

EUROTRAINER Study: Trainers, tutors and others in enterprises



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EUROTRAINER study target group

“Trainers, tutors and others in enterprises who integrate training and education functions into their jobs from incidental to full-time teaching of trainees, apprentices and employees.”

Objectives

- Assess and analyse the situation of in-company trainers and their role in basic and continuing VET
- Assess and analyse the work and training of in-company trainers
- Identify central issues and problems that evolve around the training and professionalisation of the target group
- Determine areas that require action and special support at national and European level

Key themes of the study

1. Recruitment and competence standards of trainers in enterprises
2. Forms and contents of their work
3. Recognition of their work
4. Evaluation of company's training activities and quality assurance
5. Development of the job profiles and skills of trainers
6. Attractiveness of the job, and
7. Future trends

EUROTRAINER Methods

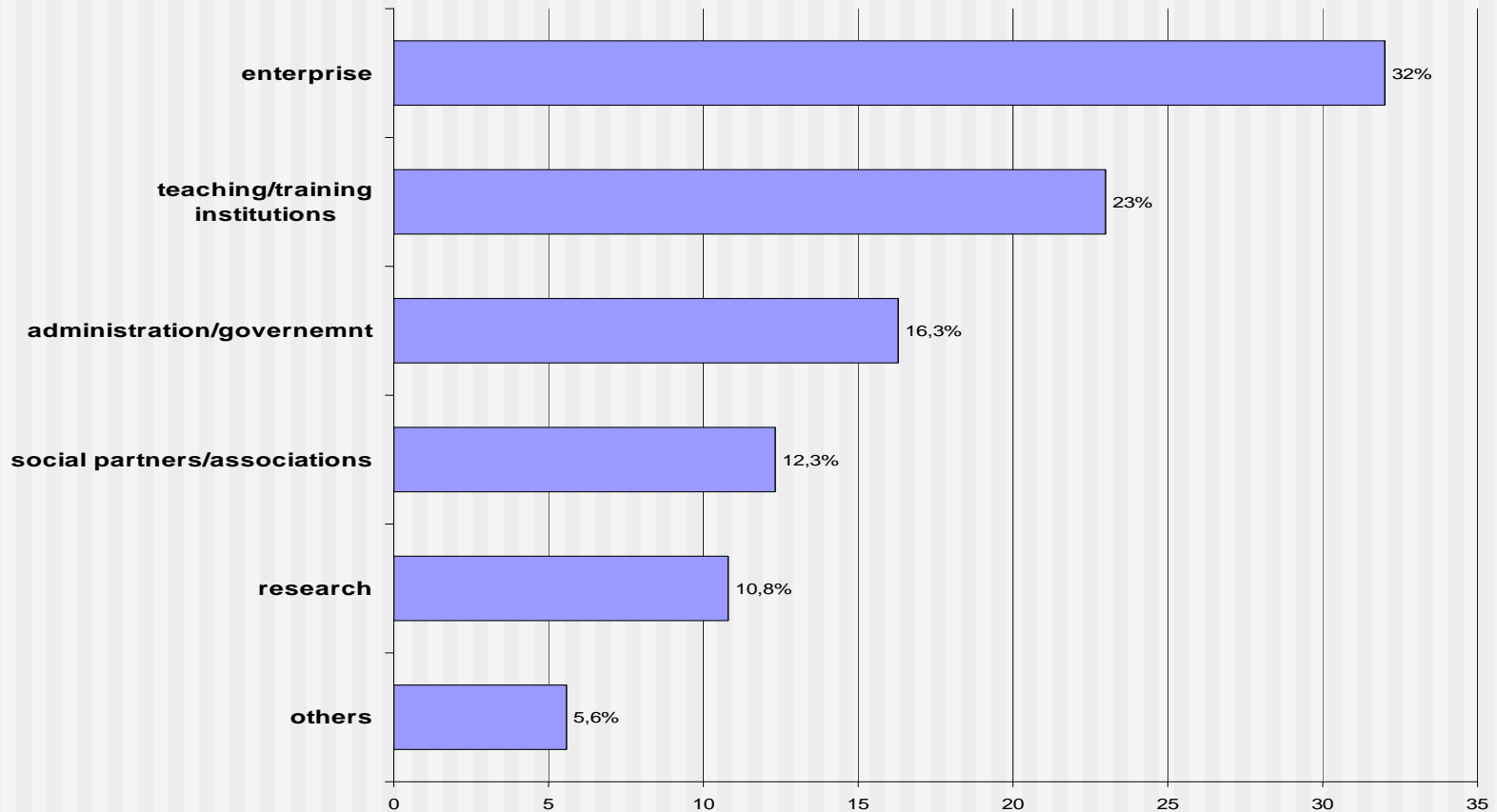
Secondary analysis

(of existing data from, studies, national and international resources)

Generation of new data

- **Survey:** 280 questionnaires from experts in the field of VET trainers in companies (survey results)
- **Semi-structured interviews** with 60 experts (country reports together with secondary analysis)

Sample Composition – background of experts



Hypothesis 1

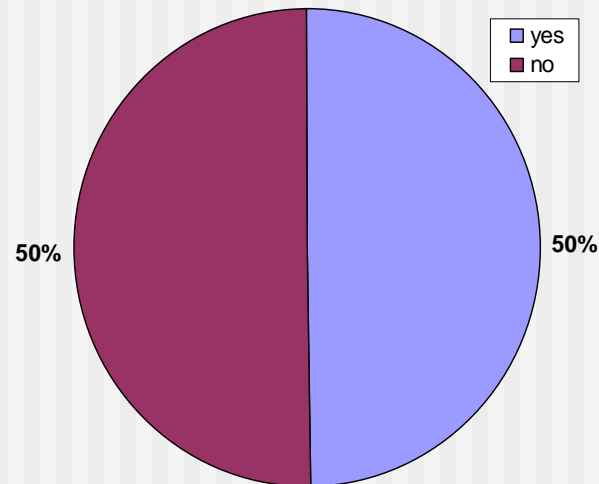
Overall qualification of trainers in enterprises does not seem to be a major issue of concern

■ 3 questions:

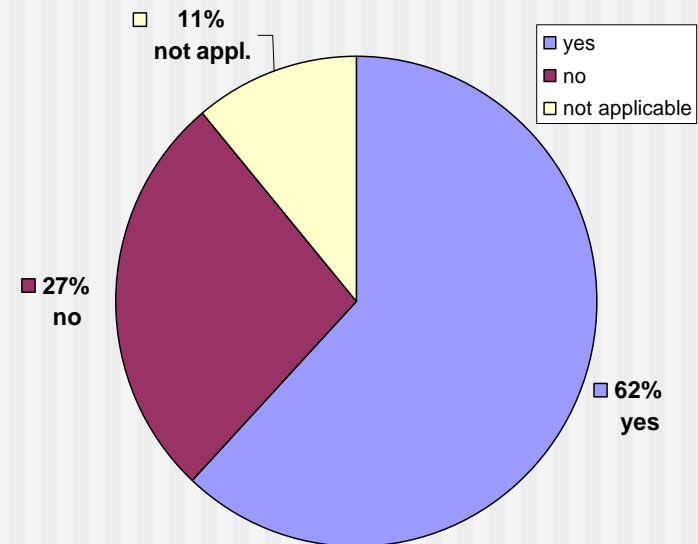
1. General assessment of the overall ***qualification of trainers***
2. Assessment that trainers are rather ***well prepared*** to perform their training tasks.
3. Most trainers are are qualified as ***skilled workers*** (i.e. posses well developed practical subject-specific skills)

