

InfoDoc

4 / 05-2004

www.abf-austria.at Berufsbildungsforschung – Überblick per Mausclick

Training VET Teachers and Trainers (EN)

CEDEFOP Theme 6 - Final Report

Sabine Archan, Susanna-Maria Henkel, Josef Wallner

IBW - Institute for Research on Qualification and Training

mit Unterstützung durch



DAS ZUKUNFTSMINISTERIUM

bm:bwk



Das ReferNet in Österreich

Grundsätzliches Ziel des Fachwissens- und Referenznetzwerks (kurz: ReferNet) in Österreich ist die Herstellung von Transparenz und Synergie in der Berufsbildungsforschung, die Verbreitung von Informationen und Forschungsergebnissen sowie die Beratung von CEDEFOP (Europäisches Zentrum zur Förderung der Berufsbildung).

Zentrale Forschungseinrichtungen der Berufsbildungs- und Qualifikationsforschung in Österreich haben sich zur Arbeitsgemeinschaft Berufsbildungsforschung Austria (abf-austria) zusammengeschlossen. Es sind dies mehrere außeruniversitäre Einrichtungen, die kontinuierlich wissenschaftlich in den Feldern Berufsbildung, Qualifikation und Arbeitsmarkt arbeiten.

Die abf-austria bietet aufgrund der Einbeziehung der einschlägigen Forschungsorganisationen eine zentrale Plattform für diese Arbeiten. Entsprechend der Vorgaben von CEDEFOP werden die folgenden Aufgaben wahrgenommen:

- Erarbeitung von Berichten und Expertisen
- Vernetzung der nationalen und europäischen Forschung
- Dokumentation von Veröffentlichungen
- Betreuung von Datenbanken.

Näheres zur abf-austria sowie dem ReferNet finden Sie unter www.abf-austria.at

InfoDoc erscheint aktuell nach **Einlangen** der jeweiligen Artikel.

© Herausgeber und für den Inhalt verantwortlich sind die Autoren/Institutionen der jeweiligen InfoDoc-Ausgaben

CEDEFOP Theme 6:

*Training VET
teachers and trainers
(EN)*

*Sabine Archan
Susanna-Maria Henkel
Josef Wallner*

Version May 2004

*Für die abf – Arbeitsgemeinschaft Berufsbildungsforschung
im Auftrag des CEDEFOP*

Copyright by ibw – Institut für Bildungsforschung der Wirtschaft

*Medieninhaber und Herausgeber:
ibw-Institut für Bildungsforschung der Wirtschaft
(Geschäftsführer: Mag. Thomas Mayr)*

*A-1050 Wien, Rainergasse 38/2. Stock
Tel: (01) 545 16 71-0
Fax: (01) 545 16 71-22
E-mail: info@ibw.at
Homepage: <http://www.ibw.at>*

Table of Contents

0601 TYPES OF TEACHERS AND TRAINERS IN VOCATIONAL EDUCATION AND TRAINING.....	1
060101 Differences between teachers and trainers	8
060102 Development of policies for VET teachers, VET trainers and other learning facilitators.....	8
060103 Role of VET teachers and trainers in the VET system.....	9
0602 TYPES OF TEACHERS AND TRAINERS IN IVET.....	11
060201 Pre-service training for IVET teachers	18
06020101 Admission requirements.....	21
06020102 Training models and processes	27
06020103 Training Content and Curricula.....	33
06020104 Assessment and quality monitoring	35
060202 In-service, continuing training and development for IVET teachers	40
060203 Pre-service training for IVET trainers and other learning facilitators	45
06020301 Admission requirements.....	46
06020302 Training Models and Processes.....	46
06020303 Training Content and Curricula.....	48
06020304 Assessments and Quality Monitoring.....	50
060204 In-service, continuing training and development for IVET trainers and other learning facilitators	51
060205 Issues of Interest	54
0603 TYPES OF TEACHERS AND TRAINERS IN CVET	57
060301 Pre-service training for CVET teachers	60
06030101 Admission Requirements.....	60
06030102 Training Models and Process.....	61
06030103 Training Content and Curricula.....	62
06030104 Assessment and Quality Monitoring	63
060302 In-service, Continuing Training and Development for CVET-Teachers	64
060303 Pre-Service Training for CVET-Trainers and Other Learning Facilitators.....	64
06030301 Admission Requirements.....	65
06030302 Training Models and Process.....	65
06030303 Training Content and Curricula.....	66
06030304 Assessment and Quality Monitoring	66
060304 In-Service, Continuing Training and Development for CVET trainers and Learning Facilitators	67
060305 Issues of Interest	70
0604 UNIONS/ASSOCIATIONS AND RESOURCES.....	72
0605 BIBLIOGRAPHICAL REFERENCE AND WEB SITES	79

0601 TYPES OF TEACHERS AND TRAINERS IN VOCATIONAL EDUCATION AND TRAINING

In Austria, instructors at IVET schools are referred to as *Lehrer* (teachers), while instructors within the framework of the company-based segment of the *Lehre* (apprenticeship) are called *Ausbilder* (IVET trainers). At universities, there are *Universitätsprofessoren* (university professors), *Universitätslektoren* (university lecturers) and *Universitätsassistenten* (university assistants). At *Fachhochschulen* (i.e. university level study programmes of at least three years' duration with vocational-technical orientation) there are *Fachhochschul-Professoren* and *Fachhochschul-Lektoren* (professors and lecturers at *Fachhochschule* Courses).

For instructors in school-based and university-based CVET, the same terms are used as in IVET. In non-school-based and non-university-based CVET, instructors are commonly referred to as *Trainer* (CVET trainers) or *Kursleiter* (course instructors).

Teaching at schools and universities as well as the apprenticeship training are regulated by law. Non-school-based and non-university-based CVET is not subject to any legal regulation.

The offers of the Austrian IVET system can be assigned to the upper secondary level, the post-secondary level and the tertiary level. In CVET, a distinction is made among school offers, university offers and offers outside the educational system.

1. IVET and CVET in Schools

Instructors mainly work in the school-based Austrian VET system, which focuses primarily on IVET and only to a limited extent on CVET. VET schools can be categorised according to their curriculum and their educational level, where one differentiates between secondary schools and *Akademien* (Post-Secondary VET Colleges).

Secondary schools are

- *Berufsschulen* (Vocational Schools for Apprentices - school-based part of dual vocational training),
- *berufsbildende mittlere Schulen* (Secondary VET Schools),
- *berufsbildende höhere Schulen* (VET Colleges).

Post-Secondary VET Colleges are the

- *Akademie für Sozialarbeit* (Post-Secondary College of Social Work),
- *Pädagogische Akademie* (Teacher Training College),
- *Berufspädagogische Akademie* (Vocational Teacher Training College)
- *Pädagogische Institute* (In-Service Teacher Training Colleges) belong to the category *Akademien* (Post-Secondary VET Colleges).

Secondary VET Schools and Colleges are categorised into the following professional directions:

- *gewerbliche, technische und kunstgewerbliche Schulen* (crafts, technical and arts and crafts schools),
- *Schulen für Mode und Bekleidungstechnik* (schools for fashion and clothing),
- *kaufmännische Schulen* (schools of business administration),
- *Schulen im Gesundheitswesen* (healthcare schools)
- *Schulen für Sozialberufe* (schools for social professions)
- *Bildungsanstalten für Sozialpädagogik und Kindergartenpädagogik* (Secondary Training Colleges for Non-Teaching Supervisory Staff and Nursery School Teachers).

These different schools also have various specialised forms:

- *Schulen für Berufstätige* (schools for people under employment),
- *Meisterschulen* (Master Craftsman Courses),
- *Speziallehrgänge* (Specialised Further Training Courses),
- *Werkmeisterschulen* (Foreman Courses),
- *Bauhandwerkschulen* (Construction-Craft Courses),
- *Vorbereitungslehrgänge* (Bridge Courses),
- *Aufbaulehrgänge* (Add-on Courses),
- *Kollegs* (Post-Secondary VET Courses).

The school-based VET system is regulated by law, under the *Schulorganisationsgesetz* (i.e. law regulating the organisation of schools). Healthcare training is regulated by separate laws and training regulations.

The *Bundesministerium für Land- und Forstwirtschaft, Umwelt und Wasserwirtschaft* (Federal Ministry for Agriculture, Forestry, Environment and Water Management) is responsible for the *land- und forstwirtschaftlichen Schulen* (schools for agriculture and forestry). The *Bundesministerium für Gesundheit und Frauen* (Federal Ministry for Health and Women's Issues) is responsible for *Schulen im Gesundheitswesen* (healthcare schools), while the *Bundesministerium für Bildung, Wissenschaft und Kultur* (Federal Ministry for Education, Science and Culture) is responsible for all other schools.

2. IVET in Companies (Company-Based Part of Dual Vocational Training)

The *Lehre* (apprenticeship) as dual training encompasses training in a company and training in the *Berufsschule* (Vocational School for Apprentices). An *Ausbilder* (IVET trainer) imparts all job-specific skills and competences. *Lehrlinge* (apprentices) can be trained in companies and in public institutions. The basis of the *Lehrausbildung* (apprenticeship training) is a *Lehrvertrag* (apprenticeship contract), concluded between the apprentice and the *Lehrberechtigte* (authorised apprentice trainer) and referring to a *Lehrberuf* (apprenticeship trade) that is found in the *Lehrberufsliste* (list of apprenticeship trades). This list is based on a decree by the *Bundesministerium für Wirtschaft und Arbeit* (Federal Ministry for Economic Affairs and Labour) stating the following: existing apprenticeship trades in Austria, the respective duration of training, related apprenticeship trades, measure of deduction of training hours of related apprenticeship trades, replacement of the *Lehrabschlussprüfung* (final apprenticeship examination) by completion of a final apprenticeship examination in another apprenticeship trade.

The apprenticeship is legally regulated by the *Berufsausbildungsgesetz* (Vocational Training Act). The Federal Ministry for Economic Affairs and Labour is responsible for the company-based part of dual vocational training.

3. IVET and CVET at Universities and *Fachhochschulen*

Instructors at universities and *Fachhochschule* Courses work in the following areas:

- activities within the framework of IVET
 - *Bakkalaureatsstudien* (Baccalaureate Courses),
 - *Diplomstudien* (Diploma Courses),
 - *Magisterstudien* (Master Courses) building on Baccalaureate Courses,
 - *Doktoratstudien* (PhD Courses) and
- activities within the framework of CVET
 - *Universitätslehrgänge* (CVET University Courses)

Education at universities is legally regulated by the *Universitätsstudiengesetz* (University Study Law), *Fachhochschule* Courses by the *Fachhochschul-Studiengesetz* (i.e. law on *Fachhochschule* Courses).

4. CVET Outside Schools and Universities

CVET is becoming an area of growing importance in the teaching field. Besides the school-based and university-based offers mentioned above, there are offers of CVET in-

stitutions of the social partners (*WIFI – Wirtschaftsförderungsinstitut* [Business Promotion Institute] and *bfi – Berufsförderungsinstitut* [Labour Promotion Institute]), as well as an increasing number of private offers. CVET institutions offer courses in companies (tailor-made company courses) as well as outside of companies. In-company CVET is also taught by CVET trainers who are directly employed by the company. Non-school-based and non-university-based CVET is not subject to legal regulation.

Instructors in IVET and CVET according to their area of employment

Type of School	Specification	Teacher and Trainers
School-based VET		
<i>Berufsschulen</i> (Vocational Schools for Apprentices)	<i>Berufsschulen</i> (Vocational Schools for Apprentices)	Teachers for general education and commercial subjects
		Teachers for craft-specific theoretical and craft-specific design subjects
Teachers for craft-specific practical subjects		
	<i>Land- und forstwirtschaftliche Berufsschulen</i> (Vocational School for Apprentices in Forestry and Agriculture)	
<i>Berufsbildende mittlere Schulen</i> (Secondary VET Schools)	<i>Gewerbliche, technische und kunstgewerbliche Fachschulen</i> (secondary crafts, technical and arts and crafts secondary schools)	Teachers for general education subjects
		Teachers for craft-specific theoretical subjects
		Teachers for craft-specific practical subjects
	<i>Handelsschulen</i> (Secondary Schools of Business Administration)	Teachers for general education subjects
		Teachers for business administration subjects
	<i>Fachschulen für wirtschaftliche Berufe</i> (Secondary schools of management and service industries)	Teachers for general education subjects
		Teachers for business administration subjects
		Teachers for nutrition science and home economic management subjects
		Teachers for information and office management/word processing subjects
	<i>Gesundheitsberufliche Fachschulen</i> (Secondary schools for healthcare professions)	Teachers at <i>Schulen für Gesundheits- und Krankenpflege</i> (Schools for healthcare and nursing)

		Teachers at <i>Schulen für den medizinisch-technischen Fachdienst</i> (Schools for Paramedical Training)
	<i>Fachschulen für Sozialberufe</i> (Schools for social professions)	Teaches for general education subjects
		Teachers for craft-specific theoretical subjects
		Teachers for craft-specific practical subjects
Specialised forms of <i>berufsbildende mittlere Schulen</i> (Secondary VET Schools)	<i>Werkmeisterschulen</i> (Foreman Courses)	
	<i>Meisterschulen</i> (Master Craftsman Courses)	
	<i>Bauhandwerkschulen</i> (Construction-Craft Courses)	
	<i>Vorbereitungslehrgänge</i> (Bridge Courses)	
<i>Berufsbildende höhere Schulen</i> (VET College) and <i>Bildungsanstalten für erzieherische Berufe</i> (Secondary Training College for Educational Professions)	<i>Höhere technische und gewerbliche</i> (College for Engineering and Crafts) and <i>kunstgewerbliche Lehranstalten</i> (Colleges for Arts and Crafts)	Teachers for general education subjects
		Teachers for craft-specific theoretical subjects
		Teachers for craft-specific practical subjects
	<i>Handelsakademien</i> (College of Business Administration)	Teachers for general education subjects
		Teachers for commercial subjects
	<i>Höhere Lehranstalten für wirtschaftliche Berufe</i> (Colleges of Management and Service Industries)	Teachers for general education subjects
		Teachers for commercial subjects
		Teachers for nutrition science and home economic management subjects
		Teachers for information and office management/word processing subjects
	<i>Bildungsanstalten für Kindergartenpädagogik</i> (Secondary Training College for Nursery School Teachers)	Teachers for general education subjects
		Teachers for pedagogic subjects
		Teachers for craft-specific practical subjects
	<i>Bildungsanstalt für Sozialpädagogik</i> (Secondary Training College for Non-Teaching Supervisory Staff))	Teachers for general education subjects
		Teachers for pedagogic subjects
		Teachers for craft-specific practical subjects

Specialised forms of <i>berufsbildende höhere Schulen</i> (VET Colleges)	<i>Kollegs</i> (Post-Secondary VET Courses)	As in comparable <i>berufsbildenden höheren Schulen</i> (VET Colleges) but without general education subjects
	<i>Aufbaulehrgänge</i> (Add-on Courses)	As in comparable <i>berufsbildenden höheren Schulen</i> (VET Colleges)
	<i>Berufsbildende höhere Schulen für Berufstätige</i> (VET Colleges for people under employment)	As in comparable <i>berufsbildenden höheren Schulen</i> (VET Colleges)
	<i>Speziallehrgänge</i> (Specialised Further Training Courses)	
<i>Akademien</i> (Post-Secondary VET Colleges)	<i>Akademien der Lehrerbildung</i> (Post-Secondary Colleges for Teacher Training)	Teachers at <i>pädagogischen Akademien</i> (Teacher Training Colleges)
		Teachers at <i>berufspädagogischen Akademien</i> (Vocational Teacher Training Colleges)
		Teachers at <i>agrarpädagogischen Akademien</i> (Agricultural Teacher Training Colleges)
		Teachers at <i>pädagogischen Instituten</i> (In-Service Teacher Training Colleges)
	<i>Akademien für Sozialarbeit</i> (Post-Secondary Colleges for Social Work)	
	<i>Akademien für die gehobenen medizinisch-technischen Dienste</i> (Post-Secondary Colleges for Paramedical Staff)	Teachers at <i>Akademien für den Diät-dienst u. ernährungsmedizinischen Beratungsdienst</i> (Post-Secondary Colleges for Diet and Nutrition Medical Counselling)
		Teachers at <i>Akademien für den ergotherapeutischen Dienst</i> (Post-Secondary Colleges for Ergo-Therapeutic Services)
		Teachers at <i>Akademien für den logopädisch-phoniatri-sch-audiologischen Dienst</i> (Post-Secondary Colleges for Logopetriatic, Phoniatic and Audiologic Services)
		Teachers at <i>Akademien für den medizinisch-technischen Laboratoriumsdienst</i> (Post-Secondary Colleges for Medical-Technical Laboratory Services)

		Teachers at <i>Akademien für den orthoptischen Dienst</i> (Post-Secondary Colleges for Orthoptic Services)
		Teachers at <i>Akademien für den physiotherapeutischen Dienst</i> (Post-Secondary Colleges for Physio-Therapeutic Services)
		Teachers at <i>Akademien für den radiologisch-technischen Dienst</i> (Post-Secondary Colleges for Radiologic-Technical Services)
		Teachers at <i>Hebammenakademien</i> (Post-Secondary Colleges for Mid-wives)
VET at Universities and Fachhochschulen		
Fachhochschule Courses und University Courses	Universities (IVET and CVET University Courses)	<i>Universitätsprofessor / Vertragsprofessor</i> (university professor/contractual professor at university)
		<i>Universitätsassistent / Wissenschaftlicher Mitarbeiter</i> (university assistant/scientific staff at university)
		<i>Universitätslektor / Lehrbeauftragter</i> (university lecturer / contractual teacher at university)
	Fachhochschule Courses	<i>Fachhochschule professor</i> lecturer and <i>Lehrbeauftragter</i> (contractual teacher) at a <i>Fachhochschule</i> Course
IVET in Companies (Company-Based Part of Dual Vocational Training)		
Companies	<i>Ausbildungsbetrieb</i> (training company)	<i>Ausbilder</i> (IVET trainer)
Non-School-Based and Non-University-Based CVET		
CVET institutions/ HR departments	<i>Betriebsexterne Weiterbildung</i> (CVET outside of companies)	<i>Kursleiter</i> (course instructor)/ <i>Trainer</i> (CVET trainer)
	<i>Betriebsinterne Weiterbildung</i> (in-company CVET)	<i>Trainer</i> (CVET trainer)

060101 Differences between teachers and trainers

The main difference between teachers and *Ausbilder* (IVET trainers) is that, unlike IVET trainers, teachers have usually completed a *Lehramtsstudium* (Teacher Training Course) at university or at a *pädagogischen Akademie* (Teacher Training College) (see 060201). IVET trainers are required to have certain professional qualifications and have to pass an oral examination in front of a commission, during which questions on legal, pedagogical and didactic issues regarding the apprenticeship training have to be answered (see 060203). No specific training is required for CVET trainers (see 060303).

