reason vocational pedagogical training of in-company trainers is a prerequisite of good quality in VET. Trainers are faced with pedagogical and didactic requirements such as structuring the learning process within the company, motivation of the apprentices and evaluation of their performance. But the qualifications of the trainers do not usually equip them for such tasks which means they are not prepared for their work to act as a good trainer.

Bearing this in mind chapter 5 focusses on essential topics for potential further qualification programs for in-company trainers. The guide for skilled workers providing training in Germany (Jaiblonika/Martin/Ulmer 2013: Handreichung für auszubildende Fachkräfte<sup>10</sup>) gives an important basis in this regard.

- My role as trainer
- Planning in-company training
- Implement/carry out in-company training
- Dealing with apprentices
- Motivate apprentices

In Addition, based on a BIBB German-Portuguese project<sup>11</sup> focussed on continuing vocational pedagogical training for company-based trainers the following table shows possible further training modules, their possible content and qualifications acquired. But a training program should always be adapted to the individual country's needs.

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<sup>10</sup>For more information see [https://www.driv.de/fileadmin/user\\_upload/Fachbereiche/Bildung/13\\_12\\_20\\_BMBF\\_Handreicherung.pdf](https://www.driv.de/fileadmin/user_upload/Fachbereiche/Bildung/13_12_20_BMBF_Handreicherung.pdf) (cited 10.012.2015) and [https://www.bmbf.de/pub/Handreichung\\_fuer\\_ausbildende\\_Fachkraefte.pdf](https://www.bmbf.de/pub/Handreichung_fuer_ausbildende_Fachkraefte.pdf) (cited 10.12.2015). The guides are available only in German language.

<sup>11</sup>For more information see the website: <https://www.bibb.de/en/2085.php> (cited 10.03.2016).

**Table 6: Further training program for in-company trainers -  
Possible subjects of professional pedagogical skills development for trainers**

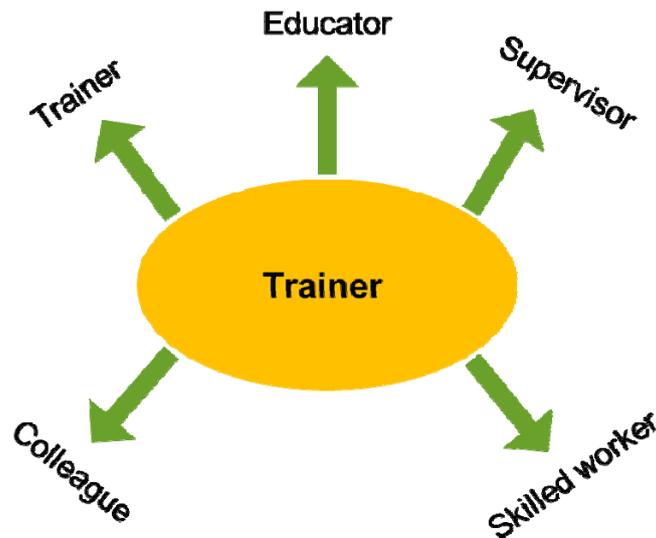
<b>Module/Unit</b>	<b>Content</b>	<b>Competences</b>	<b>Timeframe UE (1 UE=45 Min)</b>
My role as trainer	<ul style="list-style-type: none"> <li>➤ <b>tasks</b></li> <li>➤ <b>functions</b></li> <li>➤ <b>responsibility</b></li> <li>➤ Self-management, organization</li> </ul>	The trainer can describe his role and designate and specify his responsibilities and functions	4
Planning in-company training	<p><b>Reflection on the training objectives</b></p> <ul style="list-style-type: none"> <li>● Principles of planning the training</li> <li>● Creation of the in-company training plan, based on the training regulation (and the school curricular) in coordination with the coordinator/school</li> <li>● Selection of suitable apprenticeships for training</li> <li>● Check and adjust the in-company training plan</li> </ul>	The trainer can analyse and crate the individual in-company training plan, under consideration of the training objective, curriculum foundations and characteristics of jobs in the company. He can adapt the in-company training plan to the circumstances/facilities in operation and implement it.	5