Skills and formal qualification of trainers – all countries

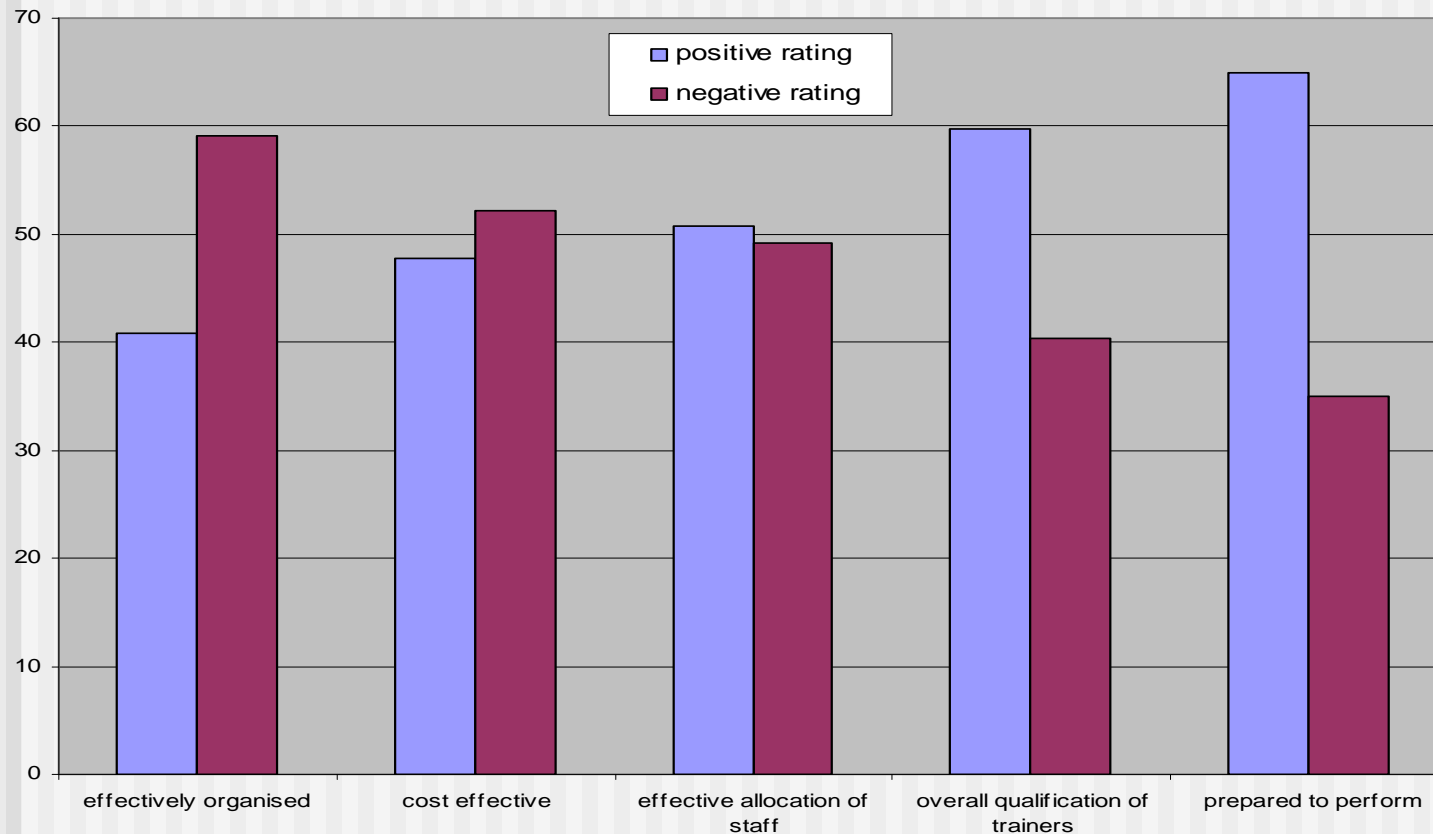
Do trainers generally have a formal qualification as trainer?



Are trainers generally qualified as skilled workers?