060102 Development of policies for VET teachers, VET trainers and other learning facilitators

Both the Austrian VET system and the Austrian apprenticeship system are characterised by a high level of continuity, which is the reason why fundamental changes are rarely made. The biggest change within the last ten years concerned the *Lehramtsstudium an berufspädagogischen Akademien* (Teacher Training Courses at Vocational Teacher Training Colleges) with the passing of the *Akademien-Studiengesetz* (i.e. law on Post-Secondary Colleges) of 1999, which plans the transformation of Vocational Teacher Training Colleges into Teacher Training Universities (see 060205).

A current objective of educational policy concerns the restructuring of CVET opportunities for teachers. For example, it is discussed to create several competence-centres or coordination-centres for certain fields of the education sector on the basis of *pädagogischen Instituten* (In-Service Teacher Training Colleges). In addition to CVET measures, which are offered in such institutions, training programmes of external training institutions are planned to be offered in future as well.

Non-school-based CVET has also gone through great economic changes within the last years. In addition to traditionally acting non-profit CVET institutions (i.e. *Wirtschaftsförderungsinstitut* [Business Promotion Institute] and *Berufsförderungsinstitut* [Labour Promotion Institute]) an increasing number of private, profit-oriented institutions providing CVET have been appearing on the market. Furthermore, universities and *Fachhochschulen* have started to offer CVET on a high qualification level. Due to increasing competition, professionalism and quality have constantly gained importance and led to a specialisation of the range of courses offered (see 060305). Moreover, there is an increasing need for highly qualified instructors with regard to their didactic and pedagogical as well as technical and subject-specific competences.

The entire university sector is subject to far-reaching reforms, which have been laid down in the *Universitätsgesetz* (University Law) of 2002 (see 060205). One main point of this law includes the change that teaching personnel at universities, particularly university professors, have gained more responsibility and independence regarding the selection of teaching and research contents. Moreover, universities have put more emphasis on the didactic quality of teaching. Keeping this fact in mind, CVET of teaching personnel has gained importance, especially in the fields of pedagogic, didactics, personality training and management (e.g. fund raising).

060103 Role of VET teachers and trainers in the VET system

The legally determined curricula of the Austrian school system can be regarded as framework curricula. They set the timetables for the individual school types (compulsory subjects and hours per week for each grade), general education objectives, and specific education and teaching tasks of the individual subjects. Within this frame teachers can select the exact contents of their lessons and the pedagogical-didactic approach. When curriculum reforms are carried out by the responsible Federal Ministry, representatives of teachers are involved in the working group (so-called curriculum commission).

In terms of pedagogical theories it is up to the individual instructor or the school to decide which one to choose. There is little scope for teachers as concerns assessment, which is legally regulated.

Instructors at universities and *Fachhochschule* Courses also have a choice as regards content as well as didactic and pedagogic approaches within the legally determined curricula.

Depending on the company's situation, *Ausbilder* (IVET trainers) can also follow their own way on the condition that they stay within the legally set *Ausbildungsordnungen* (Training Regulations). Representatives of the respective branches are involved in reforms of Training Regulations as working group members of the *Bundesberufsausbildungsbeirat* (Federal Vocational Training Advisory Council).

For CVET there are no training regulations or curricula. Consequently, the individual institutions providing CVET are completely independent concerning their CVET offers. While the key content points are usually specified by the head CVET trainer, the individual CVET trainers can select the particular subjects and his/her didactic approach.

Thus, the varying degree of influence instructors have concerning the training contents and the didactic approach does not result from their qualification level but from the fact whether and which training regulations have been specified in the respective field.

0602 TYPES OF TEACHERS AND TRAINERS IN IVET

The following table shows all types of teachers and trainers in IVET, according to their areas of instruction (types of training and subject) and their necessary formal education. In addition to formal education, varying training and job internships are required for receiving a teaching position (see 06020101.)

Instructors of IVET according to their area of employment and level of qualification

Instructors in IVET	Formal qualifications (minimum requirement)
Tertiary Education (at University and <i>Fachhochschule</i>)	
Teachers for general education subjects at <i>berufsbildenden mittleren und höheren Schulen</i> (Secondary VET Schools and Colleges)	<i>Universitäts-Lehramtsstudium</i> (Teacher Training Course at a university) in the respective subjects
Teachers at <i>berufsbildenden mittleren und höheren Schulen</i> (Secondary VET Schools and VET Colleges) for business administration subjects (business management, finances)	IVET University Diploma Course in <i>Wirtschaftspädagogik</i> (Economic Pedagogy)
Teachers at <i>berufsbildenden höheren Schulen</i> (VET Colleges) for craft-specific theoretical subjects	Craft-specific IVET University Diploma Course
Teachers at <i>land- und forstwirtschaftlichen Schulen</i> (schools for agriculture and forestry)	<i>Aufbaulehrgang</i> (Add-on Course) at the <i>Agrarpädagogisches Institut</i> (Agricultural Teacher Training College) (admission requirement: craft-specific IVET University Course)
Teachers at <i>Bildungsanstalten für erzieherische Berufe</i> (Secondary Training Colleges for Educational Professions) for craft-specific theoretical and craft-specific practical subjects	Craft-specific IVET University Diploma Course
Teachers at <i>Akademien</i> (Post-Secondary VET Colleges)	Craft-specific IVET University Diploma Course or craft-specific course at a Post-Secondary VET College
<i>Lehrbeauftragter an Universitäten</i> (contractural teacher at university) <i>Universitätsassistent</i> (university assistant) <i>Wissenschaftlicher Mitarbeiter</i> (scientific staff at university) <i>Universitätsprofessor/Vertragsprofessor</i> (university professor/contractural professor at university)	<i>Universitätsstudium mit Doktoratsstudium</i> (IVET University Diploma Course and PhD Course)

<p><i>Lehrbeauftragter an Fachhochschul-Studiengängen</i> (contractual teacher at a <i>Fachhochschule</i> Course)</p> <p><i>Fachhochschule</i> professor and <i>Fachhochschule</i> lecturer</p>	<p><i>Fachhochschule</i> Course or IVET University Diploma Course and PhD Course</p>
Post-secondary education (at Akademien [Post-Secondary VET Colleges])	
Teachers at the <i>Berufsschule</i> (Vocational School for Apprentices) for general education subjects	<i>Berufspädagogische Akademie</i> (Vocational Teacher Training College) – department for <i>Berufsschule</i> (Vocational School for Apprentices), professional category for general education subjects
Teachers at the <i>Berufsschule</i> (Vocational School for Apprentices) for craft-specific theoretical and craft-specific design subjects	<i>Berufspädagogische Akademie</i> (Vocational Teacher Training College) – department for <i>Berufsschule</i> (Vocational School for Apprentices), professional category for craft-specific theoretical and craft-specific design subjects
Teachers at the <i>Berufsschule</i> (Vocational School for Apprentices) for craft-specific practical subjects	<i>Berufspädagogische Akademie</i> (Vocational Teacher Training College) – department for <i>Berufsschule</i> (Vocational School for Apprentices), professional category for craft-specific practical subjects
Teachers at <i>berufsbildenden mittleren Schulen</i> (Secondary VET Schools) for craft-specific theoretical subjects	<i>Berufspädagogische Akademie</i> (Vocational Teacher Training College) – department for <i>Technisches Gewerbe</i> (Technical Crafts), professional category for craft-specific theoretical subjects
Teachers at <i>berufsbildenden höheren Schulen</i> (VET Colleges) and <i>berufsbildenden mittleren Schulen</i> (Secondary VET Schools) for craft-specific practical subjects	<i>Berufspädagogische Akademie</i> (Vocational Teacher Training College) – department for <i>Technisches Gewerbe</i> (Technical Crafts), professional category for craft-specific practical subjects
Teachers at <i>berufsbildenden höheren Schulen</i> (VET Colleges) and <i>berufsbildenden mittleren Schulen</i> (Secondary VET Schools) for Fashion and Clothing	<i>Berufspädagogische Akademie</i> (Vocational Teacher Training College) – department for <i>Technisches Gewerbe</i> (Technical Crafts), fashion and clothing
Teachers at <i>berufsbildenden höheren Schulen</i> (VET Colleges) and <i>berufsbildenden mittleren Schulen</i> (VET Colleges) for nutrition science and home economic management subjects	<i>Berufspädagogische Akademie</i> (Vocational Teacher Training College) – department for <i>Ernährungswissenschaft und Haushaltsökonomie</i> (Nutrition science and Home Economic Management)
Teachers at <i>Berufsschulen</i> (Vocational Schools for Apprentices), <i>berufsbildenden mittleren Schulen</i> (Secondary VET Schools) and <i>berufsbildenden höheren Schulen</i> (VET Colleges) for word processing	<i>Berufspädagogische Akademie</i> (Vocational Teacher Training College) – department for <i>Informations- und Officemanagement/Textverarbeitung</i> (Information and Office Management/Word Processing)
Teachers at <i>land- und forstwirtschaftlichen Schulen</i> (schools for agriculture and forestry)	<i>Agrarpädagogische Akademie</i> (Agricultural Teacher Training College) (admission requirement: craft-specific VET College)
Teachers at <i>Akademien</i> (Post-Secondary VET Colleges)	Craft-specific <i>Akademie</i> (Post-Secondary VET College) or craft-specific IVET University Course

Kommissionelle Einzelprüfung (single examination in front of an examination board)	
Ausbilder (IVET trainer) of the company-based segment of the apprenticeship	Ausbilderprüfung (IVET trainer examination)

More detailed descriptions of the types of training can be found in 060201 and 06020101.

1. Age distribution

The following table shows that most teachers at *berufsbildenden mittleren Schulen* (Secondary VET Schools) and *berufsbildenden höheren Schulen* (VET Colleges) are between 31 and 50 years old. In the 51 to 60 age cohort, there are 60% fewer teachers than in the 41 to 50 age cohort, where the number of female teachers (26.15%) is almost three quarters less than the number of male instructors (73.85%). With 104 men and 15 women there are very few teachers over the age of 60; most of them teach at *Berufsschulen* (Vocational Schools for Apprentices). The situation is quite different at the entry-level, where only 36% of under-30 year olds are male.

Age distribution of teachers (except teachers of non-denominational private schools) at Secondary VET Schools and Colleges

Type of School	> 30		31 - 40		41 - 50		51 - 60		< 60	
	% m	% f	% m	% f	% m	% f	% m	% f	% m	% f
<i>Berufsschulen</i> (Vocational School for Apprentices)	53.31	46.69	63.03	36.97	72.51	27.49	80.64	19.36	89.55	10.45
<i>Gewerbliche, technische und kunstgewerbliche Schulen</i> (crafts, technical and arts and crafts schools)	68.46	31.54	75.62	24.38	83.25	16.75	92.98	7.02	88.24	11.76
<i>Fremdenverkehrsschulen</i> (schools for tourims)	36.32	63.68	48.10	51.90	57.23	42.77	84.15	15.85	100.00	
<i>Kaufmännische Schulen</i> (schools of business administration)	26.86	73.14	31.14	68.86	45.96	54.04	57.12	42.88	100.00	

<i>Schulen für wirtschaftliche Berufe u. für Bekleidungs-technik</i> (schools of management and service industries and schools of fashion and clothing)	17.84	82.16	16.25	83.75	24.38	75.62	27.43	72.57	66.67	33.33
<i>Schulen für Sozialberufe</i> (schools for social professions)	n. a.	n. a.	n. a.	n. a.	n. a.	n. a.	n. a.	n. a.	n. a.	n. a.
<i>Land- und forstwirtschaftliche Schulen</i> (schools for agriculture and forestry)	36.67	63.33	43.01	56.99	51.82	48.18	63.64	36.36	85.71	14.29
<i>Bildungsanstalten für erzieherische Berufe</i> (Secondary Training College for Educational Professions)	13.33	86.67	19.97	80.03	27.07	72.93	32.08	67.92		100.00
Total	36.09	63.91	44.17	55.83	56.98	43.02	73.85	26.15	87.39	12.61

n. a. = not available

Source: Federal Ministry for Education, Science and Culture (ed.) Austrian School Statistics 2001/02. The Austrian School Statistics does not include information on the age of instructors at Post-Secondary VET Colleges.

Age distribution of university professors at Austrian universities

> 40 years	55 (81.82% m, 18.18% f)
41-50 years	395 (84.56% m, 15.44% f)
51-60 years	874 (90.85% m, 9.15% f)
61-65 years	519 (94.41% m, 5.59% f)
66-68 years	137 (95.62% m, 4.38% f)
< 69 years	12 (83.33% m, 16.67% f)

Source: As of January 1, 2002. Source: Federal Ministry for Education, Science and Culture (ed.) Higher Education Report 2002, Volume 2. This report contains no indications on the age of university assistants.

No data is available on the age distribution of *Ausbilder* (IVET trainers).

2. Gender balance

In the 2002/2003 school year 29,711 instructors taught in the Austrian IVET system, 14,141 of whom were women (47.6%).

4,664 teachers taught at *Berufsschulen* (Vocational Schools for Apprentices), of whom 1,372 were women (29.4%). At *berufsbildenden mittleren Schulen* (Secondary VET Schools) and *berufsbildenden höheren Schulen* (VET Colleges) there were 20,900 instructors; 10,424 of those were women (49.9%). 2,703 instructors taught at *pädagogische Akademien* (Teacher Training Colleges); 1,207 of these were female (26.9%).

In 2003 2,073 professors taught at Austrian universities (art universities are not included); 241 (11.65%) were women. In the same year 7,567 university assistants and contractual university assistants taught at the universities. Of these, 2,037 were women (21%).

In the 2001/2002 school year, there were 4,419 full-time and part-time instructors in the Austrian *Fachhochschule* Courses, 857 (19.4%) of them were women. Of the 755 full-time instructors, 163 were women (21.6%); of the 3,664 part-time instructors 694 (18.9%) were women.

No data is available on the gender balance aspect of *Ausbilder* (IVET trainers).

3. Salary rates

Salaries for teachers at public schools, *Akademien* (Post-Secondary VET Colleges) and universities are regulated by a salary scheme, which is based on the *Beamten-Dienstrechtsgesetz* (i.e. federal law regulating the rights and duties of public servants), the *Gehaltsgesetz* (i.e. federal law regulating the salaries of public servants) and, for *Vertragslehrer* (i.e. contractual teachers who do not have the status of public servants but who have a private-law service relationship to the state), the *Vertragsbedienstetengesetz* (i.e. federal law regulating the rights and duties of contractual public employees).

Landeslehrer, who teach at *Berufsschulen* (Vocational Schools for Apprentices), are employees of a *Bundesland* (federal region). They are subject to the *Landeslehrer-Dienstrechtsgesetz* (i.e. federal law regulating the rights and duties of teachers employed

by a *Bundesland* [federal region]). However, their salaries follow the same scheme as those of the *Bundeslehrer* (i.e. teachers employed by the federal government).

Salaries are subject to annual adjustments that are negotiated between the government and the *Gewerkschaft Öffentlicher Dienst* (Union of Public Services). Generally, teachers are paid according to their education and area of instruction for which different categories (*Verwendungsgruppen* [salary brackets]) have been set up. The salary is determined by the respective category and seniority. Every two years teachers are legally guaranteed a promotion to the next category without specific performance controls.

The exact amount of the salary as well as the extent of promotion to the next higher payment level slightly vary between teachers with the status of public servants and contractual teachers. The actual amount a teacher receives monthly is made up of the salary and any function-based supplements (e.g. management functions, functions that require specialised knowledge or skills). The laws on salaries for public servants and contractual teachers provide for a series of salary supplements. These are earnings that compensate for extra work hours (e.g. overtime or on-call duties), or special circumstances of the job (dangers, hardships). Furthermore, they cover refunds (e.g. for extra costs accrued through business trips) or for benefits with reward character. The latter category comprises the reward itself, which can be paid allowing for sufficient funds, for extra performance or on other special occasions, as well as an anniversary benefit, a loyalty premium for 25 or 40 years of service.

Full-time employment for teachers at *berufsbildende mittlere und höhere Schulen* (Secondary VET Schools and VET Colleges) as well as *Akademien* (Post-Secondary VET Colleges) amount to 20 hours per week. For *Berufsschullehrer* (teachers at Vocational Schools for Apprentices) for the professional categories I (general education and business management subjects) and II (craft-specific theoretical and craft-specific design subjects), it amounts to 23 hours per week and for the professional category III (craft-specific practical subjects), it amounts to 24.5 hours per week. In this context, the value-units attributable to one hour of teaching vary slightly between subject groups (0.75 to 1.167).

Lowest and highest gross monthly salary levels of instructors in a public-law service relationship, based on salary categories for 2004

Salary levels (gross income)	Contractual teachers	Public servants
Teachers at Vocational Schools for Apprentices, Secondary VET Schools and Colleges who attended a <i>Berufspädagogische Akademie</i> (Vocational Teacher Training College)		
lowest	1,676.2	1,608
highest	3,761.1	3,341.6
Teachers at Vocational Schools for Apprentices, Secondary VET Schools and Colleges with a university degree		
lowest	1,843.4	1,800.6
highest	4,293.5	4,032.0
Teachers at <i>Akademien</i> (Post-Secondary VET Colleges) with a university degree		
lowest	2,039.5	1,955.4
highest	5,046.7	4,601.7
Professors at university		
lowest	---	2,637.3
highest	---	4,960.5
Assistants at university		
lowest	1,843.4	1,800.6
highest	4,293.5	4,032

There are no regulations regarding the salary scheme of IVET trainers. Their salaries are dependent on the respective branch and company they work in.

4. Structure for attracting people

Besides many teachers' individual desire to work with (young) people, there are several factors that make teaching in IVET attractive in Austria.

Employment in the public sector is regarded as more secure than those in the private sector, which is desirable, even for highly qualified persons. This is true especially in periods of growing unemployment, and the interest in receiving training at the *berufspädagogische Akademie* (Vocational Teacher Training College) has grown, especially for people with a university degree. Payment is orientated along a predetermined salary scheme rendering long-term calculations possible.

Another favourable factor is the flexible schedules teaching jobs allow. This is possible because of vacations that are significantly longer than the usual five-week-vacation in other professions and also because there is the possibility of taking on part-time jobs. This is especially interesting for people who have to combine work with raising children.

A lack of qualified teaching staff is only present in specialised areas that can be assigned to successful branches of the economy. This is especially true for specific technical areas. There is a surplus of teachers of general education subjects, though this varies from region to region.

Currently, there is a comparatively high demand for instructors for *Fachhochschule* Courses, because this education segment has grown tremendously in the past few years. Generally, the courses are highly specialised and are primarily targeted towards technical or commercial areas. Unlike the public school sector, recruitment does not take place primarily through the annual notice of open positions in the *Wiener Zeitung* (i.e. newspaper published in Vienna containing official information from the federal government). Rather, recruitment measures follow those in the commercial sector. For example, large-format ads are placed in specific daily newspapers.

060201 Pre-service training for IVET teachers

In 0602 a structural overview of IVET instructor training according to the differing types of schools and subject areas is given. The following section discusses IVET instructor training for the secondary, post-secondary and tertiary areas of education. Each area is discussed separately.