<p>Implementing/carrying out in-company training</p>	<p><b>a. carrying out training</b></p> <ul style="list-style-type: none"> <li>• Creation of learning and working tasks</li> <li>• Planning training units</li> <li>• Formulate learning objectives</li> <li>• Selection of suitable methods (<b>e.g.</b>four-step method, six-phase model, didactic discussion.)</li> </ul> <p><b>b. Check and Feedback</b></p> <ul style="list-style-type: none"> <li>• Assessment tools for training objectives</li> <li>• evaluation/assessment of the achievement of learning objectives-</li> <li>• Knowledge of the importance of feedback (give and take)</li> <li>• Communication technologies(as a continuous field of action for the modules 2, 3, 4 and 5)</li> </ul>	<p>The trainer can plan, conduct and control learning tasks and activities professionally and with regard to target groups at the workplace. He can deduct further steps, give feedback and also accept it.</p>	<p>13</p>
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Dealing with apprentices	<p><b>Apprentices</b></p> <ul style="list-style-type: none"> <li>• Development phases and typical behaviours of adolescents</li> <li>• Reflect own behaviour and leadership style</li> <li>• Knowledge of leadership styles</li> <li>• Deal with difficult situations</li> <li>• Avoid conflicts or lead to a good end</li> </ul>	The trainer knows the development allevels of young people and their typical behaviours. He can reflect his own behaviour and adapt his leadership style appropriate to the situation and deals with difficult situations	6
Motivating apprentices	<p><b>Motivation</b></p> <ul style="list-style-type: none"> <li>• Motivation techniques: possibilities and forms of the promotion of motivation</li> <li>• Knowledge of the significance of own behaviour(as a teacher), being a role model</li> </ul>	The trainer uses motivational techniques to motivate apprentices appropriate. He recognizes the importance of his own behaviour. He can adapt his behaviour appropriate to the situation and speaks in a motivating way with the apprentices.	7

## 5.1 MY ROLE AS TRAINER

Someone who acts as an in-company trainer holds different roles with different tasks and responsibilities. This means a trainer is a skilled worker, a colleague, an educator and a supervisor at once.



### *Trainer*

In general a trainer should provide the apprentice with sufficient opportunities to gain work experience while imparting occupational skills and competences in accordance with the training regulation.

### *Supervisor*

The relationship with the apprentices is different than this with colleagues. A supervisor should give the apprentice learning tasks and work tasks and control and evaluate their performance. This imparts responsibilities regarding management supervisor functions.

### *Educator*

An educator should pay attention to the fact that the apprentice follows the rules of working in the company: for example starting work on time, are reliable and behave appropriate and kindly towards customers. But attention should also be paid to the apprentice himself when he changes in the

course of the training. Perhaps the apprentice gets less motivated than at the beginning, or he feels overwhelmed or underutilized. Here the educator should act pedagogically appropriate to the individual young person.

### *Colleague*

A trainer is also a colleague for the apprentice. Both are working together on the same product and support each other. Thus both have an interest to get along with each other and to avoid conflicts. As a colleague a trainer should therefore be keen to take the young person seriously, to inform him and to include him into the decisions.

### *Skilled worker*

Being a skilled worker a trainer should also focus on his normal work, in addition to the tasks as trainer. But the time for the additional tasks as trainer should be attributed to the normal work.

These different roles and the associated diverse and partly contradictory requirements can lead to conflicts. So a buddy-like tone may be appropriate in daily work, but it fits less, when it comes to an objective assessment of the performance or if the behaviour of the apprentice gives way for criticism. Everyone must decide for themselves what kind of behaviour is right in the actual situation. So it is also important that a trainer finds the right way for himself, which means: What behaviour matches ones personality?

(Source: JABLONKA, P.; MARTIN, S.; ULMER, P 2013)

## 5.2 PLANNING THE APPRENTICESHIP TRAINING

The training/apprenticeship regulation gives the company a wide room for designing the in-company training. But it must be ensured that all aspects are taken into account within a limited timeframe.

Therefore all companies providing training (or the trainers in the companies) should develop a company training plan, based on the training/apprenticeship regulation and the general framework training plan. The company training plan describes in detail what the apprentice has to learn (structured timeframe and subjects/units).

It can also be helpful to have the school curricula for the training occupation, which regulates the teaching at the vocational school. The trainer can look up what the apprentice has already learned at school and can use this as a basis for working tasks on real products in the company. References should be made between the lessons at school and the practical work in the company. In addition the trainer always has to clarify what the apprentice knows about the key provisions of health and safety protection at the workplace. It is important to ensure that the apprentices adhere to the guidelines and regulations (e.g. wear mandatory working clothes). (Source: JABLONKA, P.; MARTIN, S.; ULMER, P 2013)

### *From the own work to the tasks for the apprentices*

From the beginning of the in-company training the apprentice learns by doing practical work. So the trainer has to define and offer adequate working tasks and avoid simple auxiliary tasks. The young person should be integrated into the team, he can give relieve and support. Thus the trainer faces the challenge of deriving such tasks that can be handled by the apprentices from the practical work area.

These tasks:

- Must be suitable - meaning challenging and demanding enough, but not too much.
- Must be in accordance with the company training plan.
- Should not be limited to “easy/auxiliary work”, but be part of the “normal work” with exploitable results.

And it's not just that the young person gains certain skills and knowledge, but also to acquire “professional action competence” (Berufliche Handlungskompetenz) by working on the assigned tasks (see 3.4).

From a practical point of view a five-step model can help the trainer to define working tasks.

1. Have a close look at your own work. How does a normal working day look like? What kinds of tasks exist?
2. Consult written documents that provide information on your work. Is there a job description? Do you document your work in form of time sheets? Is there a Quality Manual?
3. Have a look at the company training plan. What are the knowledge, skills and competences the apprentices should acquire? And what should they already know?
4. Make a comparison of your work responsibilities with the company training plan. Can you build on something what the apprentice already learned? Are there any matches between your work and what the apprentices are supposed to learn from you? And what goes beyond your work?
5. As a result of this comparison there is a list of topics. These topics are the basis for the working tasks and the apprentices have to deal with it in the coming days and weeks.
  - a) Some of these topics are part of your daily business. In this case, it will be relatively easy to find the right time to pass on appropriate tasks to the apprentices - initially simple tasks and then more demanding.
  - b) Other training content will arise only sporadically in your work.
  - c) There may also be issues which are expected in the company training plan, but does not occur in your work. Clarify (with the VET school and company owner) how you can handle this content, perhaps through appropriate exercises outside the daily work. A solution can also be cooperation with “Inter-company vocational training centres” (überbetriebliche Berufsbildungsstätten - ÜBS) or “Coherent training structures” (Ausbildungsverbände).

(Source: JABLONKA, P.; MARTIN, S.; ULMER, P 2013)

### 5.3 CARRY OUT THE APPRENTICESHIP TRAINING

There are a variety of methods to provide new topics and content. Here are presented three: (1) the four-step method, (2) the training interview and (3) the learning instruction/order.

#### *The four-step method: to demonstrate and to practice*

A common practice in the training process is the four-step method. The apprentice has the opportunity to acquire new skills and updates his knowledge.

#### **Step 1: Preparation**

First, the in-company trainer should prepare himself: Clarification of what the apprentice knows already, what skills the young person should have and what new things he should learn. Division of the work task into individual steps and thinking about what explanation must be given concerning the separated steps. It is best to try everything once without the presence of the apprentice.

The workplace and the apprentice should also be prepared. Therefore all necessary tools and materials have to be ready and clearly sorted. The trainer should welcome the apprentice in an open and friendly way and explains the training issue and the objective of the training unit. The trainer must catch the young person's interest and attention and makes sure that he can see everything well.

#### **Step 2: Demonstration**

The trainer demonstrates the working task quickly and in the working speed of a skilled worker, so that the apprentice gets an idea of what he is supposed to do when being a skilled worker himself.

After this everything will be shown again. This time, according to the preparation, slowly and divided into individual steps. The trainer explains what he is doing, how he is doing it and why he does it this way. He points out all aspects concerning health and safety protection at the workplace. And if the apprentice does not understand everything the trainer invites him to ask questions. How often the process should be repeated depends on the apprentice himself and his previous experiences.

### ***Step 3: Imitation***

First the apprentice carries out the task under the supervision of the trainer. The trainer intervenes only when it is absolutely necessary: This means if the apprentice himself does not know what to do, or when the work safety is at risk. The trainer gives his advice with no cruel criticism or blame. Recognition of correct work has a motivating effect.

Second the apprentice does the task again but with explanations for each individual step: “What does he do, how does he do it and why does he do it like this!” If the comments are too poor the trainer can ask: “What have you done, and why have you done so?” The trainer will intervene only if the apprentice makes serious mistakes. But at the end he points out what should have been done differently or better.

Afterwards the apprentice repeats the entire process a third time quickly and without comments. However, it cannot be expected that everything runs without any mistakes or very fast.

### ***Step 4: Practice***

The apprentice practices independently. Thus he is gaining safety, routine and work-speed. The trainer is ready to answer questions and can promote the learning process, by increasing the difficulty of the task or work-speed. It makes also sense to vary the work task in order to reinforce the learning effects and foster motivation. In addition it is important that the trainer checks the performance of the young person and corrects it if necessary. So no faults should be practiced.