1. Teachers at *Berufsschulen* (Vocational Schools for Apprentices), at *berufsbildenden mittleren und höheren Schulen* (Secondary VET Schools and Colleges)

Teacher training in the VET system occurs partially on the tertiary education level, at universities, and partially at the post-secondary education level, at the *berufspädagogischen Akademien* (Vocational Teacher Training Colleges). Teacher training in Vocation Teacher Training Colleges covers a period of six semesters and finishes with a *Diplomprüfung* (diploma examination), also called *Lehramtsprüfung* (teacher training examination). The minimum time required for a University Teacher Training Course is nine semesters. It concludes with a diploma examination and leads to a Master's degree (see 06020102 for more information).

The necessary qualifications for entering Teacher Training Courses at university and at Vocational Teacher Training Colleges are determined by the subjects to be taught later and the type of school to be attended (see 0601).

The following teachers need a university degree (tertiary education level):

- teachers for general education subjects,
- teachers for business administration subjects at Secondary VET Schools and Colleges and *Bildungsanstalten für erzieherische Berufe* (Secondary Training Colleges for Educational Professions)
- teachers for craft-specific theoretical and craft-specific practical subjects at Secondary Training Colleges for Educational Professions.

The following teachers need a Teacher Training Course at a Vocational Teacher Training college (post-secondary education level):

- teachers at Vocational Schools for Apprentices,
- teachers of craft-specific theoretical and craft-specific practical subjects at Secondary VET Schools,
- teachers for craft-specific practical subjects at VET Colleges,
- teachers for nutrition science and home economic management subjects,
- teachers for information and office management as well as teachers for word processing at Vocational Schools for Apprentices and at Secondary VET Schools and Colleges.

Teachers at *land- und forstwirtschaftlichen mittleren und höheren Schulen* (Secondary VET Schools and Colleges for Agriculture and Forestry) require a Teacher Training Course at an *agrarpädagogischen Akademie* (Agricultural Teacher Training College).

Practical training phases are a part of teacher training for Secondary VET Schools and Colleges that serve two purposes. First, it enables the trainee to receive an overview of the teaching profession, and second, it endows a sense of the personal suitability for the job. In several of the Teacher Training Courses at the Vocational Teacher Training College, practical training occurs dominantly in the first segment of studies. In the training for teaching at Vocational Schools for Apprentices, the first segment (four semesters) occurs simultaneously to practical teaching experience at the school. This is the same for *technischen und gewerblichen Fachunterricht* (technical and crafts subjects) at Secondary VET Schools and Colleges. For nutrition science and home economic management subjects and for information and office management/word processing subjects at Vocational Schools for Apprentices, Secondary VET Schools and Colleges, the first and second semesters occur simultaneously to practical teaching experience.

Teachers of general education subjects at Secondary VET Schools and Colleges who were educated at universities must complete a one-year teaching internship at a school after completing their studies. During this time, interns receive guidance and support from a supervising teacher. Before this, students must complete a school internship to the extent of 120 semester hours during the first and second segments of the course. This is accompanied by supervision to the extent of 30 semester hours. The course in *Wirtschaftspädagogik* (Economic Pedagogy) also requires a school internship in the first segment of the course, to the extent of two semester hours. This is intended to serve as job orientation. In the second segment, twelve semester hours of a school internship must be completed (for more information see 06020102).

Several institutions (*Arbeitsmarktservice* [Public Employment Service], *Bildungsministerium* [Federal Ministry for Education, Science and Culture], *Interessenvertretung* [Trade Unions]) offer information on training and job options, as do the training institutions themselves. This takes the form of personal consultations, education fairs, or through written information (homepages, brochures). Furthermore, one can take job suitability tests offered by various institutions. Teacher counselling centres, initiated and supported by the *Landesschulräten* (Regional Boards of Education), offer psychological support for (young) teachers. These are seen as independent service institutions and are available for teachers to seek consultation regarding professional and personal questions. The Education Ministry's student counselling centres offer psychological help for students.

2. Teachers at Post-Secondary VET Colleges

There are three types of Post-Secondary VET Colleges: *Akademien der Lehrerbildung*, (Post-secondary VET Colleges for Teacher Training), *Akademien für Sozialarbeit* (Post-Secondary VET Colleges for Social Work), and *Akademien für die gehobenen medizinisch-technischen Dienste* (Post-secondary Colleges for the Training of Paramedical Staff). Independently of the subjects that they teach (humanities or medical sciences subjects), teachers have either a craft-specific university degree or have completed craft-specific studies at a Post-Secondary VET College. For the area of the Paramedical Staff Training, there are *Universitätslehrgänge* (CVET University Courses) which qualify instructors for teaching positions at the according Post-Secondary VET Colleges.

3. Instructors at Fachhochschule Courses and Universities

Instructors at universities (see 0601) and at *Fachhochschule* Courses (see 0601) possess a craft-specific university or *Fachhochschule* degree as well as a PhD degree. Therefore, their training is attributed to the tertiary education level.

For teaching at universities and *Fachhochschule* Courses, the pedagogic-didactic experience and suitability of instructors must be determined. Within the framework of working as a *Lehrbeauftragter* (contractual teachers) or as *wissenschaftlicher Mitarbeiter* (scientific staff), personal suitability for teaching can be determined and experience can be gathered (see also 06020101).

06020101 Admission requirements

In the Austrian IVET system, certain determined types of training must be completed before being allowed to teach at public education institutions or at institutions with public law. These are regulated by law (see 0601). Besides the formal qualifications, in some cases the *Beamten-Dienstrechtsgesetz* (i.e. federal law regulating the of rights and duties of public servants) or the *Landeslehrer-Dienstrechtsgesetz* (i.e. federal law regulating the rights and duties of teachers employed by a *Bundesland* [federal region]) proscribe other requirements (e.g. teaching experience or vocational job experience, publications), which apply to certain subjects or certain training types or school types. Varying admission requirements must be fulfilled in order to attend the prescribed training courses. These are also legally regulated (in various laws, e.g. *Akademien-Studiengesetz*, i.e. law on Post-Secondary VET Colleges, *Schulorganisationsgesetz*, i.e. law regulating the organisation of schools, *Universitätsstudiengesetz* [University Study Law]). The admission requirements for the teaching profession and the necessary training types for the different areas of the initial vocational training system are illustrated below.

1. Teachers at *Berufsschulen* (Vocational Schools for Apprentices)

Teachers at Vocational Schools for Apprentices are trained at *Berufspädagogischen Akademien* (Vocational Teacher Training Colleges) within the framework of a *Diplomstudium* (Diploma Course).

The teaching subjects are divided, depending on the professional categories. The admission categories also vary depending on the professional category:

Professional category	Admission requirements
Professional category I: Subjects of general education and business administration	<ul style="list-style-type: none"> ▪ two years of relevant work experience after the successful completion of a job-specific <i>Reifeprüfung</i> (Certificate of Upper Secondary Education) at a job-specific VET College or ▪ two years of relevant work experience after a <i>Lehre</i> (apprenticeship) and the successful completion of a <i>Reifeprüfung</i> (Certificate of Upper Secondary Education)

Professional category II: Subjects of craft-specific theoretical and craft-specific design for the teaching professions, or groups of teaching professions, in question, including the job-specific current information technologies	<ul style="list-style-type: none"> ▪ two years of relevant work experience after the successful completion of a job-specific <i>Reifeprüfung</i> (Certificate of Upper Secondary Education) at a job-specific VET College or <ul style="list-style-type: none"> ▪ two years of relevant work experience after a <i>Lehre</i> (apprenticeship) and the successful completion of a <i>Reifeprüfung</i> (Certificate of Upper Secondary Education)
Professional category III: Subjects on craft-specific practical instruction	<ul style="list-style-type: none"> ▪ successful completion of the eighth grade, six years of relevant work experience after the age of 18, and successful completion of a <i>Lehrabschlussprüfung</i> (final apprenticeship examination) as well as the completion of a <i>Befähigungsprüfung</i> (qualifying examination) at the Vocational Teacher Training College or <ul style="list-style-type: none"> ▪ successful completion of the eighth grade, as well as six years of relevant work experience after the age of 18, and the successful completion of a job-specific <i>Meisterprüfung</i> (Master Craftsman Examination) or <ul style="list-style-type: none"> ▪ three years of relevant job experience after successful completion of a <i>Reifeprüfung</i> (Certificate of Upper Secondary Education) at a craft-specific VET College

2. Teachers at *berufsbildenden mittleren und höheren Schulen* (Secondary VET schools and VET Colleges)

Training for teachers at Secondary VET Schools and Colleges takes place at varying training institutions, at the *berufspädagogische Akademie* (Vocational Teacher Training College) and at the *agrarpädagogischen Akademie* (Agricultural Teacher Training College) as well as university, depending on future teaching subjects (see 060201).

2.1 Training at the Vocational Teacher Training College

2.1a) Teacher Training for technical and crafts subjects at Secondary VET Schools and Colleges

Training is divided into three parts, depending on the professional category and type of school at which future teaching will take place:

Professional category	Admission requirements
Professional category A: craft-specific theoretical subjects at Secondary VET Schools	<ul style="list-style-type: none"> ▪ two years of relevant work experience after successful completion of a <i>Reifeprüfung</i> (Certificate of Upper Secondary Education) at a job-specific VET College or <ul style="list-style-type: none"> ▪ two years of relevant work experience after a <i>Lehre</i> (apprenticeship) and the successful completion of a <i>Reifeprüfung</i> (Certificate of Upper Secondary Education)

Professional Category B: craft-specific practical subjects at Secondary VET Schools and Colleges	<ul style="list-style-type: none"> ▪ successful completion of the eighth grade as well as six years of relevant work experience after the age of 18 (three years for technical and crafts subjects of fashion and clothing technology), and the successful completion of a craft-specific final apprenticeship examination as well as the successful completion of a qualifying examination at the Vocational Teacher Training College (fashion and clothing technology are exempt from the latter) or <ul style="list-style-type: none"> ▪ successful completion of the eighth grade as well as six years of relevant work experience after the age of 18 and the successful completion of a craft-specific <i>Meisterprüfung</i> (Master Craftsman Examination) or <ul style="list-style-type: none"> ▪ three years of relevant job experience (two years for technical and crafts subjects of fashion and clothing technology) after successful completion of a <i>Reifeprüfung</i> (Certificate of Upper Secondary Education) at a craft-specific VET College
---	--

2.1b) Teacher training for subjects of nutrition science and home economic management at Secondary VET Schools and Colleges and teacher training for information and office management/word processing

The admission requirement is the successful completion of a *Reifeprüfung* (Certificate of Upper Secondary Education).

2.2 Training at the Agricultural Teacher Training College

The requirement for teaching craft-specific theoretical and craft-specific practical subjects at *land- und forstwirtschaftlichen mittleren und höheren Schulen* (Secondary VET Schools and Colleges for Agriculture and Forestry) is the completion of training at the Agricultural Teacher Training College. The admission requirements are either a completed vocation specific course at the *Universität für Bodenkultur* (University of Natural Resources and Applied Life Sciences) or a successfully completed *Reifeprüfung* (Certificate of Upper Secondary Education) at a VET College for Agriculture and Forestry. If the former is the case, training (*Aufbaustudium* [Add-on Course]) takes one semester; if the latter is the case, training (*Diplomstudium* [Diploma Course]) takes six semesters.

2.3 Training at University

2.3a) Teacher Training Course for general education subjects and Teacher Training Course *Wirtschaftspädagogik* (Economic Pedagogy) for business administration subjects at Secondary VET Schools and Colleges

The requirement for teaching general education subjects (e.g. various humanities and cultural sciences subjects, natural science subjects, theological subjects etc.) at Secondary VET Schools and Colleges is a successfully completed Teacher Training Course at university, job-specific to the teaching subject. The admission requirements for the university are the successful completion of a *Reifeprüfung* (Certificate of Upper Secondary Education) and any additional examinations in areas that were not taught at the respective secondary school or were not covered extensively enough, but are required for attending a specific course (e.g. accounting for studying Economic Pedagogy).

To receive a teaching licence for general education subjects, one must absolve a teaching internship with concurrent seminars for one school year, after the completion of the respective Teacher Training Course at university. Teachers of business administration subjects must complete two years of job-specific work practice after the completion of their course in Economic Pedagogy.

2.3b) Teacher training for craft-specific theoretical subjects at VET Colleges for Technical and Crafts Subjects

For teaching craft-specific theoretical subjects at VET Colleges for Technical and Crafts Subjects teachers must have completed the according University Diploma Course (e.g. for teaching mechanical engineering, one need to complete the Mechanical Engineering Course at a university). The admission requirement is the successful completion of a *Reifeprüfung* (Certificate of Upper Secondary Education).

Before one can start working as a teacher, four years of craft-specific work experience is required. As there are no specialised Teacher Training Courses at university for this area, *pädagogische Institute* (In-Service Teacher Training Colleges) offer special courses for new teachers, in which the basics of engineering pedagogy are imparted. Placement into this programme occurs through the *Landesschulrat* (Regional Board of Education) at the beginning of a teacher's career.

2.3c) Training for craft-specific theoretical and craft-specific practical subjects at *Bildungsanstalten für erzieherische Berufe* (Secondary Training College for Educational Professions)

For teaching craft-specific theoretical and craft-specific practical subjects at Secondary Training Colleges for Educational Professions (e.g. *Bildungsanstalt für Kindergartenpädagogik* [Secondary Training College for Nursery School Teachers] and *Bildungsanstalt für Sozialpädagogik* [Secondary Training College for Social Pedagogy]), one needs a University Diploma Course in Pedagogy or Psychology, as well as a *Lehrbefähigung* (teaching qualification licence) (Teacher Training Course or an additional examination on didactics). Furthermore, two years of job-specific work or teaching experience is required. For teaching pedagogy and related subjects, the requirement is a University Diploma Course in Pedagogy, plus a teaching qualification licence. Furthermore, two years of job-specific work experience is required.

3. Instructors at *Akademien* (Post-Secondary VET Colleges)

The basic requirement for teaching at Post-Secondary VET Colleges is generally either a completed craft-specific *Fachhochschule* Course or university Course or a completed course at a craft-specific Post-Secondary VET College. The exact admission requirements vary depending on the type of Post-Secondary VET College as well as on the subjects.

Instructors at *Berufspädagogischen Akademien* (Vocational Teacher Training Colleges), *pädagogische Akademien* (Teacher Training Colleges) and *pädagogische Institute* (In-Service Teacher Training Colleges) must have completed an appropriate Teacher Training Course at a university or at a(n) (In-Service) Teacher Training College, as well as four to six years of job-specific teaching practice. Furthermore, instructors may be required to prove craft-specific scientific activity through publication, and/or possess a job-specific PhD degree.

Depending on the subject (e.g. in the areas of human and social sciences or methods of social work), instructors at *Akademien für Sozialarbeit* (Post-Secondary Colleges of Social Work) must have a job-specific university or *Fachhochschule* degree and four years of job-specific work experience in the social sector or a completed course at a Post-Secondary College of Social Work and six years of job-specific work experience in the social sector. For instructors at *Akademien für den gehobenen medizinisch-technischen Dienst* (Post-Secondary Colleges for the Training of Paramedical Staff), there are comparable admission requirements (completed job-specific courses at a university or Post-Secondary VET College, teaching and work practice, publications).

4. Instructors at *Fachhochschule* Courses

The requirements for teaching at *Fachhochschule* Courses is a job-specific *Fachhochschule* or university degree. In addition, a PhD degree or other proof of scientific work is generally required. Furthermore, a few years of job-specific work practice as well as pedagogic-didactic experience is necessary.

To be able to work as a *Lehrbeauftragter* (contractual teacher) at a *Fachhochschule* Course, a job-specific university degree as well as specialised knowledge or work experience in the corresponding field is required. In addition, a PhD degree may be required.

5. Instructors at Universities

Teaching personnel at universities is divided into different categories (see 0602). One differentiates among *Universitätsprofessoren* (university professors), *Universitätsassistenten* (assistant university teachers) or respectively *wissenschaftliche Mitarbeiter* (scientific staff) and *Lehrbeauftragter* (contractual teacher). Professors are divided into those with a limited contract for seven years and university professors, who are permanently employed.

University professors are hired by the *Rektor* (Rector) after the *Senat* (senate) has appointed an evaluation commission to carry out an appointment procedure. The Senate is the body that has final responsibility for sciences within the university. The Senate is made up of twelve to 24 members. The number of members of the first Senate must be determined by the founding constitution. A change in membership size is decided by the Senate itself in a 2/3 majority vote. Members of the Senate are representatives of the university professors, mid-level academic staff, the general university staff and the students.

High scientific and professional qualifications are decisive criteria for the appointment of university professors. With the closing of a work contract, the university professor receives permission to teach the subject for which he/she was hired. This teaching permit expires concurrently to the expiration of the contract. The formal qualification requirements for employment as professor at a university is a completed university course, which is job-specific to the professor's teaching and research activities, as well as a PhD degree. Furthermore, pedagogic and didactic competences as well as management skills for running a university institution are required. Additionally, proof of involvement in international research and proof of job-specific practice of the subject outside the university system are required.

University assistants and scientific staff also fulfil teaching duties besides their administrative and research tasks. The requirements for working as university assistant are a completed University Diploma Course and a PhD degree, or equivalent scientific qualifications (for an “assistant in training” position, a completed PhD degree is not required).

Contractual teachers are commissioned by the *Studienkommission* (Study Commission) to a semester of holding one or more teaching events. Their teaching permit is limited to these. Admission requirements are a completed University Diploma Course and generally also a PhD degree.

06020102 Training models and processes

1. Teachers at *Berufsschulen* (Vocational Schools for Apprentices), at *berufsbildenden mittleren Schulen* (Secondary VET Schools), and at *berufsbildenden höheren Schulen* (VET Colleges)

With teachers in the VET system, training models are basically differentiated into those of the *berufspädagogischen Akademie* (Vocational Teacher Training College) in cooperation with the *pädagogische Institut* (In-Service Teacher Training College) or respectively the *agrarpädagogischen Akademie* (Agricultural Teacher Training College), and that of the *Lehramtsstudium* (Teacher Training Course) at the university. Training for teachers of craft-specific theoretical subjects at *technisch-gewerblichen berufsbildenden höheren Schulen* (Colleges for Engineering and Crafts) has a special position because no Teacher Training Courses are offered for this area (see 060201 and 06020101).

Training at the Vocational Teacher Training College imparts those qualifications necessary for teaching craft-specific theoretical and craft-specific practical subjects at Vocational Schools for Apprentices and at Secondary VET Schools, and for teaching craft-specific practical subjects at VET Colleges. The training covers pedagogy, humanities, craft-specific as well as didactic issues.

Craft-specific knowledge for the chosen subject must be proven in form of craft-specific training as an admission requirement for teaching at Vocational Schools for Apprentices as well as for the teaching of technical and crafts subjects at Secondary VET Schools and Colleges. Additionally, craft-specific science issues are included in the training. These are closely related to the later subjects. No craft-specific knowledge or previously acquired pedagogic expertise are required for teaching nutrition science and home economic management subjects; nor are they required for the information and office management/word processing subjects.