At the end of such a training unit the result should be discussed with the apprentice: “Has the apprentice learned everything he needs to learn? What should have been explained more clearly at the beginning? Is the performance of the apprentice sufficient? Is there still a lack of perfection or work-speed?” First, the apprentice himself has a say and afterwards the trainer expresses his opinion.

(Source: JABLONKA, P.; MARTIN, S.; ULMER, P 2013)

### ***The training interview: assessing knowledge***

The training interview can be used to introduce a new issue. The main intention is to arouse the interest of apprentices and to lead to new knowledge.

Typical is the repetitive 3-step process: (1) The trainer starts with a question or a different impulse (assertion). (2) The apprentice answers. (3) The trainer responds with confirmation and praise or correction or amendment. Then he asks a new question etc.

### ***Rules for training interviews***

- There is a need for clear objectives, a good preparation and a high concentration.
- The use of the training interview is only possible if the apprentice already knows so much that it is possible for him to participate. Certain training experiences and experiences are a precondition in order to participate.
- The trainer has to decide in advance how much time he is willing to invest in questions. Training interviews are time consuming.
- The training interview cannot exactly be pre-planned. Therefore the trainer should be flexible and willing to improvise. It should be possible to finish the training interview before the end of time, for example if the trainer expects too much from the apprentice. The interview can be preceded later, if the apprentice had prepared himself.

### ***Questions for the training interview***

- Ask open questions. Open questions are questions where multiple answers are possible and correct. Encourage the apprentice to express assumptions and speculations. A wrong or not quite correct answer is better than none.
- Avoid closed questions, because the young people do not put their answer into the context of their knowledge.
- Ask questions towards the learning objective.
- Ask only one question at a time and let the apprentice time to think.
- Ask only questions that can be answered by the apprentices with regards to their learning status.

But also the apprentices can have questions and ask the trainer. In this case it is important to listen carefully even if the trainer thinks he has understood the question after the first few words. Asking a question and thus to express an interest is already a significant step in the learning process.

(Source: JABLONKA, P.; MARTIN, S.; ULMER, P 2013)

### *The learning instruction/order: foster creativity and independence*

A learning instruction/order supports the apprentice in acting responsible and independent. But it is relatively complex and is based on a customer order: Starting with the procurement of necessary information, the planning and implementation of the order up to the monitoring and evaluation of the work results. This is called a “full-action” approach. The best possible way to use the learning order is to have a real customer order which can be given to the apprentices, so they can work on it under real conditions.

Thus they learn that their work is valuable and they contribute to the operating profit. This promotes motivation and has a learning effect. And ideally the apprentices reduce the workload of the skilled workers and do not cause any additional costs and efforts. A pre-condition for this is that the apprentices have the necessary background knowledge. They are able to work on the order on their own or with little help with regard to the timeframe the quality.

The order must match the contents of the company training plan. In this case the apprentices have the opportunity to further develop their skills. But the customer order must be prepared for the work task.

1. The learning instruction/order must be clearly formulated and written down. Orientation can be given by a ‘normal’ customer/work order.
2. The trainer can refer to further information (for example user guides, technical articles, textbooks, quality manuals) that the apprentices can get by themselves.
3. The trainer should also give additional help (such as key questions, planning tools, checklists).
4. The trainer makes sure that the apprentices have access to the necessary tools, equipment and materials.

5. The trainer explains the working procedure while passing the learning instruction/order to the apprentices.
6. The trainer monitors the performance of the apprentices while working on the learning instruction/order:
  - a. The apprentices inform themselves about the objectives of the order and plan the working process. Here they work independently, while the trainer is available for questions. He can refer to information so that the apprentices can solve the problem on their own.
  - b. After the apprentices have created the work plan, the plan will be discussed with the trainer. Both parties decide together how to proceed. The trainer should hold back with corrections and improvements. But he points out lack of clarities and defects and calls for a revision of the plan in consultation with further information.
  - c. The implementation of the work plan is largely in the hands of apprentices. It is also their responsibility to control their work and the quality of the product after completion.
  - d. At the end there is a joint evaluation of the process and product from the trainer and the apprentices: What kinds of experiences have been made? What problems, unexpected difficulties occurred? Where did someone feel possibly overwhelmed? Where would the apprentices like to have more support? And how does the quality of the product and the process correspond to the company's quality standards?