Previous craft-specific expertise is also required for training at the Agricultural Teacher Training College. The emphasis is placed on pedagogic training, although here too craft-specific science subjects are integrated into the training.

The emphasis of training at the different University Teacher Training Courses (for general education subjects and business administration subjects at Secondary VET Schools and Colleges) is placed on the training of the craft-specific sciences for the chosen subjects. Additionally, pedagogic subjects are integrated into the training. The different types of training are discussed below:

1.1 Vocational Teacher Training College / In-Service Teacher Training College

The first segment of training for teachers at Vocational Schools for Apprentices takes place at the In-Service Teacher Training College. The second segment takes place at the Vocational Teacher Training College. However, in Vienna and Vorarlberg the entire training takes place at the Vocational Teacher Training College. The training encompasses the following emphases: humanities (such as education sciences, teaching sciences, pedagogic psychology, basics about school laws), subject-specific didactics and teaching-practical studies (didactics and media didactics, teaching technologies, job-specific training methods, and teaching-practical exercises), professional sciences and complementary studies (such as school administration, speech and rhetoric).

The duration of the Diploma Course is six semesters. It is divided into the four semester long first segment (twelve weekly hours in total), which takes place concurrently to a work internship (minimum of 120 individual lesson-units per semester), and the second segment which takes two semesters when done full-time (about 30 weekly hours per semester). Depending on the location of the Vocational Teacher Training College, the total number of hours is about 70 to 80 weekly hours. At the end of the training, a *Diplomarbeit* (thesis) must be written. The training is completed by taking a *Lehr-
amtsprüfung* (teacher training examination).

Training for teachers of technical and crafts subjects at Secondary VET Schools and Colleges is equivalent to the training for teachers at Vocational Schools for Apprentices, and takes place at the same training institutions.

The three other Teacher Training Courses that are offered at the Vocational Teacher Training College are organised somewhat differently, because the total hours is about doubled (150 to 185 hours). These three courses are:

- Diploma Course for nutrition science and home economic management subjects (160 to 170 hours in total, depending on location)
- Diploma Course for information and office management/word processing (about 150 hours in total)
- Diploma Course for technical and crafts subjects - fashion and clothing technology (180-190 weekly hours in total)

These Teacher Training Courses also take six semesters to complete. Similarly to the other courses, subjects in the areas of humanities, subject-specific didactics and teaching-practical studies, craft-specific sciences and complementary studies are covered. The share of craft-specific science subjects is greater than in the two previously described courses for teachers at Vocational Schools for Apprentices and teachers for the technical and crafts subjects (for craft-specific theoretical and craft-specific practical subjects) at Secondary VET Schools and Colleges. At the end of the training, a thesis must be written. The training is completed after taking a teacher examination.

In the teacher training for nutrition science and home economic management subjects and for information and office management/word processing, the first two semesters take place parallel to a work internship at a school (minimum 30 weeks job-specific full-time work). Additionally, a school internship to the extent of 45 hours is planned.

The teacher training for technical and crafts subjects - fashion and clothing technology consists only of a school internship to the extent of 45 hours.

1.2 Agricultural Teacher Training College

Training for teachers at *land- und forstwirtschaftlichen berufsbildenden mittleren und höheren Schulen* (Secondary VET Schools and Colleges for Agriculture and Forestry) takes place at the Agricultural Teacher Training College. Two training models are offered there. One is targeted towards graduates of a craft-specific VET College; the other is targeted towards graduates of a craft-specific course at the *Universität für Bodenkultur* (University of Natural Resources and Applied Life Sciences).

The duration of the Diploma Course for graduates of a College of Agriculture and Forestry is six semesters and is divided into two segments. The first one takes four semesters, the second one takes two. There are 156 semester hours in total. The training emphasises the following issues: humanities, counselling and communication sciences, subject-specific didactics and teaching-practical studies as well as subject-specific sciences science. Within the framework of the training, two school internships and two counselling

internships (five weeks each in the third semester and three weeks in the fifth semester) as well as complementary pedagogic internship (five weeks in the third semester) must be completed.

The training on Agricultural Pedagogy for graduates of the University of Natural Resources and Applied Life Sciences encompasses the same emphases and is divided into two segments. The first segment can be completed within the framework of a course at the university (17 semester hours). The second segment occurs within the framework of an eight-week training period at the Agricultural Teacher Training College (272 hours in total). Before the second segment can be commenced, two internships, one school internship and a counselling internship must be completed.

1.3 Universities

1.3a) Teacher Training Course *Wirtschaftspädagogik* (Economic Pedagogy)

To become a teacher of business administration subjects at Secondary VET Schools and Colleges one must take the Teacher Training Course in Economic Pedagogy, which is offered at the university. Training encompasses a job-specific scientific emphasis (especially in the areas of management, economics theory, political economics, applied mathematics and statistics, private law) in combination with pedagogic subjects (educational sciences, economics pedagogy, didactics in economic sciences). The duration of studies is nine semesters, which are divided into two segments. The total number of hours is 131 or 140 semester hours, depending on the location of the university. This course does not have to be combined with others. At the end of training, a thesis must be written. The training is completed by taking a *Diplomprüfung* (Diploma Examination), which leads to a Master's degree.

This course requires a school internship to be completed at Secondary VET Schools and Colleges to the extent of twelve weeks (twelve semester hours and two to three semester hours accompanying teaching events at the university). Depending on the location, this needs to be completed only during the second segment, or two to three weeks during the first segment, and the remaining weeks during the second segment. After the completion of training, two years of job-specific economic practice are required to be able to enter school service.

1.3b) Teacher Training Courses for general education subjects at the university

Various University Teacher Training Courses qualify persons for teaching general education subjects at Secondary VET Schools and Colleges (examples of subjects: Biology and Environment; Chemistry; History and Politics; Mathematics; Philosophy and Psychology; Physics, various languages). The Teacher Training Courses for general education subjects must be combined, which means that within the framework of the course, two subjects must be chosen. The duration of the course is nine semesters in total, which are divided into two segments.

The Teacher Training Courses encompass the following partial areas:

- two craft-specific science emphases corresponding to the two chosen subjects (dependent on subject and location of the university, to extent of 55 to 70 semester hours per subject);
- pedagogic-scientific pre-job training (20 to 25 semester hours depending on subject and location of the university);
- teaching-practical training (during the first and second segments or only during the first segment depending on the subject and location of the university): a pedagogic internship (30 semester hours and 15 semester hours of supervision) and a school internship for each subject (two times 45 semester hours, one time with 15 semester hours of supervision).

At the end of training a thesis must be written. The training is completed by taking a Diploma Examination, which leads to a Master's degree. After the course is completed, a one year teaching internship must be completed as a pre-requisite for entering school service.

Teachers of craft-specific theoretical subjects at Colleges for Engineering and Crafts receive vocational knowledge in form of a vocational course at a (technical) university. After the completion of the course, four years of craft-specific work experience is required to be able to enter the teaching profession. Only at the beginning of their professional activity as teacher do technicians receive teacher training, within the framework of specialised offers at the *pädagogische Institut* (In-Service Teacher Training College) (see also 06020101). The extent of the course in *Ingenieurpädagogik* (Engineering Pedagogy) is 240 hours (about 2/3 is Distance Learning, about 1/3 is Open Learning). The training subjects are engineering pedagogy, subject training method, teaching behaviour, teaching technologies, humanities, communications and text design, school law, and teaching administration.

1.3c) Diploma Course in Psychology/Pedagogy and qualification for Nursery School Teachers and Social Pedagogy Teachers

The training models for teachers of craft-specific theoretical and craft-specific practical subjects at training institutions for nursery school teachers and social pedagogy teachers are made up of either a university course on pedagogy (duration of studies is eight semesters) or on psychology (duration is ten semesters), or a job-specific Teacher Training Course at the university. The necessary professional qualification for nursery school teachers and social pedagogy teachers can also be acquired by taking a *Reifeprüfung* (Certificate of Upper Secondary Education) at a job-specific training institution, at a VET College of five-year duration, or at a two-year *Kolleg* (Post-Secondary VET Course).

2. Instructors at *Akademien* (Post-Secondary VET Colleges)

The training models for instructors at Post-Secondary VET Colleges take the form of job-specific University Diploma Courses (in job-specific humanities or social sciences subjects such as pedagogy, psychology, medicine) or the form of job-specific Post-Secondary VET Colleges. Depending on the chosen direction, the duration is eight to twelve semesters. The completion of training at the respective Post-Secondary VET College (Teacher Training College, Post-Secondary College for Social Work, Post-Secondary College for the Training of Paramedical Staff) qualifies persons to teach at a Post-Secondary VET College. The duration of training Post-Secondary VET College is six semesters.

For preparing to work as instructor at the Post-Secondary College for Training of Paramedical Staff, there are different *Universitätslehrgänge* (CVET University Courses). The duration of training is four semesters, the CVET University Courses are organised to occur concurrently with the job. Training encompasses issues of pedagogic training methods, social sciences, nursing, medicine, and law.

3. Instructors at *Fachhochschule* Courses and Universities

There is no specialised pedagogic training for instructors at *Fachhochschule* and universities. However, pedagogic-didactic work experience is expected. This can be collected through leading (as *Lehrbeauftragter* [contractual teacher]) specific teaching events or by working as university assistant or *wissenschaftlicher Mitarbeiter* (scientific staff). Practical training for instructors takes place according to the course curriculum of the University Course or *Fachhochschule* Course, corresponding to the subject, as well as in the form of a job-specific PhD Course.

PhD Courses take four semesters to complete, and serve to further qualify persons to independent scientific work. They build on completed *Diplomstudien* (Diploma Courses), *Magisterstudien* (Master Courses) or completed *Fachhochschule* Courses. Within in the framework of a PhD course, a *Dissertation* (PhD thesis) must be completed, and a *Rigorosum* (i.e. an exam in front of a commission) must be taken.

To work as university or *Fachhochschule* professor, further scientific specialisation is required. This is also often accomplished by working as university assistant or scientific staff at a university, because often teaching, research and administrative tasks must be fulfilled. To be able to teach at universities, a *Habilitationsschrift* (professorial thesis) must be written, in addition to completing a *Doktorasstudium* (PhD Course).

For instructors at *Fachhochschule* Courses, the Austrian *Fachhochschul-Konferenz* (*Fachhochschule* Conference) continuously offers seminars on training methods (e.g. on didactics or on new teaching and learning methods).

06020103 Training Content and Curricula

1. Teacher Training Course at the *Berufspädagogische Akademie* (Vocational Teacher Training College)

Teachers at *Berufsschulen* (Vocational Schools for Apprentices) or teachers of certain subjects at *berufsbildenden mittleren und höheren Schulen* (Secondary VET-Schools and Colleges) (see 0602 and see 060201) are trained at the Vocational Teacher Training College.

The individual curricula of the Vocational Teacher Training College are decreed by the study commission, which consists of six members that are elected by and among the Post-Secondary VET College teachers, three members that have to be sent by the representatives of the Post-Secondary VET College students, and one member that has to be sent by the respective *Landesschulrat* (Regional Board of Education). Regulations concerning the organisation of curricula (e.g. education objectives, number of subjects) can be decreed by the Minister of Education. Before curricula are actually enacted in law, respectively fundamentally changed, they have to undergo a hearing of the study commission, during which the respective Regional Board of Education and various institutions of the education sector can make their statement. Furthermore, curricula have to be presented to the Minister of Education.

Curricula can stipulate that individual studies, respectively parts of studies, include distance learning elements. Curricula have to be presented to the respective Vocational Teacher Training College, the *pädagogischen Institut* (In-Service Teacher Training College) and the respective Regional Board of Education before coming into effect. Students have to be allowed inspection on request.

Curricula of Vocational Teacher Training Colleges take into consideration the teaching of traditional pedagogy and didactics on the one hand and the need for new approaches on the other. Within the fields of education and teaching sciences, for example, innovative forms of teaching (e.g. e-learning), subject evaluation, alternative pedagogy models or reform concepts of the European school sector are dealt with. Furthermore, personality aspects are discussed within the training such as self-reflection and the observation of others, reflection of interactions or teaching methods, and accepting and giving feedback. Additionally, the subject area „intercultural learning“ is taken into consideration, focusing on dealing with multicultural school classes, multilingual pupils (bilingual development, the role of the mother tongue) as well as dealing with intercultural conflicts.

The subject “subject-specific didactics” prepares for various individual learning environments and especially imparts those accomplishments which are required for teaching in school workshops (set-up, organisation, technical equipment, and pedagogic function of such workshops). Subject areas like school administration or quality management (indicators for quality management, models of quality management, evaluation) prepare for school management tasks. Subjects like teaching technology and media didactics have the aim to train the integration and use of new technologies in teaching lessons (e.g. use of visual, aural, audiovisual and electronic tools).

Additionally to the contents taught at Vocational Training Teacher Colleges, In-Service Teacher Training Colleges offer training measures as part of further training courses for teachers which meet the requirements of certain and new challenges teachers face. These concern the field of professional expertise and the field of pedagogy and didactics.

2. Teacher Training Course at the University

Teachers for certain school subjects at *berufsbildenden mittleren und höheren Schulen* (Secondary VET Schools and Colleges), teachers at universities and at *Fachhochschule* Courses (see 0602 and 060201) are trained at university following the curricula of the respective fields of study.

University curricula are changed and enacted by the *Senat* (Senate) to the suggestion of university professors of the individual fields of study. The senate consists of 12 to 24 members: representatives of the university professors, of the mid-level academic staff, of other university personnel, and of the students. The passing of a resolution is carried out after a hearing of the *Rektor* (Rector) and the *Universitätsrat* (University Council), who may express their opinion on the respective curriculum. The curricula do stipulate the qualification profile that has to be imparted as well as the study's contents, structure and examination regulation.

The latest curriculum reforms of the Teacher Training Courses at University especially concentrated on imparting a higher amount of application-oriented basic and specialised pedagogic knowledge and subject-specific didactic know-how. This know-how should enable teachers to react appropriately to individual qualification levels and pupils' talents, as well as to various difficult learning situations. Moreover, a wide knowledge of organisational innovations and objectives of the educational development such as school autonomy, school programs or quality assurance has to be imparted.

Future teachers are taught the respective contents during the Teacher Training Course at university. With respect to different teaching methods not only classical lecturing but also team teaching, teaching of small groups, project-related teaching, interdisciplinary teaching, and project management are considered, as are problematic aspects of teaching such as heterogeneous learning conditions. Future teachers are also taught contents like conflict resolution and prevention, fundamental social-psychological knowledge of group processes and social structures in school classes or, for example, how disabled pupils can be integrated in their school class. Moreover, they are taught methodical concepts of school development, respectively of the set-up of autonomous curricula. Within the didactics training future teachers are familiarised with the use of the media as a learning aid and with multimedia learning and teaching (PC, internet).

06020104 Assessment and quality monitoring

1. *Berufsschulen* (Vocational Schools for Apprentices), *berufsbildende mittlere und höhere Schulen* (Secondary VET Schools and Colleges)

The *Bundesministerium für Bildung, Wissenschaft und Kultur* (Federal Ministry for Education, Science and Culture) has the responsibility for the qualification requirements of teachers at VET Schools, *Akademien* (Post-Secondary VET Colleges) and universities (see 06020101). Among the Ministry's responsibilities is the inspection of the course curricula for the different Teacher Training Courses in Austria.

Which requirements are actually enforced is considerably subject to education policy developments, which are brought about by various actors and influences, especially in the European environment. For example, one factor that influences organisational arrangements of formal training of teachers is the attempt to match training levels on an international level. The contents of the curricula are oriented considerably on the requirements of the respective training institutions where future teachers will instruct.

Quality awareness in education develops strongly, largely because of European initiatives. For example, criteria on the federal and regional level are developed for the schooling field, for the evaluation of teaching quality and self-assessment of school quality (see also 060203 for aspects of quality safeguarding).

Verifying the quality of instruction at the Vocational Schools for Apprentices and at Secondary VET Schools and Colleges is the responsibility of the *Landesschulräte* (Regional Boards of Education). This is accomplished within the framework of the *Schulinspektion* (school inspection). Inspections are carried out by public officials of the *Schulaufsichtsdienst* (School Monitoring Service) (*Landesschulinspektoren* [Regional School Inspectors], *Berufsschulinspektoren* [Inspectors of Vocational Schools for Apprentices], and *Fachinspektoren* [Subject-Specific Inspectors]). School inspection is based on the *Bundes-Schulaufsichtsgesetz* (Federal Law on School Inspection), *Bundesgesetzblatt* (Federal Law Gazette) No. 1962/240, amended. The task profile of school inspection is regulated in detail through a general directive of the Minister of Education to the Regional Boards of Education.

The task profile of school monitoring encompasses tasks pertaining to groups of schools and tasks concerning individual schools. The latter include pedagogic leadership and strategic control functions, participation in organisational and personnel development, quality safeguarding, counselling and conflict management. Within individual schools, the core of quality development and safeguarding is in the self-evaluation of the individual school and in the systematic engagement of the teaching staff with its own work.

The starting point for the evaluation by the *Schulaufsicht* (School Monitor) (with regard to processes, methods, structures, instruments and results of self-evaluation) is the school programme that must be developed by each school. It includes stock-taking, guiding ideas, a plan of action and evaluation measures. A school's self-evaluation is examined for method and content by the school monitor. It provides directive for the school to rectify shortcomings by itself. Furthermore, it is the school monitor's task to observe school quality, amongst others in the areas of teaching and education, as well as personnel development.

The result of a school inspection is discussed with the headmaster and the affected persons in a service-meeting. The purpose of this meeting is the advancement of efficient school development as well as pedagogic, professional and method-didactic counselling. Shortcomings that are detected in the course of a school inspection may necessitate the involvement of the school authority. The experiences and findings of the school inspection are used for the further development of IVET and CVET in teacher training.

Direct counselling, advancement, control and reporting of the performance of individual teachers, especially of those in the first few years of the profession, is under the authority of the school administration (according to the *Schulunterrichtsgesetz* [i.e. law on schooling] as well as based on the directive on the assessment of the performance of teachers, educators and headmasters). Only in individual cases (e.g. with serious shortcomings) does it fall under the authority of the School monitor.

For public officials, the *Beamten-Dienstrechtsgesetz* (i.e. i.e. federal law regulating the rights and duties of public servants) provides for the possibility of a performance assessment by a superior. This assessment, bound by law, states whether the teacher has achieved, considerably surpassed, or (despite two warnings) has not achieved the expected work performance. If there is no performance assessment to the contrary, it is assumed that the teacher has achieved expected work performance. A performance assessment takes place when it is supposed to influence the measuring of earnings or the position of the public servant (*Beamten-Dienstrechtsgesetz, Bundesgesetzblatt* [Federal Law Gazette] No. 333/1979, amended and *Landeslehrer-Dienstrechtsgesetz, i.e. federal law regulating the rights and duties of teachers employed by a Bundesland* [federal region], *Bundesgesetzblatt* [Federal Law Gazette] Nr. 302/1984, amended).