(Source: JABLONKA, P.; MARTIN, S.; ULMER, P 2013)

*But if there are currently no customer orders which can serve as working tasks, 'old' or standard orders can be used. These must then be adapted to the context.*

*And if the current customer order is too complex and demanding and therefore the apprentices could not deal with it, the order has to be divided into several individual tasks. (Source: JABLONKA, P.; MARTIN, S.; ULMER, P 2013)*

#### 5.4 DEALING WITH APPRENTICES

##### *Vocational action competence (berufliche Handlungskompetenz)*

Education and training is a prerequisite for the participation by each individual in society and for their integration within the labour market. The risk of unemployment is reduced by the acquisition of competences, a factor which goes hand in hand with education and training. But the young person is in a process of finding his place in society and in working life. The young person has to achieve **vocational action competence (berufliche Handlungskompetenz)**. Vocational action competence (berufliche Handlungskompetenz) is significant at the company-based level of vocational education and training. It can be interpreted as “empowering the individual to undertake independent and wide-ranging vocational activities in a variety of contexts” (Frank and Schreiber 2006). The generic term “vocational action competence” (berufliche Handlungskompetenz) includes a bundle of professional competences, methodological competences, social competences and personal competences. “They create the basis for independent planning, implementation and evaluation of the work and tasks assigned, and for personal reflection on one's own actions in a vocational context.” (Frank and Schreiber 2006)

A trainer should understand the needs and problems of the apprentice. If problems arise a trainer should be consistent but calm and patient and give space for individual initiatives (see chapter 3.5 for motivation of apprentices).

## **Feedback**

Regular conversations give safety and prevent conflicts; therefore the trainer has to speak regularly with the apprentice. Feedback can be given in the context of daily work:

- The apprentices report on the status of their work, they may share questions or ask for additional information or assistance.
- The trainer assesses the work of apprentices, explains in how far his expectations have been met and specifies or supplements his demands.

Perhaps there are also special reasons for giving feedback, like abnormalities in the behaviour of the young person. Then it is important that the trainer addresses these issues early and in an open way, to avoid stressful situations and conflicts.

The trainer should inform the apprentice at the beginning of the training that there are regular feedback conversations and make fixed appointments for this, for example once a month (every first Monday of the month) but preferably at even shorter intervals. (Source: JABLONKA, P.; MARTIN, S.; ULMER, P 2013)

### **Feedback rules: give feedback**

In the feedback conversation the trainer

1. Has the active part and interviews the apprentice. He has to prepare himself for the interview before. This means he can make a note of which topics he wants to address in which order.
2. Sets the priorities and should not overload the discussion with trivialities. He must be clear about the aim of the conversation: What is the message? What is wanted from the apprentice? What agreements does the trainer want?
3. Provides a personal and pleasant atmosphere. No interruption through others.
4. Ensures that the feedback is understandable and clear. General statements such as “You always stay away from difficult tasks” are not helpful for the apprentice.
5. Specifies what behaviour he expects for the future realistically. But he has to avoid any excessive demands, such as “I expect from you that you do not make any mistakes in the future!”. The trainer must prioritize and focus on key points.

6. Avoids making moral judgments of the behaviour of the young person.
7. Addresses positive aspects.
8. Makes clear that he is also willing to accept feedback.

(Source: JABLONKA, P.; MARTIN, S.; ULMER, P 2013)

### *Feedback rules: accept feedback*

It is important that the apprentice knows some rules when it comes to receiving feedback. The trainer has to teach the rules.

1. Listen concentrated to the one who speaks to you. Do not interrupt.
2. If you do not understand something, ask for an explanation or an example.
3. If you are unsure whether you have understood everything correct, repeat what was said in your own words and make sure: "Did I understand that right?"
4. Do not excuse or justify your behaviour spontaneously.
5. Accept praise. Do not reduce your performance through own remarks.
6. But say if it is too much for you and you have the impression that only negative aspects come up.
7. Think about what you heard and what you can accept.
8. At the end share your impression about the feedback: What was new, useful and helpful?

After having a feedback conversation the trainer should reflect on it. The following questions can help to improve the feedback process.

- How was I prepared?
- What kind of unexpected situations occurred? What did I not expect?
- What went well and what not? What was as expected?
- Why was the conversation like it was? What was my share? What could I have done differently?
- How did I feel during the conversation?
- What is the output? What have I missed?
- What can I do next time different?

(Source: JABLONKA, P.; MARTIN, S.; ULMER, P 2013)

## 5.5 MOTIVATION OF APPRENTICES

Engagement and motivation of apprentices may decrease. This is quite normal, but it becomes problematic when the feeling becomes stronger and solidifies. This may jeopardize the successful completion of training. It is therefore important to recognize the signs of lack of motivation early. Such signs can be:

- Displeasure remarks in response to task assignments - verbally and often also by facial expressions or gestures.
- Negligence or unreliability in the working tasks - the work is done worse than it corresponds to the current level of knowledge.
- Frequent lateness and flimsy justifications.
- Unwillingness and only little initiative when it comes to participation in certain work.