The current goal of the personnel administration in public service is the creation of performance incentives. For this, the instrument of goal-agreement and the annual employee interview were created. In this, the employee and his direct superior come to an agreement on the employee's essential tasks that serve the employer's institution. In the second part of the interview, measures that can maintain or improve performance within the framework of long-term employment (amongst others, necessary CVET) are discussed. With the view towards possible development of the employee, additional knowledge and skills that the employee could acquire are listed. The results of the second part of the interview are summarised and written down, and passed on to the personnel department, for use in personnel planning and development.

For hiring teachers for Vocational Schools for Apprentice and Secondary VET Schools and Colleges, individual qualifications are taken into consideration alongside the prescribed

formal qualifications. Open positions are publicly advertised once a year (in May) in the *Wiener Zeitung* (i.e. newspaper published in Vienna containing official information from the federal government). The ads list the location of the school, subjects, and number of hours of each teaching position. This happens on the basis of current needs at the schools. The needs of each school are assessed by the respective headmasters). The responsible Regional Board of Education makes the hiring decisions. The selection and admission of students for technical and crafts training (for craft-specific theoretical and craft-specific practical subjects) at Secondary VET Schools and Colleges is also made by the Regional Board of Education.

The Regional Boards of Education keep lists of the applicants that are listed according to certain criteria. Finally, positions are awarded according to the order of the list.

The following are the criteria used by the responsible for HR at the Regional Board of Education:

- training respective to the subjects to be taught;
- better evaluation of the teaching internship or respectively, if none is required, the evaluation of the *Lehramtsprüfung* (teacher training examination) for the subjects to be taught, or the evaluation of course work and work practice;
- knowledge and skills that are named in the position vacancy ad;
- special knowledge, skills and job-specific practical experience that are not explicitly mentioned in the ad but that are of importance to the vacant position. With this criterion, specialised work experience or additional qualifications are taken into consideration (work outside the school system in the private sector, training institutions, participation in project work, overseas stays, completed seminars, e.g. in communication, psychology/therapy, computer sciences or management areas);
- longer waiting periods (i.e. the time a young teacher is on the waiting list of the Regional Board of Education before being given a teaching post)

If the first listed criterion does not enable a decision to be made, the next criterion is used and so on. The five criteria used in creating this waiting list is regulated by law, as is the entire formal procedure of filling vacant teaching positions. The Regional Board of Education has the opportunity to formulate additional criteria that meet the needs of the respective region.

It is possible for a teacher to make certain career advancements through excellent performance, commitment and continuing training, e.g. teachers can go from *Abteilungsleiter* (head of unit), *Fachvorstand* (head of practical training), to Administrator (administrator) and finally become headmaster of a school or respectively *Landesschulinspektor*

(Regional School Inspector). However, with regard to numbers, these advancement possibilities are limited. With growing knowledge, additional tasks can be taken on, which help career advancements. For example, teachers can become members of curricula or schoolbook evaluation commissions. Further possibilities are working within the framework of IVET and CVET in teacher training, for example as supervision teacher for school internships or for teaching internships or as head of a work group of CVET. Some teachers, those with the necessary and according knowledge, write schoolbooks. Finally, if qualifications are sufficiently high, they can teach at the In-Service Teacher Training College or at the Teacher Training College.

2. Universities and *Fachhochschule* Courses

Universities are required by law (*Universitätsgesetz* 2002 [University Law 2002]) to develop a quality-management system for quality and performance safeguarding. The entire performance spectrum of the university is evaluated. The areas which must be evaluated are determined in a performance agreement. The performance of the scientific and artistic university personnel must be evaluated at least every five years. Evaluations must follow subject-related international standards and the university statutes. The results of the evaluation are subject to the decision of the university administration. All vacant positions must be publicly advertised by the *Rektor's* (rector's) office three weeks before the application deadline.

In the *Fachhochschule* system, the *Fachhochschul-Studiengesetz* (i.e. law on *Fachhochschule* Courses) says that teaching must be guided by a scientifically, vocationally, and pedagogic-didactically qualified teacher. Approved courses must carry out evaluations at regular intervals. The quality of the teaching is rated. There is a difference between the institutional evaluation and the course-related evaluation. The former is a type of self-evaluation that mainly serves to aid organisational development of the self-evaluator. The latter takes place about every five years. It is arranged by the *Fachhochschulrat* (*Fachhochschule* Council) and carried out by external experts. In the *Fachhochschule* system, the course department takes full responsibility for the development of the course contents. This is why questions regarding personnel development lie within the responsibilities of the individual course departments or locations.

060202 In-service, continuing training and development for IVET teachers

CVET is not compulsory for teachers at *berufsbildenden mittleren und höheren Schulen* (Secondary VET Schools and Colleges). Teachers at *Berufsschulen* (Vocational Schools for Apprentices) are required by law to use 15 hours a year for CVET, not including time spent teaching, preparing or correcting papers. At universities and *Fachhochschulen* instructors are required to continuously keep up with current scientific findings, by researching and publishing papers. HR development departments at universities offer in-service CVET for instructors (e.g. voice and speech training, use of new media, didactics, teaching under the gender aspects).

CVET activities for teachers in IVET are currently not part of a comprehensive quality-safeguarding system. First attempts to change this can be recognised in the *Landeslehrer-Dienstrechtsgesetz* (i.e. federal law regulating the rights and duties of teachers employed by a *Bundesland* [federal region]). Participation in CVET has no direct influence on income or career advancement. However, having comprehensive pedagogic qualifications and actively pursuing CVET can increase the likelihood of reaching a higher position. It is mainly the *pädagogische Institute* (In-Service Teacher Training Colleges) that are responsible for CVET for teachers in the IVET system. They also make sure that teachers are informed about current CVET offers. There is no other institutionalised career counselling service for teachers, except for a few teacher associations and initiatives that consider themselves information platforms.

CVET for teachers at universities and *Fachhochschulen* is focussed mainly on professional content. New findings in the respective fields, or new scientific methods, are either self-studied continuously or taken from subject literature, conferences and conventions.

1. In-Service Teacher Training Colleges

In Austria, CVET for teachers mainly occurs at In-Service Teacher Training Colleges, whose central function is to offer the necessary courses and trainings. These Colleges are public post-secondary training institutions and are subject to the authority of the *Lan-desschulräte* (Regional Boards of Education). Content and budget guidelines are set by the *Bundesministerium für Bildung, Wissenschaft und Kultur* (Federal Ministry for Education, Science and Culture).

The In-Service Teacher Training Colleges are divided into four departments to ensure that there are sufficient seminar offers for the target groups. There are two departments for CVET of teachers at *Berufsschulen* (Vocational Schools for Apprentices) and one for teachers at *berufsbildenden mittleren und höheren Schulen* (Secondary VET Schools and Colleges). CVET for teachers at *land- und forstwirtschaftlichen Schulen* (Schools for Agriculture and Forestry) takes place at the *Land- und forstwirtschaftlichen berufspädagogischen Institut* (In-Service Teacher Training College for Agriculture and Forestry).

Seminars are offered for certain subjects, job-specific subjects (e.g. mechanical engineering) or for certain types of schools (e.g. *höhere technische und gewerbliche Lehranstalten* [Colleges for Engineering and Crafts]). On the organisational level, seminars are offered either for one or more *Bundesländer* (federal regions), for one regional area or for the teaching staff of one specific school as an in-service CVET method.

The themes covered are:

- pedagogic and didactic themes
- school organisation and administration
- project and quality management
- offers for school headmasters
- offers for new teachers
- natural sciences
- languages
- physical education and health promotion
- professional themes (economics and law, technology, tourism, fashion, information technology, social jobs, art and design, graphic jobs, etc.)

The contents of the offers of the In-Service Teacher Training Colleges are based on the recommendations of an annual decree by the Ministry of Education. The current (as of 2003) key topics are the following: subject-specific English, quality in schools (school organisation and development), subject-specific didactics, teaching principles, e-learning, information technology, social skills, transmitting of key qualifications, communications and rhetoric, internationalisation/European awareness, IVET and CVET of headmasters.

Furthermore, offers are developed according to current needs of schools. A further service of the In-Service Teacher Training College is the guidance of teacher-working cooperatives, for example by making speakers available.

2. Vocational Teacher Training Colleges

Vocational Teacher Training Colleges offer three different possibilities for teachers at *Berufsschulen* (Vocational Schools for Apprentices) and teachers at *berufsbildenden mittleren und höheren Schulen* (Secondary VET Schools and Colleges) to enhance their profession:

- *Allgemeine Akademielehrgänge* (General Post-Secondary VET College Courses): for the enhancement of an existing teaching job by an additional professional category (see 06020101 for professional category) within the training department for teachers at Vocational Schools for Apprentices or for teachers at Secondary VET Schools and Colleges;
- *Aufbaulehrgänge* (Add-on Courses): for acquisition of further teaching jobs at the respective other training department
- Specialised *Akademielehrgänge* (Post-secondary VET College Courses): for expansion of the job-task spectrum within an existing teaching job (e.g. computer-configuration and network technology at Vocational Schools for Apprentices and at Secondary VET Schools and Colleges, subject-specific English at Vocational Schools for Apprentices, training for teacher to become and instructor at school sports events).

3. Interuniversity Institute for Interdisciplinary Research and Continuing Training (IFF), Department "School and Social Learning"

The Institute for Interdisciplinary Research and Continuing Training (IFF) is maintained by the Universities of Klagenfurt, Vienna, Graz and Innsbruck. University courses for the CVET of teachers are offered within the department 'School and Social Learning' (University of Klagenfurt). These are:

- *Universitätslehrgang* (CVET University Course) for Pedagogy and Subject-Specific Didactics (e.g. history and social studies, political education, art, German, music, working English, mathematics and natural sciences)
- CVET University Course "Professionalism in Teaching," which is targeted towards teachers of all grades who have at least three years of working experience. The course contents are subject-specific didactics and pedagogy (pedagogic and subject-specific didactic issues in teaching), communication (setting up and promotion of professional communication), team and organisational development as well as quality development and evaluation (individual feedback, school programme, school culture).
- CVET University Course "Organisational Development in the Training Field," a course which seeks to improve competency in organisational development and organisational counselling in the training field.

4. Multinational Exchange Programmes

4.1 For Teachers at Schools and Students of Teacher Training

Within the framework of the European exchange programme "Socrates", the goal of Initiative 1 "Comenius" is to improve the quality of school training, to strengthen its European dimension, and to improve the foreign language skills of the participants (teachers, students). The following activities ("Comenius" 2) are geared towards IVET and CVET of school staff:

"Comenius" 2.1, European cooperation projects for IVET and CVET of teaching staff:

- projects for development, testing and implementation of teaching events for pedagogic specialists;
- projects for development of curricula for teacher training;
- projects for promotion of student mobility in teacher training;
- projects for development of teaching strategies, methods and materials for specific groups of students.

In 2002, 15 of 71 proposed projects were approved; three of them under Austrian coordination.

"Comenius" 2.2, individual subsidies for IVET and CVET; this category includes:

- "Comenius" 2.2A, subsidies for teachers currently in training, for one to ten week supervised training stay at a school in a foreign country, as visiting and/or assistant teacher, or respectively for a supervised study period at a teacher training institution.
- "Comenius" 2.2B, subsidies for future language teachers, to enable them to work at guest school in foreign countries as Comenius *Fremdsprachenassistenten* (foreign language assistant). By March, 2002, 18 Austrian assistants (twelve from *pädagogischen Akademien* [Teacher Training Colleges], six from the university) had been chosen for this programme. 37 had applied. 36 out of 121 interested schools had received assistants from foreign countries, especially from eastern and southern Europe.
- Subsidies for teachers for participation in one to four week CVET courses for people under employment in other countries ("Comenius" 2.2.C.1, general CVET for people under employment and "Comenius" 2.2.C.2, CVET for language teachers). By March 2002, 38 general CVET courses of 46 applications had been approved. Of those, most were school management classes. 126 of 177 language course applications had been

approved. The most frequented countries of destination were England with 77, France with 23, and Spain with 16 participants.

Furthermore, school partnerships are promoted within the framework of "Comenius" ("Comenius" 1 - school projects, school development projects, language projects). In March 2002, 440 projects were proposed, of which 346 were finally approved. Of these, 275 were school teaching projects, eleven were language projects, and 60 were school development projects.

Additionally, the creation of "Comenius" networks ("Comenius" 3) is promoted. This kind of network on a certain topic serves as a platform for cooperation of participants on a European level, or respectively as forum for discussion and work, to enable the development of new ideas or projects in cooperation.

4.2 For Instructors at Universities and *Fachhochschule* Courses

Within the framework of the European exchange programme "Socrates", the goal of Initiative 2 "Erasmus" is to improve the quality of HE and to strengthen its European dimension. "Erasmus" is primarily targeted towards HE institution, various activities are directly aimed at instructors at such institutions. In various areas of "Erasmus," teachers have the chance to exchange knowledge with colleagues from other European countries, through which an essential part CVET is provided. The following areas of "Erasmus" are especially relevant CVET of instructors:

- Mobility of HE teachers:
HE teachers are supported in spending a short period (at least a week) at a partner HE school within the framework of a completely integrated teaching assignment. In the 2001/2002 school year, 543 Austrian HE teachers completed a teaching assignment in another country.
- Intensive Programmes:
HE employees from several participant countries are given the opportunity to work on a desired subject with non-academic professionals for a limited time period (ten days to three months).
- Cooperative development of HE curricula:
At least three HE institutions work together to develop course programmes, modules, curricula or completion of curricula in an academic field, or respectively see to their

circulation. Through this, the quality of the HE system and European cooperation is sought to be improved.

- Thematic Networks:

Based on given contents or a subject, HE institutions create networks to serve as assessment and discussion platforms. In 2002, a thematic network created by an Austrian HE institution (Technical University of Vienna) was approved for the first time.

060203 Pre-service training for IVET trainers and other learning facilitators

Ausbilder (IVET trainers) in the company-based segment of the apprenticeship

The instruction of IVET trainers rests primarily on their professional qualification in a certain *Lehrberuf* (apprenticeship trade). In addition, necessary specific knowledge for the training of *Lehrlingen* (apprentices) must be proved, within the framework of a *Ausbilderprüfung* (IVET trainer examination) (or other relevant qualifications, see 06020301). The IVET trainer examination is organised by the Federal Economic Chamber's *Meisterprüfungsstellen* (Master Craftsman Examination Authorities). Another possibility of obtaining the *Ausbilderzeugnis* (IVET Trainer Certificate) is the participation in an *Ausbilderkurs* (IVET Trainer Course). This course is primarily offered by CVET institutions of the social partners, i.e. the *Wirtschaftsförderungsinstituten* (WIFI – Business Promotion Institute) and the *Berufsförderungsinstituten* (bfi – Labour Promotion Institute).

The basic examination model is the same for all apprenticeship trades. Because the exams are highly application-oriented and the examination commission is made up of experts in the field, the exact questions vary from place to place.

Information on the IVET trainer examination (proceedings, formal and personal prerequisites) is given by the Master Craftsman Examination Authorities of the Economic Chamber or by the institutions offering IVET trainer Courses. However, the question of whether one should become an IVET trainer is answered mainly according to personal experience and advice gathered in the in-service sector (among other things, exchange with other IVET trainers).

06020301 Admission requirements

Ausbilder (IVET trainers) in the company-based segment of the apprenticeship

IVET trainers of apprentices must have passed an IVET trainer examination or have other qualifications that replace the exam (see 06020301). This can take place in the shape of an examination in front of an examination board, or in shape of a recognised IVET Trainer Course with a concluding professional interview. The IVET Trainer examination can be replaced by several other prerequisites, which are described in detail in 06020302.

The prerequisite for the admission to the IVET trainer examination is the passing of a *Lehrabschlussprüfung* (final apprenticeship examination) or the successful completion of a job-specific *berufsbildenden mittleren oder höheren Schule* (Secondary VET School or College). In addition to this vocational background training, a minimum of two years craft-specific experience is required. The prerequisites are also fulfilled if five years of craft-specific work experience can be proved. The formal prerequisite is that one must be at least 18 years old to take the exam.

The prerequisites for training of apprentices are the same for all apprenticeship trades. The IVET trainer examination is regulated by directives (Federal Law Gazette No. 852/1995) set by the *Bundesministerium für Wirtschaft und Arbeit* (Ministry for Economic Affairs and Labour). These are based on the *Berufsausbildungsgesetz* (Vocational Training Act) and on the *Gewerbeordnung* (Crafts, Trade, Service and Industry Act). The Federal Ministry for Economic Affairs and Labour bears responsibility for all these legal premises.

06020302 Training Models and Processes

Ausbilder (IVET trainers) in the company-based segment of the apprenticeship

In the following various models of acquiring the formal qualification for the company-based segment of the apprenticeship are described. In addition to these models, IVET trainers are trained for their tasks at the companies themselves. However, there are no specified regulations; preparation varies from company to company. *Ausbildungsbetriebe* (training companies) are supported by the social partners that provide information and manuals on questions of the apprenticeship training.

Model 1 - IVET Trainer Examination

The IVET trainer examination is organised in the following way: the candidate is given an assignment from training-practice that is relevant to her professional background. This assignment refers to the legally defined tasks of an IVET trainer. The candidate has 30 minutes to prepare, after which the exam takes place. This takes the form of a professional interview, where the candidate must discuss the given assignment. The professional interview should not be shorter than 30 minutes, nor should it take more than an hour.

If the candidate does not pass the exam, s/he must wait at least three months before s/he can take it again.

There are various non obligatory preparation courses for the IVET trainer exam, mainly offered by different CVET institutions, in particular by the *Wirtschaftsförderungsinstituten* (WIFI – Business Promotion Institute) and *Berufsförderungsinstituten* (bfi – Labour Promotion Institute).

Model 2 - IVET Trainer Course

The IVET trainer exam can be replaced by attending an IVET Trainer Course with a concluding professional interview. In these courses, job-specific knowledge and its practical use for the training of apprentices is imparted. The course must be made up of at least 40 teaching units. To receive a certificate, one must have at least a 75% attendance record as well as the successful completion of the professional interview.

These courses are mainly offered by the CVET institutions of the social partners, *Wirtschaftsförderungsinstitute* (WIFI – Business Promotion Institute) and *Berufsförderungsinstitute* (bfi – Labour Promotion Institute).

Some of the courses offered contain elements of e-learning. These are individually supervised by a coach. Instead of 40 teaching units, the phases requiring classroom presence in this case encompass only 16 teaching units.

Model 3 - Replacing the IVET trainer examination through proof of other prerequisites

1. Successful completion of one of the following examinations:

- *Notariatsprüfung* (notary examination), professional exam for economic examiners and tax advisors, professional exam for tax advisors, *Rechtsanwaltsprüfung* (bar exam), *Ziviltechnikerprüfung* (civil engineering exam), pharmacist examination, entrepreneur's exam, *Richteramtsprüfung* (judgeship exam)
- completed teacher exam at a *berufspädagogischen Akademie* (Vocational Teacher Training College) for *Berufsschulen* (Vocational Schools for Apprentices)
- final examination for *Baumeister* (master builder) , *Zimmermeister* (master carpenter), *Steinmetzmeister* (master stone-mason), *Brunnenmeister* (master well-builder), *Bauträger* (constructor), *Technische Büros* (engineering offices), *Unternehmensberater* (management consultants), *Gastgewerbe* (gastronomy)
- *Meisterprüfung* (Master Craftsman Examination: the IVET trainer examination is one out of five modules of the Master Craftsman Examination and must be successfully completed in front of an examination board)

2. Successful completion of training at a *Fachakademie* (VET Academy), minimum three-year programme, at a public corporation (e.g. *WIFI Fachakademie*), in as far as the areas of craft-specific pedagogy, HR management, and communication are covered in at least 40 units.

3. Successful completion of training at a *Meisterklasse* (Master Craftsman Course).

4. Successful completion of training at *Werkmeisterschulen* (Foreman Course), *Bauhandwerkschulen* (Construction Craft School) or *Meisterschulen* (Master Craftsman Course), for which there is no final examination necessary.

06020303 Training Content and Curricula

***Ausbilder* (IVET trainers) in the company-based segment of the apprenticeship**

Model 1 - IVET Trainer Examination

The assignment areas and corresponding given assignments of the IVET trainer examination are precisely regulated in the *Ausbilderprüfungsordnung* (IVET Trainer Examination Regulations), which is a directive by the *Bundesministerium für Wirtschaft und Arbeit* (Federal Ministry for Economic Affairs and Labour). The assignments consist of:

1. Setting of training goals based on professional image:
 - a) analysis of the professional image with regard to training plans
 - b) creation of individual training goals based on a)

2. Training plan in a company:
 - a) choosing and conceiving suitable training measures
 - b) timetable and organisational planning of training activities in the company process, to reach training goals

3. Preparation, carrying out and supervision of training:
 - a) foundations of company-based training methods with special consideration for mobilising methods
 - b) employment of additional staff within the training framework
 - c) use of training aids
 - d) supervision of results

4. Behaviour of IVET trainer towards the apprentice:
 - a) the IVET trainer's tasks and responsibilities
 - b) personality development of the apprentice and training results
 - c) leadership and motivation
 - d) communication and interview conduct

5. Questions regarding the *Berufsausbildungsgesetz* (Vocational Training Act), *Kinder- und Jugendlichenbeschäftigungsgesetz* (i.e. law on child and youth employment), *Arbeitssicherheitsgesetz* (Employee Protection Law), *Arbeitsverfassungsgesetz* (i.e. law on labour constitution) in correlation with vocational training as well as the position of the dual vocational training system within the Austrian education system; questions using examples from training practice.

Model 2 - IVET Trainer Course

The curriculum for the IVET Trainer Course is designed by the CVET institution in which the course takes place. However, the curriculum must be in line with the Training Regulations for IVET Trainers set by the Federal Ministry for Economic Affairs and Labour.

The following personal skills are acquired in IVET Trainer Courses: craft-specific competency, social competency, leadership qualities, assertiveness, conflict solution capabilities, flexibility and patience.

In addition to this, the course should impart the necessary knowledge for practical apprentice training. The training contents orient themselves on the areas covered by the IVET trainer examination, outlined in the directives of the IVET Trainer Examination

Regulations. The participants should be taught to be able to choose the most suitable training method and apply it correctly. The contents of the course are:

- definition and design of training goals, appropriate to the respective professional image
- training planning
- preparation, design and supervision of training
- necessary pedagogic and psychological knowledge
- correct behaviour towards an apprentice
- essential legal regulations that are necessary for training of apprentices (*Berufsausbildungsgesetz* [Vocational Training Act], *Kinder- und Jugendlichenbeschäftigungsgesetz* (i.e. law on child and youth employment), *Arbeitssicherheitsgesetz* (Employee Protection Law), laws to be publicly posted)
- knowledge of the apprentice system

06020304 Assessments and Quality Monitoring

Ausbilder (IVET trainers) in the company-based segment of the apprenticeship

Apprenticeship training falls under the responsibility of the *Bundesministerium für Wirtschaft und Arbeit* (Federal Ministry for Economic Affairs and Labour). On the regional level, the *Landeshauptmänner* (Federal Governors) are the vocational training authorities. They decide on appeals in affairs of vocational training, such as against the revocation of a training license. Crude violations of duties against the apprentice or lack of prerequisites within the training company can lead to such a revocation. The proceeding takes place ex officio or by request of the local *Lehrlingsstelle* (apprentice authority), the *Wirtschaftskammer* (Economic Chamber), or the locally responsible *Kammer für Arbeiter und Angestellte* (Chamber of Labour).

The practical suitability of training companies is investigated by the Economic Chamber and Chamber for Workers. Their tasks are to take care of all questions regarding the apprentice training and ensure comprehensive counselling in the interest of the apprentice and the training company. The duties of the *Lehrberechtigten* (authorised apprentice trainer) are defined in the *Lehrvertrag* (apprenticeship contract). Before a company can begin training apprentices for a certain *Lehrberuf* (apprenticeship trade), the company must first hand in a written application for obtaining a licence to train apprentices to the apprentice authority of the local Economic Chamber.

One of the central instruments for securing quality in the company-based segment of dual vocational training is the *Ausbilderprüfung* (IVET trainer examination), whose process is specifically regulated by law. The central element of the IVET trainer examination is an interview, which is held in front of an examination board (made up of one chairman and two further members) at the *Meisterprüfungsstellen* (Master Craftsman Examination Authority) of the Economic Chamber. The members of the examination board must have the necessary knowledge about apprenticeship training, as well as at least three years of practical training experience and a completed final apprenticeship exam. Alternatively, they may have completed a craft-specific school-type training, or have at least six years of practical training experience.

There is no regulated continuous verification of the individual qualification of the IVET trainer. CVET occurs on a voluntary basis, when necessitated by in-company practice. The apprentice authorities at the Economic Chamber as well as the apprentice and youth protection agencies of the Chamber of Labour contribute to the quality of in-company apprentice training through supplying continuous information to the training companies and the apprentices.

060204 In-service, continuing training and development for IVET trainers and other learning facilitators

***Ausbilder* (IVET trainers) in the company-based segment of the apprenticeship**

There are no legal regulations concerning the professional and pedagogic further training of IVET trainers. It occurs on a voluntary basis. Therefore, further training of IVET trainers is not part of a quality safeguarding system surpassing the company level. How much value is given to the further training of IVET trainers varies greatly from company to company, often depending on the size of the business and the company culture.

The CVET institution of the social partners, *Wirtschaftsförderungsinstitute* (WIFI – Business Promotion Institute) and *Berufsförderungsinstitute* (bfi – Labour Promotion Institute), private CVET institutions as well as the *berufspädagogischen Institute* (Vocational Teacher Training Colleges) all offer classes for further training of IVET trainers. Moreover, there are several initiatives that serve networking, exchange of knowledge. They also provide information about qualifying offers for IVET trainers. Four of these initiatives are described below:

1. Akademie Lehrlingsausbildung (College for Apprentice Training)

The College for Apprentice Training is a cooperative initiative of the Regional Government of Vorarlberg, the Chamber of Labour and the Economic Chamber of Vorarlberg. The College is not a training institution in the conventional sense, because neither classes nor seminars are offered. Rather, it serves to structure and assess existing qualifying offers.

The *Lehrlingsstelle* (apprentice authority) of the Economic Chamber of Vorarlberg organises the College for Apprentice Training. Qualification and distinction of IVET trainers happens in three levels:

Level 1: certified IVET trainer

Level 2: distinguished IVET trainer

Level 3: IVET trainer with a diploma

Interested IVET trainers receive a CVET passport from the apprentice authority, in which they themselves enter training points received for the classes, seminars and company training programmes they attend. All CVET events attended in the five years before receiving the passport are taken into consideration. After reaching the required number of training points, the passport, copies of class-attendance confirmations and application for certification are sent to the apprentice authority. A neutral commission examines the application and awards the appropriate certificate (for more information see <http://lehrlingsausbildung.wkv.at>).

2. Ausbilderforum (IVET Trainer Forum)

The IVET Trainer Forum offering CVET and networking for IVET trainers in the Tyrol was created in 1996 through an initiative of teacher trainers and is currently supported by the Tyrolean Chamber of Labour, Economic Chamber, the Austria Trade Union, the Business Promotion Institute and the Labour Promotion Institute as well as by the Regional Government of the Tyrol. The initiatives cover seminars, branch and company specific training, moderated meetings for the exchange of experiences with statements stimulating discussion, promotion and strengthening of IVET trainers identity, and publication of an *Ausbilderzeitung* (IVET Trainer Newspaper). For example, the course "Trainer Fitness" is a modular training programme with pedagogic, methodical, and legal content. Furthermore, seminars for electronic data processing (EDP) and rhetoric for IVET trainers are offered, as well as training on branch and company level.

3. Train the Trainer Network -TTnet

TTnet is a European network made up of national networks for supporting and promoting of CVET for IVET trainers. It is run by CEDEFOP. The goals of TTnet Austria, which is co-ordinated by the *Institut für Bildungsforschung der Wirtschaft* together with the Austrian *Institut für Berufsbildungsforschung*, are:

- documentation and exchange of information on the subject "Training of Trainers"
- promotion of communication and cooperation among network participants
- event management of workshops and meetings for exchange of experiences
- discussion forums on the internet (TTnet Forum – the European discussion) on CEDEFOP's ETV homepage (Electronic Training Village). This enables all TTnet members to participate in discussions on themes of IVET trainer qualification and e-learning on a European level.
- continuing development of methods, materials etc. for the training of IVET trainers
- promoting the establishment of regional and branch specific cooperation and projects on IVET trainer training

The TTnet network Austria is based on the communication and cooperation of its members. Members can be organisations, businesses, or persons that are engaged in the topic of "*Ausbildung der Ausbilder*" (training of IVET trainers), such as the responsible Ministries, social partners, CVET institutions, specific research institutes, companies (as CVET carriers or experts) or regional working-groups (for more information see <http://www.ausbilder.at>).

4. Multinational Exchange Programmes

Within the framework of the mobility projects of "Leonardo da Vinci" IVET trainers have the possibility to carry out job internships in one of the 31 European participant countries. Between 1999 and 2003, 770 Austrian IVET trainers participated in mobility projects.

Furthermore, there is the possibility of entering into project partnerships between vocational training institution and businesses in all of Europe. The goal of these is to develop, test and distribute new methods and approaches as well as innovative teaching and learning materials for the vocational training.

060205 Issues of Interest

1. Creation of HE Schools for Pedagogic Professions

Because of the federal law on studies at *Akademien* (Post-Secondary VET Colleges) and on the creation of HE Schools for Pedagogic Professions, the *berufspädagogische Akademie* (Vocational Teacher Training College) and the *pädagogische Institut* (In-Service Teacher Training College) are to become HE institutions. Both the creation of corresponding *Bakkalaureats- und Magisterstudiums* (Baccalaureate and Master Courses) should lead to a harmonising of teacher training within the Austrian HE system as well as to improving the capability of international comparisons. In turn, comparable HE degrees promote the job possibilities and the mobility of graduates.

As for content, learning and practice in training should be combined with research and development of the educational field. Both teachers' studies and work should be under the aspect of continuing professionalisation. Persons in pedagogic professions should be able to continuously, individually and in teams, educate themselves by attending Master Courses or Modules. In this context, previous qualifications are to be taken into consideration. On the whole, the module structured offers should enable a majority to pass the courses. Competency centres should supplement the offers of the HE school for pedagogic professions. Existing research structures are to be continuously developed and should enter into close ties with teaching and practice.

2. CVET for Teachers

Again and again, the discussion in education policy focuses on obligatory CVET for teachers outside of teaching hours. Furthermore, creation of incentives for CVET as part of a future salary scheme for teachers is being discussed.

One first measure in this direction can be found within several regulations in the Amendment 2001 for the *Landeslehrer-Dienstrechtgesetz* (i.e. federal law regulating the rights and duties of teachers employed by a *Bundesland* [federal region]). This is applied to teachers at *Berufsschulen* (Vocational Schools for Apprentices). The main goals of the new service and salary law are to include differentiated job tasks, meaning that teacher's tasks outside of teaching will be considered.

Based on a study on teacher working hours, a model of the annual norm of working time was created in the above mentioned law, which has replaced the previously valid teaching responsibility model. For all the tasks of teachers, therefore also for participation in

CVET events, the same amount of work time is calculated. This norm is divided into three groups: (1) teaching, (2) preparation, follow-up and correcting of class work, (3) additional tasks in the school profession. The additional tasks include required CVET events to the extent of fifteen hours per year.

The new *Landeslehrer-Dienstrechtgesetz* is supposed to lead to better resource management and contribute to quality goal oriented personnel management. Through flexible fixing of task profiles as a dynamic process, current demands can be addressed, thus taking new task profiles for schools into consideration. It is to contribute to personnel development with regard to local circumstances and therefore to quality development.

The model in general aims at clarification of employee qualifications, adequate use personnel, job-integrated continuing training and a balanced age distribution of teachers. The school administrations thus assume a new role, in combining tasks with regard to quality oriented and standard related school development with tasks of personnel development and of optimising the use of resources.

The criteria for the application of personnel development are: clarification of the structure of qualifications (analysis of existing strengths and development potentials with regard to individual teachers and on the team level), consideration of stress capacity, job integrated continuing training (as an element of personnel development and prerequisite for medium and long term school development projects on the local level).

3. Quality Safeguarding

The *Bundesministerium für Bildung, Wissenschaft und Kultur* (Federal Ministry for Education, Science and Culture) carries out the project "*Qualität in Schulen (Q.I.S.)*" (Quality in Schools), through which it wants to inspire the Austrian schools to analyse, control and develop the quality of their own school. This is supposed to happen by the help of so-called school programmes containing the ideal image of the school, analysis of the current state as well as concrete goals and measures in five quality areas. It functions as an agreement with limited time span, as an orientation devise for pedagogic action as well as a device for information for the public, as a planning instrument and as a measure for school development. In this context, the evaluation serves to provide an overview and to examine the realisation and effectiveness of the measures taken: in adequate time frames, individually and in groups, with applicable methods. One of the five defined quality areas refers to "Teaching and Learning."

For the tertiary training sector, the *Österreichische Qualitätssicherungsagentur* (Austrian Agency for Quality Assurance, AQA) is supposed to support universities, *Fachhochschulen* and private universities in safeguarding their quality of teaching, research and administration. This concerns the creation of quality management systems and their certification, furthermore, the coordination and organisation of evaluation procedures as well as availability of international know-how and personal contacts concerning questions of quality safeguards. In this context, the training institutions are not obliged to use the services of AQA. With the *Universitätsgesetz* (University Law) 2002, the universities have to create their own quality management systems. Likewise, an amendment to the law obliges the supporter of the *Fachhochschule* Courses to create such systems.

Quality safeguarding is considered important preliminary work for performance agreements, on the basis of which parts of the university budgets will be attributed in relation to performance, starting in 2007. Examples for performance indicators to be used are number of students and graduates, duration of the courses, teaching and other evaluations, and research performance.

For the safeguarding and augmentation of education quality in Austria, including international comparisons, the Minister of Education has initiated the project "*klasse: zukunft*" (class:future). For this purpose a group of experts of the *Zukunftskommission* (Committee on the Future) was created. The goal of the project is to encourage a broad basis of discussion on the three subject areas quality, school partnership and European training perspectives. An innovation elaborated by the Committee on the Future for the Austrian school system serves as basis of the discussion. The development process in the school and education system is supposed to be propelled by help of regional events with the school partners and education experts as well as by means of a virtual information platform enabling the broad participation of all parties interested.

0603 TYPES OF TEACHERS AND TRAINERS IN CVET

CVET covers

- school-based CVET (special forms of *berufbildenden mittleren und höheren Schulen* [Secondary VET Schools and Colleges]),
- university-based CVET (CVET at universities or in co-operation with universities),
- non-school-based CVET and
- non-university-based CVET offers (non-profit institutions mostly belonging to the social partners as well as profit-oriented institutions)
- in-company CVET.

The following table illustrates all types of CVET instructors according to their area of teaching. Legal regulations only exist in the field of school-based CVET. In all other fields instructors usually have acquired their craft-specific qualification on the tertiary or post-secondary levels. This qualification can be supplemented by additional pedagogic qualification.

Instructors in CVET according to their area of employment and level of qualification

Instructors of CVET	Qualifications (minimum requirements)
Tertiary and post-secondary training: School-based and university-based CVET	
Instructors in special forms of <i>berufbildenden mittleren Schulen</i> (Secondary VET Schools) (<i>Werkmeisterschulen</i> [Foreman Courses], <i>Meisterschulen</i> and <i>Meisterklassen</i> [Master Craftsman Courses], <i>Bauhandwerkschulen</i> [Construction Craft Schools])	The qualification requirements correspond to those of teachers at Secondary VET Schools (see 060201)
Instructors in special forms of <i>berufsbildenden höheren Schulen</i> (VET Colleges) (<i>Kollegs</i> [Post Secondary VET Courses], <i>Aufbaulehrgängen</i> [Add-On Courses], <i>berufsbildende höhere Schulen für Berufstätige</i> [VET Colleges for people under employment], <i>Speziallehrgänge</i> [Specialised Further Training Courses])	The qualification requirements correspond to those of teachers at VET Colleges (see 060201)
Instructors in university-based CVET – <i>Universitätslehrgänge</i> (CVET University Courses)	Broad subject-specific expertise and practical work experience, usually a university degree in a craft-specific subject

Tertiary and post-secondary training: Non-school-based and non-university-based CVET and in-company CVET	
Instructors in non-school-based and non-university-based CVET – non-profit and profit-oriented CVET institutions	Subject-specific qualification in the respective area as well as (not obligatory) CVET training
Instructors in in-company CVET	Relevant qualification in the respective subject as well as (not obligatory) CVET training

1. Salary rates

The salary rates of instructors in school-based and university-based-CVET correspond to those of IVET instructors. Generally, teachers are paid according to their education and area of instruction for which different categories (*Verwendungsgruppen* [salary brackets]) have been set up. The salary is determined by the respective category and seniority. Every two years teachers are legally guaranteed a promotion to the next category without specific performance controls (for more information see 0602).

The salary rates of instructors within private CVET institutions are based on a minimum wage agreement which has been in effect since 1 January 2004. It was negotiated on request of the *Gewerkschaft der Privatangestellten* (Union of Private Employees) by the *Bundeseinigungsamt* (Federal Agreement Office), which is part of the *Bundesministerium für Wirtschaft und Arbeit* (Federal Ministry of Economic Affairs and Labour), and involved representatives of the social partners. The minimum wage rate specifies the following remunerations depending on the number of teaching units and the qualification level:

Salary of instructors (in EUR) within private CVET institutions

Minimum gross wage (in EUR) per teaching unit of 50 minutes including preparatory and follow-up work*			
Number of teaching years	Actual teaching activity	Actual teaching activity and qualification specified by the CVET institution	Relevant academic degree or official Teacher Training Certificate
1 to 5 teaching years	17.86	18.75	19.65
from the 6 th teaching year	18.67	19.61	20.57
from the 11 th teaching year	19.65	20.62	21.56
from the 16 th teaching year	20.47	21.45	22.48
from the 21 st teaching year	21.37	22.45	23.42

* The monthly remuneration is calculated as follows: Minimum wage per unit multiplied by agreed monthly teaching units (teaching duties).