There are different reasons why it comes to the decreasing of motivation.

- “Boring” or routine work
- Overtax and uncertainty
- Distraction by private interests and problems
- Lack of interest for the occupation (wrong career choice)
- Dissatisfaction with the training and working conditions
- Lack of career perspectives

(Source: JABLONKA, P.; MARTIN, S.; ULMER, P 2013)

### *Promote motivation*

There are several ways and forms to promote the motivation of young people right from the start of training and not only when the interest and engagement is decreasing.

In particular the organisation of the in-company training and the formulation of the training and work tasks are important. Here the apprentices should do the task on their own after showing them how to do it. Moreover the young person should work on a real product, to get to know how valuable his work is. But the meaning, objective and purpose should always be explained with regard to the company, the customer and also the learning progress. Diversity of working and learning tasks is important, too. Therefore the level of difficulty can vary concerning complexity and scope. Here

different teaching and training methods can be used (see 3.3). By varying the level of complexity and the scope of the tasks the interest will increase and the apprentice has a positive feeling when finishing the task successfully. Success is a necessary aspect when it comes to motivation.

But of great importance is also the communication with the apprentices. Constructive criticism helps when showing and correcting mistakes, as well as checking the learning progress. Nevertheless the trainer should also praise the apprentice when he did something correct to foster motivation. Often the apprentice is afraid of doing something wrong and the trainer should therefore support the self-confidence of the young person. Everybody learns from mistakes: “You can do it! I will help you with it.”

Finally the trainer has a function as role model and has to integrate the apprentice into the team of colleagues. He should give the apprentice the opportunity to say and participate and foster constructive criticism.

(Source: JABLONKA, P.; MARTIN, S.; ULMER, P 2013)

**Table 7 : Motivation of apprentices**

Promote motivation - overview	
organisation of the in-company training	let the apprentice do it himself
	work on real products
	explain the purpose of the work tasks
	provide variety of the work tasks
	ensure successes
	demand and promote
	check the learning progress
Communication	constructive criticism
	Praise for doing correct (success)
	improve self-confidence
Participation	integrate into the team
	foster constructive criticism

(Source: JABLONKA, P.; MARTIN, S.; ULMER, P 2013)

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## ANNEX

### IMPORTANT TASKS OF VET TRAINERS AT A GLANCE

The table explains the tasks of the in-company trainer. In the case of Germany the information is based on the guide for skilled workers providing training in Germany (Jaiblonika/Martin/Ulmer 2013: Handreichung für ausbildende Fachkräfte<sup>12</sup>).

In the case of Cyprus, information is based:-1On the Apprenticeship Contract signed between the employer, the apprentice and his guardian if below 18, which contract is stipulated by article 18 of the Apprenticeship Laws of 1966 and 2004 -2. On the Protection of Young Persons in Employment law of 20001. 3. on the Health and Safety at Work Law of 1996 and 4. on the provisions of the Subsidy Scheme for the Recruitment and In-company Training of New Modern Apprenticeship Students.

<b>Organisation of training</b>			
<b>Topic</b>	<b>Responsibilities and limits of responsibility</b>		
	<b>Germany</b>	<b>Greece</b>	<b>Cyprus</b>
<b>Training Portfolio</b>	The apprentice is obliged to document his training (company and school part) in a training portfolio. The respective trainer is responsible for	Within the context of the programme "Reengineering of OAED's Business Model" (2014-15), training plans have started being drafted for	When the apprentice is recruited by a company, a training plan is developed. This document is developed jointly by the in-company trainer and

<sup>12</sup>For more information see

[https://www.driv.de/fileadmin/user\\_upload/Fachbereiche/Bildung/13\\_12\\_20\\_BMBF\\_Handreichung.pdf](https://www.driv.de/fileadmin/user_upload/Fachbereiche/Bildung/13_12_20_BMBF_Handreichung.pdf) (cited 10.012.2015) and [https://www.bmbf.de/pub/Handreichung\\_fuer\\_ausbildende\\_Fachkraefte.pdf](https://www.bmbf.de/pub/Handreichung_fuer_ausbildende_Fachkraefte.pdf) (cited 10.12.2015). The guides are available only in German language.