The number of teaching units CVET instructors have varies greatly. This depends on the subject(s) they teach and the type of contract they have. On average, a full-time CVET trainer for a specific subject (e.g. languages) has 20 to 25 teaching units per week.

The remuneration differs (considerably) for instructors of in-company CVET. Their salary is dependent on their qualification level and the respective branches' collective treaty.

2. Age and gender balance

Information about age and gender balance of school-based CVET teachers is given in 0602. The statistical data mentioned refers, however, to all teachers (IVET and CVET). No separate statistical information is available for CVET teachers only.

Due to the heterogeneity of the Austrian CVET system no uniform data is available with respect to age and gender of university-based, non-school-based and non-university-based CVET.

3. Structure for attracting people

Teaching in CVET attracts people who are interested in imparting knowledge to adults. As the conditions for teaching in non-school-based and non-university-based CVET are non legally regulated, CVET is open for anyone with good subject-specific qualifications and relevant work experience. Moreover, as restricted contractual relationships or self-employment are common within CVET, CVET also addresses people who appreciate this flexibility. For instance, CVET trainers can teach on the one hand and be involved in other professional activities on the other. They can also work at different CVET institutions.

Only big enterprises have their own CVET trainers who are actually employed by the company. However, smaller businesses usually employ external CVET trainers for certain training activities for a certain period of time. CVET institutions can easily find qualified training personnel, especially in urban areas.

060301 Pre-service training for CVET teachers

1. School-based CVET

School-based CVET (see 060201) includes the special forms of

- *berufsbildenden mittleren Schulen* (Secondary VET Schools)
 - *Werkmeisterschulen* (Foreman Courses),
 - *Meisterschulen* (Master Craftsman Courses),
 - *Bauhandwerkschulen* (Construction-Craft Courses)
- *berufsbildenden höheren Schulen* (VET Colleges)
 - *Kollegs* (Post-Secondary VET Courses),
 - *Aufbaulehrgänge* (Add-on Courses),
 - *berufsbildende höhere Schulen für Berufstätige* (VET Colleges for people under employment),
 - *Speziallehrgänge* (Specialised Further Training Courses).

The pre-service training of CVET instructors corresponds to those of IVET teachers in Secondary VET Schools and VET Colleges.

2. University-based CVET

University-based CVET includes *Universitätslehrgänge* (CVET University Courses). Teachers at CVET University Courses usually have a Master's degree in the subject they teach or, additionally, a PhD degree. However, some teachers do not have a university degree but have attended a subject-specific school (e.g. a VET College or a Post-Secondary VET College) and have also gained work experience. They are often entrepreneurs or in a leading position within the respective field. Scientific heads of CVET University Courses (university professors) have a university degree and a PhD degree in the respective discipline.

06030101 Admission Requirements

1. School-based CVET

The requirements school-based CVET teachers have to meet correspond to those teachers at *berufsbildenden mittleren und höheren Schulen* (Secondary VET Schools and Colleges).

In order to teach in CVET, a legally regulated training is necessary. For teaching in the special forms of Secondary VET Schools (*Werkmeisterschule* [Foreman Courses], *Meisterschule* [Master Craftsman Courses], *Bauhandwerkerschule* [Construction-Craft Schools]) the attendance of a *berufspädagogischen Akademie* (Vocational Teacher Training College) or a *agrapädagogischen Akademie* (Agricultural Teacher Training College) is required. For teaching in the special forms of VET Colleges (*Kollegs* [Post-Secondary VET Courses, *Aufbaulehrgang* [Add-on Courses], VET College for people under employment) the completion of a subject-relevant university course or – for the teaching of craft-specific practical subjects – the attendance of a Vocational Teacher Training College is required (for more information see 06020101).

2. University-based CVET

A broad expertise and relevant work experience in the respective discipline is required in order to be able to teach in university-based CVET. In these cases a completed university degree is not necessarily obligatory. However, the majority of university teaching personnel have a university degree, and some have even a PhD degree.

06030102 Training Models and Process

1. School-based CVET

The training models for school-based CVET teachers equal the ones for teachers at *berufsbildenden mittleren und höheren Schulen* (Secondary VET Schools and Colleges).

With teachers in the VET system, training models are basically differentiated into those of the *berufspädagogischen Akademie* (Vocational Teacher Training College) in cooperation with the *pädagogische Institut* (In-Service Teacher Training College) or respectively the *agrapädagogischen Akademie* (Agricultural Teacher Training College), and that of the *Lehramtsstudium* (Teacher Training Course) at the university. Training for teachers of craft-specific theoretical subjects at *technisch-gewerblichen berufsbildenden höheren Schulen* (Colleges for Engineering and Crafts) has a special position because no Teacher Training Courses are offered for this area (see 060201 and 06020101).

Training at the Vocational Teacher Training College imparts those qualifications necessary for teaching craft-specific theoretical and craft-specific practical subjects at Vocational Schools for Apprentices and at Secondary VET Schools, and for teaching craft-specific practical subjects at VET Colleges. The training covers pedagogy, humanities, craft-specific as well as didactic issues (for more information see 06020101).

2. University-based CVET

Teachers of *Universitätslehrgänge* (CVET University Courses) have a broad knowledge in the field of their teaching subjects which they have usually obtained in a relevant IVET University Diploma Course, sometimes (but less often) within a (Post-Secondary) VET College course. Additionally, work experience is required. CVET University Course teachers are usually not required to have pedagogical training, respectively a degree in pedagogy.

06030103 Training Content and Curricula

1. School-based CVET

The training of school-based CVET teachers equal the ones for teachers at *berufsbildenden mittleren und höheren Schulen* (Secondary VET Schools and Colleges).

The individual curricula of the Vocational Teacher Training College are decreed by the study commission, which consists of six members that are elected by and among the Post-Secondary VET College teachers, three members that have to be sent by the representatives of the Post-Secondary VET College students, and one member that has to be sent by the respective *Landesschulrat* (Regional Board of Education). Regulations concerning the organisation of curricula (e.g. education objectives, number of subjects) can be decreed by the Minister of Education. Curricula of Vocational Teacher Training Colleges take into consideration the teaching of traditional pedagogy and didactics on the one hand and the need for new approaches on the other.

University curricula are changed and enacted by the *Senat* (Senate) to the suggestion of university professors of the individual fields of study. The senate consists of 12 to 24 members: representatives of the university professors, of the mid-level academic staff, of other university personnel, and of the students. The passing of a resolution is carried out after a hearing of the *Rektor* (Rector) and the *Universitätsrat* (University Council), who may express their opinion on the respective curriculum. The curricula do stipulate the qualification profile that has to be imparted as well as the study's contents, structure and examination regulation.

The latest curriculum reforms of the Teacher Training Courses at University especially concentrated on imparting a higher amount of application-oriented basic and specialised pedagogic knowledge and subject-specific didactic know-how. This know-how should enable teachers to react appropriately to individual qualification levels and pupils' talents,

as well as to various difficult learning situations. Moreover, a wide knowledge of organisational innovations and objectives of the educational development such as school autonomy, school programs or quality assurance has to be imparted (for more information see 06020101).

2. University-based CVET

Teachers of *Universitätslehrgänge* (CVET University Courses) usually have a university degree. This means that they are trained at university according to the curricula of the respective field of study (see 06020103).

06030104 Assessment and Quality Monitoring

1. School-based CVET

The structures regarding assessment and quality evaluation of school-based CVET teachers equal the ones for teachers at *berufsbildenden mittleren und höheren Schulen* (Secondary VET Schools and Colleges).

The *Bundesministerium für Bildung, Wissenschaft und Kultur* (Federal Ministry for Education, Science and Culture) has the responsibility for the qualification requirements of teachers at VET Schools, *Akademien* (Post-Secondary VET Colleges) and universities (see 06020101). Among the Ministry's responsibilities is the inspection of the course curricula for the different Teacher Training Courses in Austria.

Which requirements are actually enforced is considerably subject to education policy developments, which are brought about by various actors and influences, especially in the European environment. For example, one factor that influences organisational arrangements of formal training of teachers is the attempt to match training levels on an international level. The contents of the curricula are oriented considerably on the requirements of the respective training institutions where future teachers will instruct.

Quality awareness in education develops strongly, largely because of European initiatives. For example, criteria on the federal and regional level are developed for the schooling field, for the evaluation of teaching quality and self-assessment of school quality (see also 060203 for aspects of quality safeguarding).

Direct counselling, advancement, control and reporting of the performance of individual teachers, especially of those in the first few years of the profession, is under the author-

ity of the school administration (according to the *Schulunterrichtsgesetz* [i.e. law on schooling] as well as based on the directive on the assessment of the performance of teachers, educators and headmasters) (for more information see 06020101).

2. University-based CVET

The platform AUCEN (Austrian Universities Continuing Education and Staff Development Network) and the departments for CVET at Austrian universities are responsible for safeguarding quality in university-based CVET. One of their tasks is to provide support in evaluating university-based CVET offers, as well as in developing quality standards.

060302 In-service, Continuing Training and Development for CVET-Teachers

1. School-based CVET

The further training of school-based CVET teachers corresponds to the further training of IVET teachers at *berufsbildenden mittleren und höheren Schulen* (Secondary VET Schools and Colleges). It takes place at the *pädagogische Institute* (In-Service Teacher Training Colleges), which have specific departments for VET teachers (see 06020101).

2. University-based CVET

There are no specific CVET offers for teachers at *Universitätslehrgänge* (CVET University Courses) – they can benefit from the same training programmes that are offered to non-school-based and non-university based CVET instructors (see 060304).

060303 Pre-Service Training for CVET-Trainers and Other Learning Facilitators

There are no official regulations for the training of non-school-based, non-university-based and in-company CVET trainers. The CVET trainers have usually completed training in a field relevant for their training discipline. This can be a university degree in case they teach general-education subjects (e.g. languages) or business administration subjects (e.g. business management); however, a Teacher Training Course at university is not necessarily required. Pedagogic-didactical know-how can be acquired by CVET instructors also within the framework of a *Trainerausbildung* (CVET Trainer Course), the attendance

of which is, however, not compulsory. CVET Trainer Courses are offered by various CVET institutions.

CVET offers in other fields (such as technics, health, consulting or personal development) require the completion of certain trainings and relevant work experience in order to be able to live up to the respective CVET institution's expectations and requirements.

CVET trainers of the craft-specific practical area of CVET (mainly branch-specific CVET offers) have completed a relevant craft-specific IVET training (at least *Lehre* [apprenticeship], mostly *berufsbildende mittlere Schule* [Secondary VET-School]) and also relevant CVET courses (e.g. *Meisterprüfung* [Master Craftsman Course], *Werkmeisterschule* [Foreman Course]). Moreover, they have gained several years of work experience, or have completed also a relevant *berufsbildende höhere Schule* (VET College).

06030301 Admission Requirements

There are no standard admission requirements for non-school-based and in-company-based CVET trainers. However, the basic requirement always includes widespread expertise in the subject which is taught. Basic knowledge is usually acquired within formal educational training in the subject that is taught later. Additional qualification is usually acquired informally and mostly over several years in addition to the job.

Additionally to craft-specific qualifications a *Trainerausbildung* (CVET Trainer Course) also imparts pedagogic-didactic knowledge geared toward the needs of CVET trainers. CVET Trainer Courses are organised in such a way that they can be attended by people under employment. No special admission requirements exist.

06030302 Training Models and Process

Non-school-based and in-company based CVET trainers are usually qualified in a relevant field that corresponds to their teaching subject. Additionally, they can acquire pedagogic-didactical knowledge within a *Trainerausbildung* (CVET Trainer Course). However, this training course focuses primarily on general and not on craft-specific teaching issues (i.e. on workshop training).

Instructors in the fields of languages and business management usually have completed a Teacher Training Course at a university. Such courses usually include pedagogical training (see 06020102).

As mentioned above, the CVET Trainer Course is module-structured and organised in such a way that it can be attended by people under employment. Either all modules can be attended or only specific ones for a particular subject areas (e.g. for economic and social competences, rhetoric and communication, EDP etc.). A full course covers 250 training units, which can also include practical exercises. Moreover, trainees have the opportunity to meet their trainers “on their job” within the training.

06030303 Training Content and Curricula

Trainerausbildung (CVET Trainer Course)

A CVET Trainer Course is organised by the CVET institution offering this course, in cooperation with the instructor(s). The contents are specified in accordance with the actual requirements of everyday-training life. Additionally, didactic principles as well as various teaching methods and social competences are also imparted. The main emphasis of the training varies from course to course as well as from module to module. Some courses focus on contents like seminar design (e.g. design of learning material, specification of learning objectives) and methods for holding a seminar (e.g. presentation, moderation, rhetoric), others put more emphasis on fields like trainers’ social competences (e.g. group dynamics, conflict management, forming an individual training style).

There are no uniform regulations for the training of CVET trainers. The requirements are specified by the individual CVET institution. For example, a Train the Trainer-Course offered by a CVET institution in Vienna has the following emphases:

- the role of the CVET trainer in the learning process
- the learning individual and his/her context
- the design of learning world – facilitating learning
- the teaching of key qualifications
- psychological basics of learning
- defining learning aims – preparing lessons
- presentation media
- principles of didactics
- handling disputes and crises
- practical exercises, tips and tricks for the practical work

06030304 Assessment and Quality Monitoring

The training of non-school-based, non-university based and in-company CVET trainers is not legally regulated. The quality requirements are consequently specified by the individ-

ual CVET institution. The recruiting process of the CVET trainers is comparable to the recruiting process common in other areas of the private economy. In addition to relevant qualification in the respective teaching subject, work experience is of high importance.

Many CVET institutions have implemented a quality safeguarding system within which the attendants have the opportunity to evaluate training units by filling in a certain questionnaire. In this way, the CVET institutions as well as the course instructors themselves get feedback, and potential need for optimising can be identified. Big CVET institutions offer in-company CVET for their employees in order to improve the training quality.

There is no generally implemented quality safeguarding system within the field of CVET. However, apart from the CVET institutions themselves, the adult education section of the *Bundesministerium für Bildung, Wissenschaft und Kultur* (Federal Ministry for Education, Science and Culture) and the *Konferenz der Erwachsenenbildung Österreichs* (Conference of Adult Education in Austria, i.e. an independent penal of non-profit CVET institutions) deal with questions of the growing necessity of safeguarding quality in CVET.

Being part of the *Bundesministeriums für Bildung, Wissenschaft und Kultur* (Federal Ministry for Education, Science and Culture), the *Bundesinstitut für Erwachsenenbildung* (Federal Institute for Adult Education) is involved in the further development of CVET. The Institute's tasks consist in developing and conducting educational programmes for the qualification of CVET trainers, in developing and improving adult-oriented training methods, materials and media, in dealing with important questions on adult education and in providing counselling and consultation within the field of adult education in national and trans-national co-operations.

060304 In-Service, Continuing Training and Development for CVET trainers and Learning Facilitators

Further training for non-school-based, non-university based as well as in university-based CVET is not regulated by law. However, due to optimising attempts in the field of CVET, further training of CVET trainers has started to become more important. Consequently, CVET institutions have started to attach greater importance to employing highly qualified personnel with regard to the respective subject contents and to pedagogic and didactic matters.

The *Arbeitsgemeinschaft Weiterbildungssystem* (i.e. a consortium dealing with questions on the CVET system), which is part of the *Bundesinstitut für Erwachsenenbildung* (Fed-

eral Institute for Adult Education), provides consultation for CVET trainers concerning further training matters. This consortium includes representatives of the Federal Government and of the *Konferenz der Erwachsenenbildung Österreichs* (Conference of Adult Education in Austria). It offers the following training courses for full-time employees who work within adult education institutions:

1. Training course for pedagogical employees in the field of adult education

This training course is organised as a course for people under employment and has been developed for CVET trainers in the field of adult education. The course consists of 21 seminar days (eight of which can be chosen individually) that have to be completed within a period of two years. The course's central aim is to reach a higher degree of professionalism adult education CVET trainers. The course consists of the following contents:

- imparting basic competences in the field of adult education
- specifying the job description of CVET trainers in the field of adult education
- improving the vocational self-conception
- identifying strengths and weaknesses of a CVET trainer
- dealing and interacting with social systems
- Quality demands and tasks management in the field of adult education
- imparting an overview of CVET institutions
- analysing education market trends and client's expectations
- analysing economic, legal and institutional frameworks

2. Training Course on education management

This four-semester training course for people under employment addresses persons with long-term work experience in the field of adult education/CVET, who aim at a leading position or deal with tasks including planning, organisation and HR development. The course mainly imparts knowledge in the field of management, marketing, law, HR development and management.

Furthermore, further training courses for non-school-based CVET trainers include shorter programmes like individual modules which can be completed additionally to the CVET Trainer Course or methodology workshops for CVET trainers. These training programmes focus on the following contents:

- self-reflection of the trainer's behaviour
- methods for achieving a constructive working atmosphere

- working out and applying creative training methods
- conflict management
- practical activities with feedback

There are also training programmes which impart essential e-teaching competences like the *Universitätslehrgang* (CVET University Course) *Professional MSc E-Teaching – E-Learning*, offered by the private university *Donauuniversität Krems* (Danube University in Krems) or like various internet platforms (e.g., www.webct.com which informs about didactical methods for conducting web-based lectures).

3. Multinational Exchange Programmes

Action 3 „Grundtvig“, which is part of the „Socrates“ programme, aims at strengthening the European dimension and quality in the field of adult education. Especially two of these activities focus on IVET and CVET of CVET trainers:

- „Grundtvig 2“ - Training partnerships:

Grundtvig 2 projects focus on the exchange of experiences and of well-proven methods for conducting adult training. With regards to this emphasis several activities can be promoted, such as organising workshops and seminars, exchange activities of CVET trainers, and furthermore the development of project-oriented material.

Of the applications of 3/2002 ten partnerships were approved which are co-ordinated by Austrian institutions and 29 were approved with Austrian partnership.

- „Grundtvig 3“: Individual scholarships for further training of CVET trainers in the field of adult education focus on improving training competences, counselling competences as well as management competences. The following measures are promoted:

1. Further training courses on the following aspects: methodology and didactics in the field of adult education, management of adult education institutions, topics in connection with European integration, intercultural topics, methodical / didactical training of language teachers in the field of adult education.

2. Internships within educational institutions, industrial plants, government institutions or NGOs. The internships have to be organised by the trainees and have to serve clear CVET purposes.

During the contract period 1.6.2001-31.1.2002 37 scholarship applications were made in Austria of which 29 were actually approved.

- Moreover, „Grundtvig 1“ is relevant for the further development of CVET trainers: European co-operation projects:

1. Production-oriented pilot projects focus on developing new modules and courses for clients and CVET trainers in the field of adult education. This includes the development of learning and teaching materials, new teaching methods as well as the development, empirical evaluation and implementation of tools which can be applied for the assessment of skills and abilities. Furthermore, involved institutions can conduct research concerning methods, strategies and important topics of adult education in Europe or can organise sensitisation measures (e.g., information campaigns), conferences or seminars.