	<p>the properly use of it. The responsible trainer has to check the training portfolio and talks about the content with the apprentice.</p>	<p>the specialties offered by the OAED Apprenticeship EPAS. Moreover, the relevant log-book has also been designed, through which the progress of the apprentice's in-company training is monitored on the basis of the respective specialty's training plan.</p> <p>Thus far, the apprentice's progress has only been monitored through the log-book on a pilot basis, within the context of the NAAGRCY project, in 3 Apprenticeship EPAS, in the specialties of Car Mechanics and Cooks, as well as in the two OAED Experimental Vocational Training Schools, established in 2014 in collaboration with the German-Greek Chamber in 3 specialties in the sector of tourism.</p>	<p>the apprenticeship inspector. It describes the skills to be developed in every two monthly period and is used to assess the development of the apprentice in terms of conduct, job interest, communication and cooperation at the work place, performance and attendance. The apprentice also communicates his opinions regarding his training in writing on this same document every two months. Steps taken to solve problems are also described in this document.</p>
<b>Workplace</b>	<p>The respective trainer is responsible for providing all training and working materials the apprentice needs for a proper training. He has to control the workplace before starting the training concerning cleanliness and the needed materials and tools.</p>	<p>The trainer, who may also be the employer, is responsible for providing the materials and equipment required for a proper training.</p> <p>The monitoring of the training plan's implementation in the OAED Apprenticeship EPAS is defined in the EPAS Rules of Procedure. (Joint Ministerial Decision 40052/17-8-2007 Official Government Gazette</p>	<p>The trainer, who may also be the employer, is responsible for providing the materials and equipment required for the apprentice to be able to work and learn.</p>

		1500/A/2007) on defining the operation of the OAED Apprenticeship Vocational Schools / EPAS of Law 3475/2006.)	
<b>Company</b>	The respective trainer decides the content of the individual parts of training and how long the apprentice stays in the different departments of the company. In big companies the training manager/management is responsible for the selection of the trainers. The trainer has to clarify the tasks and the importance of the department. He has to explain how the cooperation with the other departments and colleagues work and what kind of contacts with clients exists.	The trainer who may also be the employer, decides the content of the individual parts of training and how long the apprentice stays in the different departments of the company.	In many cases the trainer is also the company owner. The selection of the apprentices is normally made by the trainer who is also responsible for the orientation of the newly recruited apprentice.

<b>Carry out training</b>			
<b>Topic</b>	<b>Responsibilities and limits of responsibility</b>		
	<b>Germany</b>	<b>Greece</b>	<b>Cyprus</b>
<b>Professional knowledge, skills and competences</b>	The respective trainer has to guarantee that the apprentice learns all training content defined in the training regulation for the special	The trainer explains in detail to the apprentice the various tasks carried out in the company, according to the respective specialty's	The trainer is responsible for ensuring that the apprentices will develop the skills required by the training plan. The apprenticeship inspector

	<p>occupation/profession. So the trainer is responsible for the success of the training and for providing the content of the training.</p>	<p>training plan or educational curriculum. So the trainer is responsible for the success of the training and for providing the content of the training. The procedure of in-company training is monitored by the competent EPAS teaching staff member.</p>	<p>works closely with the trainer so as to encourage the apprentices to adjust well to the work place and to be motivated to learn. The inspector is also the main actor ensuring that the content of the training plan is in line with what the apprentice learns at school.</p>
<p><b>Performance and productivity</b></p>	<p>The apprentice learns and works at the workplace. Therefore the responsible trainer has to care about the apprentice. The apprentice should take over productive tasks and work on it independently after some time of training; this lies in the responsibility of the trainer. So the apprentice contributes to the profit of the company. This also motivates him, because he realises that his work is useful. And in addition this relieves the trainer's work.</p>	<p>The trainer guides, teaches and advises the apprentice in order to make him/her a skilled professional but also an efficient and productive employee of the company.</p>	<p>The trainer encourages, guides and tutors the apprentice but the issues of performance and productivity are pursued (if at all pursued) in a subjective way, depending on if and how the trainer understands and interprets these concepts.</p>

<b>Education and occupational socialization</b>			
<b>Topic</b>	<b>Responsibilities and limits of responsibility</b>		
	<b>Germany</b>	<b>Greece</b>	<b>Cyprus</b>
<b>Identification with the</b>	A trainer is always a role model for the apprentice.	The trainer is a role model for the apprentice and as	The trainer is a role model for the apprentice and as

<p><b><i>company, the team and the occupation</i></b></p>	<p>This means the trainer's behaviour influences the apprentice. It has a negative impact, if the trainer is not motivated at work, has problems with colleagues or the boss. But the management of the company has also to ensure a good working atmosphere and should give the employee perspectives for the future to increase the loyalty.</p>	<p>such influences the apprentices' conduct and performance.</p> <p>There is not much evidence that companies give special credit to their employees who undertake the role of trainers for apprentices.</p>	<p>such influences the apprentices' conduct and performance.</p> <p>There is not much evidence that companies give special credit to their employees who undertake the role of trainers for apprentices- not for this specific task they take on.</p>
<p><b><i>Motivation</i></b></p>	<p>Motivation can be promoted by various methods which should be used from the beginning of training (see chapter 5.5). The trainer has to promote the interest for the occupation, as well as the self-confidence of the young people.</p>	<p>It depends on the trainer to find out and apply different methods in order to motivate the apprentices. S/he has to adapt the skills and competences for the relevant occupation, and also the soft skills.</p>	<p>The trainer plays an important role in motivating the apprentice to develop knowledge and skills as well as to function as a member of the work team and to feel proud in what he/she achieves. This however is pursued by each trainer according to his own understanding of how motivation works. No specific training of guidance is provided. The apprenticeship inspector may be of some assistance in this.</p>
<p><b><i>Discipline</i></b></p>	<p>The trainer has to ensure that the apprentice follows the company's and safety and security rules. The trainer has to explain them to the young person. If the apprentice does not follow the rules the</p>	<p>The trainer has to explain to the apprentices all the safety and security rules. If the apprentice does not follow the rules the trainer should talk to him/her and to the teacher of EPAS who is responsible for him/her.</p>	<p>Disciplinary issues are handled by the trainer and the upper management of the company becomes involved when there are serious offences leading to dismissal.</p> <p>The initial orientation of the apprentices which is</p>

	<p>trainer should talk to him and be patient and explain them again. If this does not help the trainer can call help at the management of the company.</p>		<p>done by the trainer includes explanations regarding health and safety issues as well as explanations regarding disciplinary rules.</p>
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<b>Compliance of legal provisions</b>			
<b>Topic</b>	<b>Responsibilities and limits of responsibility</b>		
	<b>Germany</b>	<b>Greece</b>	<b>Cyprus</b>
<b>Protection of young people at work</b>	<p>The trainer knows the regulations concerning young people at work and ensures that these regulations are followed in cooperation with the management of the company. The trainer should ask the management for information on this issue. The regulations are defining for example the working hours and working duration of the apprentice.</p>	<p>The trainer knows the regulations concerning young people at work and ensures that these regulations are followed in cooperation with the management of the company. The regulations are defining, for example, the working hours and working duration of the apprentice.</p> <p>These are also mentioned in the apprenticeship contract.</p>	<p>The most important relevant legal requirements are included in the apprenticeship contract and the trainer is expected to be familiar with them and to apply the law.</p> <p>The company should be ready to provide assistance. However there is often among employers, especially self employed/very small companies, ignorance of labour law. This is one of the reasons regular inspections are required.</p>
<b>Health and safety protection at the workplace/accident prevention</b>	<p>Before starting training the trainer has to clarify if the apprentice knows the regulations concerning health and safety protection at the</p>	<p>Before starting training, the trainer has to clarify if the apprentice knows the regulations concerning health and safety precautions at the</p>	<p>The premises of the company/employer are inspected before the apprentices is recruited and signs an apprenticeship contract</p>

	<p>workplace. The trainer has to check together with the training management which contents are provided by the trainer himself. Always the trainer has to ensure that the regulations are followed and if necessary special work clothes must be worn.</p>	<p>workplace, and also ensure that the regulations are followed.</p>	<p>The responsibilities of the trainer and the company are stipulated by law. However it is not clear if in very small companies adequate attention is placed on training of the apprentices concerning health and safety regulations/precautions.</p>
<p><b>Environment protection</b></p>	<p>The same applies to the environment protection. Meanwhile the issue “environment protection” is part of all professions. Therefore the trainer or the training management has to ensure that this aspect is part of training in the company. The trainer has to teach the respective rules and ensures that these rules are followed. Here he is also a role model with his own behaviour.</p>	<p>There is no evidence of such training taking place. In some specialties it is included in the training plan.</p>	<p>There is no evidence of such training taking place. Though it should be included in the training plan. There is no evidence of such training taking place in the companies generally, not only regarding the training of the apprentice.</p>

(Source: JABLONKA, P.; MARTIN, S.; ULMER, P 2013)

## TRAINER APTITUDE REGULATION (AEVO) IN GERMANY

### § 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](http://www.bibb.de/dokumente/pdf/ausbilder_eignungsverordnung.pdf))