During the contract round 3/2002 five projects which are co-ordinated by Austrian institutions and 12 projects which include Austrian project partners were approved.

060305 Issues of Interest

One of the goals of educational policy within the Austrian CVET sector is the development of permanent system structures that meet today's challenges. These cover the growing importance of Lifelong Learning, the necessary quality improvements of education programmes as well as the need to enhance the professionalism of pedagogic employees.

These challenges must be seen against the background of a changing training market, on which more and more CVET institutions compete against each other and are, at the same time, under a growing economic pressure. In addition to existing non-profit and an increasing number of privately run, profit-oriented CVET institutions, universities and *Fachhochschulen* have started to push into the training market.

A current discussion led for instance by the *Arbeitsgemeinschaft Weiterbildungssystem* (i.e. consortium of the *Konferenz der Erwachsenenbildung in Österreich* [Conference on Adult Education in Austria] dealing with questions on the CVET system) refers to a number of questions regarding higher qualification requirements of CVET trainers:

- What is the current position of the CVET sector? Do legal regulations on subsidies and the conditions for the co-ordination of the CVET sector still correspond to actual requirements?

- Which new structures are required due to the growing importance of CVET?
- What kinds of reforms are needed in order to be able to meet EU requirements?
- To what extent is it necessary to distinguish between profit-oriented and non-profit organisations with regard to system reforms?
- How can the societal profit of CVET be evaluated and be taken into consideration by educational policy?
- In which way can co-operations between stakeholder be increased within and outside the CVET sector?
- In which way do structures of the CVET sector generally have to be changed with regard to a holistic VET system?

0604 UNIONS/ASSOCIATIONS AND RESOURCES

1. Federal Ministries

Bundesministerium für Bildung Wissenschaft und Kultur
(Federal Ministry for Education, Science and Culture)
1010 Wien, Minoritenplatz 5
Tel.: +43 1/53120-0
<http://www.bmbwk.gv.at>

Bundesministerium für Gesundheit und Frauen
(Federal Ministry for Health and Women's Issues)
1030 Wien, Radetzkystraße 2
Tel.: +43 1/71100-0
<http://www.bmgf.gv.at>

Bundesministerium für Land- und Forstwirtschaft, Umwelt und Wasserwirtschaft
(Federal Ministry for Agriculture, Forestry, Environment and Water Management)
1010 Wien, Stubenring 1
Tel.: +43 1/71100-0
<http://www.lebensministerium.at>

Bundesministerium für Wirtschaft und Arbeit
(Federal Ministry of Economic Affairs and Labour)
1010 Wien, Stubenring 1
Tel. 01/71100-0
<http://www.bmwa.gv.at>

2. Regional Boards of Education

Landesschulrat für Burgenland
(Regional Board of Education for Burgenland)
7001 Eisenstadt, Kernausteig 3
Tel.: +43 02682/710-0
<http://www.lsr-bgld.gv.at>

Landesschulrat für Kärnten
(Regional Board of Education for Carinthia)
9010 Klagenfurt, 10. Oktoberstraße 24
Postanschrift: 9010 Klagenfurt, Postfach 607
Tel.: +43 463/5812-0
<http://www.bildungsland.at>

Landesschulrat für Niederösterreich
(Regional Board of Education for Lower Austria)
3109 Sankt Pölten, Rennbahnstraße 29
Tel.: +43 2742/280-0
<http://www.lsr-noe.gv.at>

Landesschulrat für Oberösterreich
(Regional Board of Education for Upper Austria)
4040 Linz, Sonnensteinstraße 20
Tel.: +43 732/7071-0
<http://www.lsr-ooe.gv.at>

Landesschulrat für Salzburg
(Regional Board of Education for Salzburg)
5010 Salzburg, Mozartplatz 8-10
Tel.: +43 662/8042-0
<http://www.land.salzburg.at/landesschulrat>

Landesschulrat für Steiermark
(Regional Board of Education for Styria)
8015 Graz, Körblergasse 23
Tel.: +43 316/345-0
<http://www.lsr-stmk.gv.at>

Landesschulrat für Tirol
(Regional Board of Education for the Tyrol)
6010 Innsbruck, Innrain 1
Tel.: +43 512/52033-0
<http://www.asn-ibk.ac.at/lshr/>

Landesschulrat für Vorarlberg
(Regional Board of Education for Vorarlberg)
6900 Bregenz, Bahnhofstraße 12
Tel.: +43 5574/4960-0
<http://www.lsr-vbg.gv.at>

Stadtschulrat für Wien Abteilung III
(Regional Board of Education for Vienna)
1010 Wien, Wipplinger Straße 28
Tel.: +43 1/52525-0
<http://www.magwien.gv.at/ssr>

3. Apprenticeship Authorities and Master Craftsman Examination Authorities of the Economic Chambers

Wirtschaftskammer Burgenland
(Economic Chamber Burgenland)
7000 Eisenstadt, Robert-Graf-Platz 1
T: 02682/695-161
wko.at/bgld/lehrlinge

Wirtschaftskammer Kärnten
(Economic Chamber Carinthia)
9020 Klagenfurt, Koschutastraße 3
T: 0463/5868-850
wko.at/ktn/lehrlingsstelle

Wirtschaftskammer Niederösterreich
(Economic Chamber Lower Austria)
1014 Wien, Herrengasse 10
T: 01/53 466-1226
wko.at/noe/bildung

Wirtschaftskammer Oberösterreich
(Economic Chamber Upper Austria)
4024 Linz, Wiener Straße 150
T: 05 90 909-4010
wko.at/ooe/bp

Wirtschaftskammer Salzburg
(Economic Chamber Salzburg)
5027 Salzburg, Faberstraße 18
T: 0662/8888-318
wko.at/sbg/lehrlingsstelle

Wirtschaftskammer Steiermark
(Economic Chamber Steiermark)
8010 Graz, Körblergasse 111-113
T: 0316/601-545
wko.at/stmk/lehrlingsstelle

Wirtschaftskammer Tirol
(Economic Chamber Tyrol)
6021 Innsbruck, Egger-Lienz-Straße 116
T: 05 90 905-7302
wko.at/tirol/bildung/lehrling

Wirtschaftskammer Vorarlberg
(Economic Chamber Vorarlberg)
6800 Feldkirch, Wichnergasse 9
T: 05522/305-320
wko.at/vlbg/ba

Wirtschaftskammer Wien
(Economic Chamber Vienna)
1030 Wien, Rudolf-Sallinger-Platz 1
T: 01/514 50-2414
wko.at/wien/lehrling

Wirtschaftskammer Österreich
(Federal Economic Chamber)
1045 Wien, Wiedner Hauptstraße 63
T: 05 90 900-4076
wko.at/bildung

4. Internationales

Büro für Europäische Bildungskooperation SOKRATES
(Austrian Socrates National Agency)
1010 Wien, Schreyvogelgasse 2,
Tel.: +43 1/53408-0
<http://www.sokrates.at>

Büro für Europäische Bildungskooperation LEONARDO
(Austrian Leonardo National Agency)
1010 Wien, Schottengasse 4+7
Tel.: +43 1/5324726-10
<http://www.leonardodavinci.at>

Österreichischer Austauschdienst
(*Austrian Exchange Service*)
1090 Wien, Alserstraße 4/1/3/8
Tel.: +43 1/4277-28101
<http://www.oead.ac.at>

5. Berufspädagogische Akademien (Vocational Teacher Training Colleges)

Agrarpädagogische Akademie
(Agricultural Teacher Training College)
1133 Wien, Angermayergasse 1
Tel.: +43 1/8772266-0
<http://www.bundesseminar.at>

Berufspädagogische Akademie des Bundes in Linz
4020 Linz, Kaplanhofstraße 40
Tel.: +43 732/772222-0
<http://www.bplinz.ac.at>

Berufspädagogische Akademie des Bundes in Graz
8010 Graz, Theodor-Körner-Straße 38
Tel.: +43 316/672250
<http://www.bpa.asn-graz.ac.at>

Berufspädagogische Akademie des Bundes in Innsbruck
6020 Innsbruck, Pastorstraße 7
Tel.: +43 512/572432
<http://www.ptirol.tsn.at>

Berufspädagogische Akademie des Bundes in Wien
1100 Wien, Grenzackerstraße 18
Tel.: +43 1/60118-6128
<http://www.bpwien.ac.at>

6. Pädagogische Institute (In-Service Teacher Training Colleges)

Pädagogisches Institut des Bundes Burgenland
7001 Eisenstadt, Wolfgarten
Tel.: +43 2682/64251-0
<http://www.pi-ei.asn-bgld.ac.at>

Pädagogisches Institut des Bundes Kärnten
9010 Klagenfurt, Kaufmannngasse 8
Tel.: +43 463/50 696
<http://www.pi-klu.ac.at>

Pädagogisches Institut des Bundes Niederösterreich
2020 Hollabrunn, Dechant-Pfeifer-Straße 3
Tel.: +43 2952/4177
<http://www.pinoe-hl.ac.at>

Pädagogisches Institut des Bundes Oberösterreich
4020 Linz, Kaplanhofstraße 40
Tel.: +43 732/772222-0
<http://www.pi-linz.ac.at>

Pädagogisches Institut des Bundes Salzburg
5020 Salzburg, Erzabt-Klotz-Straße 11
Tel.: +43 662/840322
<http://www.land.salzburg.at/schule/e3pi>

Pädagogisches Institut des Bundes Steiermark
8010 Graz, Ortweinplatz 1
Tel.: +43 316/8067
<http://www.pi-stmk.ac.at>

Pädagogisches Institut des Landes Tirol
6020 Innsbruck, Adamgasse 22
Tel.: +43 512/508-0
<http://www.pi-tirol.at>

Pädagogisches Institut des Bundes Vorarlberg
6800 Feldkirch, Carinagasse 11
Tel.: +43 5522/75372
<http://www2.vol.at/pivbg>

Pädagogisches Institut des Landes Vorarlberg
6911 Lochau, Schloss Hofen
Tel.: +43 5574/46165
<http://www.vobs.at/piland/>

Pädagogisches Institut des Bundes in Wien (BHS)
1100 Wien, Grenzackerstraße 18
Tel.: +43 1/60118-4000
<http://www.pib-wien.ac.at>

7. Weiterbildung

Akademie Lehrlingsausbildung
(College for Apprenticeship Training)
Lehrlingsstelle der Wirtschaftskammer Vorarlberg
6800 Feldkirch, Wichnergasse 9
Tel.: +43 5522/305263
<http://lehrlingsausbildung.wkv.at>

Arbeitsgemeinschaft Bildungsmanagement
(Consortium on Education Management)
5350 Strobl, Bürglstein 1-7
Tel.: +43 6137/6621 - 502
<http://www.arge-bima.at>

Ausbilderforum
(CVET Trainer Forum)
6020 Innsbruck, Südtiroler Platz 8/2
Tel.: +43 512/574897
<http://www.ausbilderforum.at>

Berufsförderungsinstitut Österreich (bfi)
(Labour Promotion Institute)
1060 Wien, Kaunitzgasse 2/8
Tel.: +43 1/5863703
<http://www.bfi.or.at>

Bundesinstitut für Erwachsenenbildung St. Wolfgang,
(Federal Institute for Adult Education)
5350 Strobl, Bürglstein 1-7
Tel.: +43 6137/6621
<http://www.bifeb.at>

Institut für Interdisziplinäre Forschung und Fortbildung (IFF)
(Interuniversity Institute for Interdisciplinary Research and Further Training)
Abteilung für Schule und gesellschaftliches Lernen
(Department for Schools and Societal Learning)
9020 Klagenfurt, Sterneckstraße 15
Tel.: +43 463/2700-6106
<http://www.uni-klu.ac.at/groups/iff/schule>

Wirtschaftsförderungsinstitut Österreich (WIFI)
(Business Promotion Institute)
1040 Wien, Wiedner Hauptstraße 63
Tel.: +43 1/50105-0
<http://www.wifi.at>

8. Beratungszentren

Internationale Gesellschaft für Ingenieurpädagogik IGIP
9020 Klagenfurt, Universitätsstraße 65
Tel.: +43 463/2700-371
<http://www.uni-klu.ac.at/igip>

Lehrerberatungszentrum (LBZ Wien)
1020 Wien, Obere Augartenstraße 26-28
Tel.: +43 1/330 14-27

Lehrerberatungszentrum (LBZ Graz)
8020 Graz, Ägydigasse 12/2
Tel./Fax: +43 316/717394
<http://www.lsr-stmk.gv.at/service/servinfo/index.htm>

SALE-Oberösterreich
(Solidaritätsaktion für arbeitslose LehrerInnen)
4020 Linz, Stifterstraße 23
Tel.: +43 732/782266-14
<http://www.sale.or.at>

SALE-Steiermark (Solidaritätsaktion für arbeitslose LehrerInnen und AkademikerInnen)
8010 Graz, Albrechtgasse 7/III
Tel.: +43 316/810999
<http://beam.to/sale>

Verein ISOP (Innovative Sozialprojekte, Projekte für PädagogInnen)
8010 Graz, Dreihackengasse 2
Tel.: +43 316/764646
<http://www.isop.at>

VLBW (Verein für LehrerInnenbeschäftigung und Weiterbildung)
5020 Salzburg, Kaigasse 21
Tel.: +43 662/8042-2809

9. Interessenvertretungen

Bundeskammer für Arbeiter und Angestellte
(Federal Chamber of Labour)
1040 Wien, Prinz Eugen-Straße 20-22
Tel.: +43 1/50165-0
<http://www.arbeiterkammer.at>

Gewerkschaft Öffentlicher Dienst – Bundessektion Berufsbildende Mittlere und Höhere Schule
(Union of Public Service – Section for Teachers of Secondary VET Schools and Colleges)
1010 Wien, Bankgasse 9
Tel.: +43 1/5336335
<http://www.goed.or.at>

Industriellenvereinigung
(Federation of Austrian Industry)
1030 Wien, Schwarzenbergplatz 4
Tel.: +43 1/71135-0
<http://www.industriellenvereinigung.at>

Österreichischer Gewerkschaftsbund
(Austrian Trade Union)
1010 Wien, Hohenstaufengasse 10-12
Tel.: +43 1/53444-0
<http://www.oegb.at>

Personalvertretung
BHS und BMS Zentralausschuss
(Representation of Secondary VET School and College Teachers)
1013 Wien, Wipplingerstraße 28
Tel.: +43 1/5336335

Wirtschaftskammer Österreich
(Federal Economic Chamber)
1040 Wien, Wiedner Hauptstraße 63
Tel.: +43 5/90900-0
<http://portal.wko.at>

0605 BIBLIOGRAPHICAL REFERENCE AND WEB SITES

1. Biographical references

ABC der berufsbildenden Schulen / *Bundesministerium für Bildung, Wissenschaft und Kultur*. Wien: BMBWK, 2003.

Bildungswege im lehrenden Bereich / Abteilung Schulpsychologie-Bildungsberatung im *Bundesministerium für Bildung, Wissenschaft und Kultur*. Wien: BMBWK, 2001.

Bundesministerium für Bildung, Wissenschaft und Kultur, Hochschulbericht 2002 / Band 2, Wien: BMBWK, 2002.

Das Berufsbildungssystem in Österreich / CEDEFOP. Luxemburg: CEDEFOP, 1998.

Die *Lehre*: Berufsausbildung in Österreich. Moderne Ausbildung mit Zukunft / *Bundesministerium für Wirtschaft und Arbeit*. Wien: BMWA, 2003.

Europäische Kommission. Leitfaden der Programme und Aktionen. Luxemburg: Office for Official Publications of the European Communities, 2000.

Haider Günther. Die 5 Qualitätsbereiche. Salzburg: BMUK, 1999. Available from Internet: <http://www.qjs.at> (cited 7.1.2004).

Jahrbuch 2003 / Gewerkschaft Öffentlicher Dienst. Wien: GÖD, 2003.

Jobchancen Studium – Lehramt an höheren Schulen / Arbeitsmarktservice Österreich. Wien: AMS, 2001.

Jobchancen Studium – Sozial- und Wirtschaftswissenschaften / Arbeitsmarktservice Österreich. Wien: AMS, 2001.

Jobs mit Zukunft – Kurzausbildung nach der Matura / Arbeitsmarktservice Österreich. Wien: AMS, 2002.

Mindestlohntarif für ArbeitnehmerInnen in privaten Bildungseinrichtungen ab 01. Jänner 2004 / Gewerkschaft der Privatangestellten. Wien: GPA, 2003.

Österreichische Schulstatistik, Heft 51: 2001/2002 / *Bundesministerium für Bildung, Wissenschaft und Kultur* in Zusammenarbeit mit *Statistik Österreich*. Wien: BMBWK u. ÖSTAT, 2002.

Sokrates Nationalagentur Österreich. Tätigkeitsbereich 2002. Wien: Sokrates Nationalagentur Österreich, 2002.

Statistisches Taschenbuch 2003 / *Bundesministerium für Bildung, Wissenschaft und Kultur*. Wien: BMBWK, 2003.

Strukturbericht Thema 4: Berufliche Erstausbildung in Österreich / CEDEFOP. CEDEFOP Datenbank, 2003.

Teachers and trainers in vocational education and training / CEDEFOP. Luxemburg: CEDEFOP, 1997.

Kasparovsky Heinz; Wadsack Ingrid. Das österreichische Hochschulsystem. Wien: *Bundesministerium für Bildung, Wissenschaft und Kultur*, 2004.

Weiterbildung an *Universitäten* / *Bundesministerium für Bildung, Wissenschaft und Kultur*. Wien: BMBWK, 2003.

Lehrlings- und Jugendschutz - Ein Ratgeber für den Einstieg in die Arbeitswelt / Kammer für Arbeiter und Angestellte für Wien. Wien: AK, 2003.

Universitäten, Hochschulen, Studium und Beruf 2003 / *Bundesministerium für Bildung, Wissenschaft und Kultur*. Wien: BMBWK, 2003.

2. Web sites

VET Schools in Austria: <http://www.berufsbildendeschulen.at>

Vocational Counselling: <http://www.berufsinfo.at>

Vocational Schools for Apprentices in Austria: <http://www.berufsschule.at>

Federal Ministry of Economic Affairs and Labour: <http://www.bmwa.gv.at>

Federal Ministry for Education, Science and Culture: <http://www.bmbwk.gv.at>

Federal Ministry for Education, Science and Culture, Quality in Schools: <http://www.qis.at/pol.htm>

Institute for Research on Qualification and Training of the Austrian Economy: <http://www.ibw.at>

Interuniversity Institute for Interdisciplinary Research and Further Training, Department for Schools and Societal Learning: <http://www.iff.ac.at/schule/>

Information on apprenticeship training: <http://www.lehrling.at>

Austrian Society for Research and Development in the Education Sector: <http://www.oefeb.at>

In-Service Teacher Training College in Vienna: <http://www.pib-wien.ac.at>

Austrian Socrates National Agency: <http://www.socrates.at>

Training of Trainers Network Austria (TT-Net Austria): <http://www.ausbilder.at/>

Federal Economic Chamber: <http://portal.wko.at>