Trainers' general qualification and preparedness to perform their training tasks (all countries)



Overall qualification of trainers in a national perspective

Average figures

Positive assessment:

the Netherlands, France, Finland, Austria

Negative assessment:

Malta, Iceland, Denmark, Greece/Cyprus and the Baltic States

Hypothesis 2

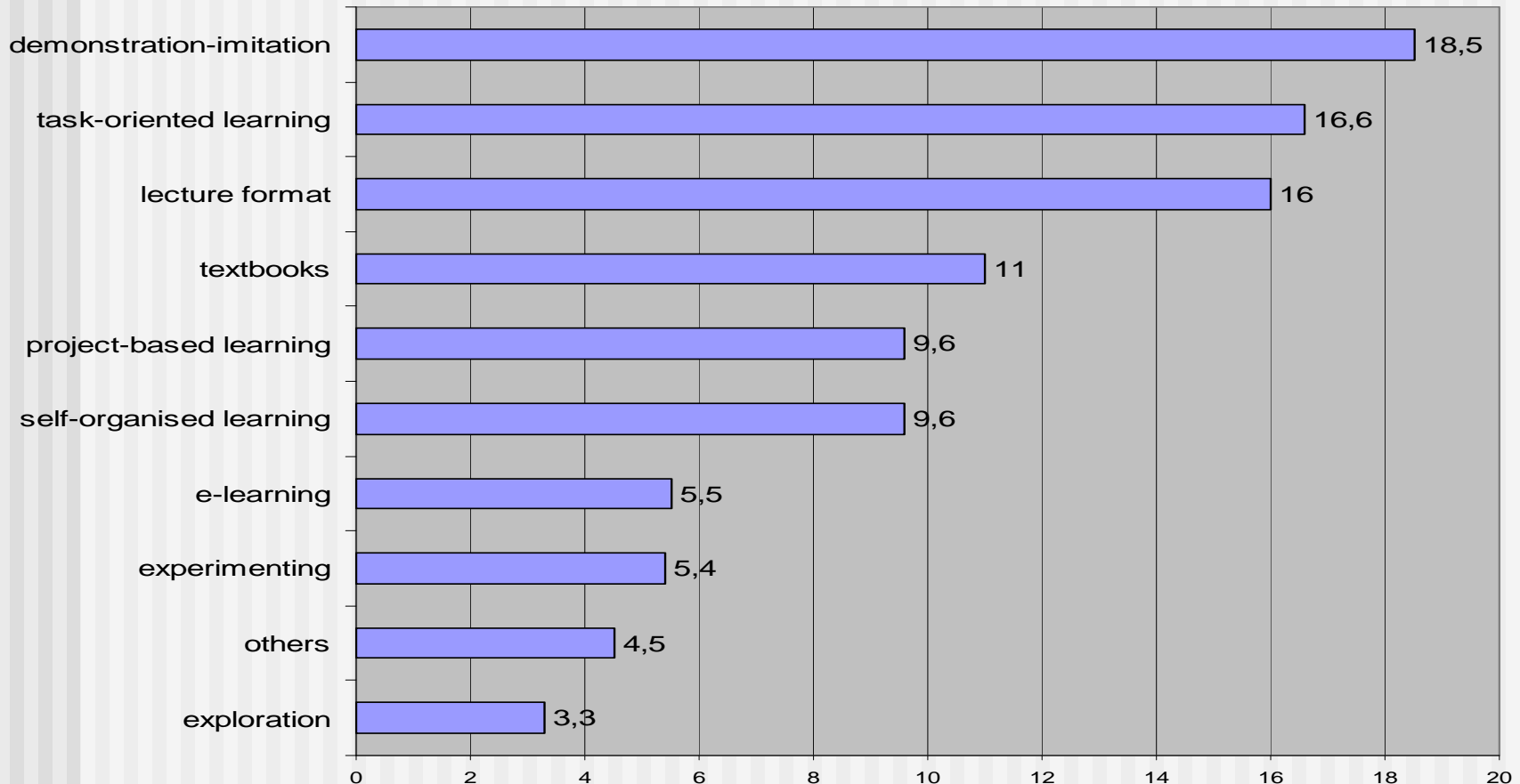
While the (formal) qualification of trainers was rated rather positive, **trainers' competences** need to cover a broader range of

- (i) **social (and pedagogical) competences**
- (ii) **new training and learning methods** that are in line with concepts of lifelong learning

(ii) training & learning methods

Training methods are often based on **conventional didactics** (demonstration-imitation, lecture format, textbooks). They lack innovation and modern training approaches (such as experimental and e-learning).

What kinds of training methods do in-company trainers apply?



(i) Social competences

Social competences were identified to be the most important single competence a trainer should possess.

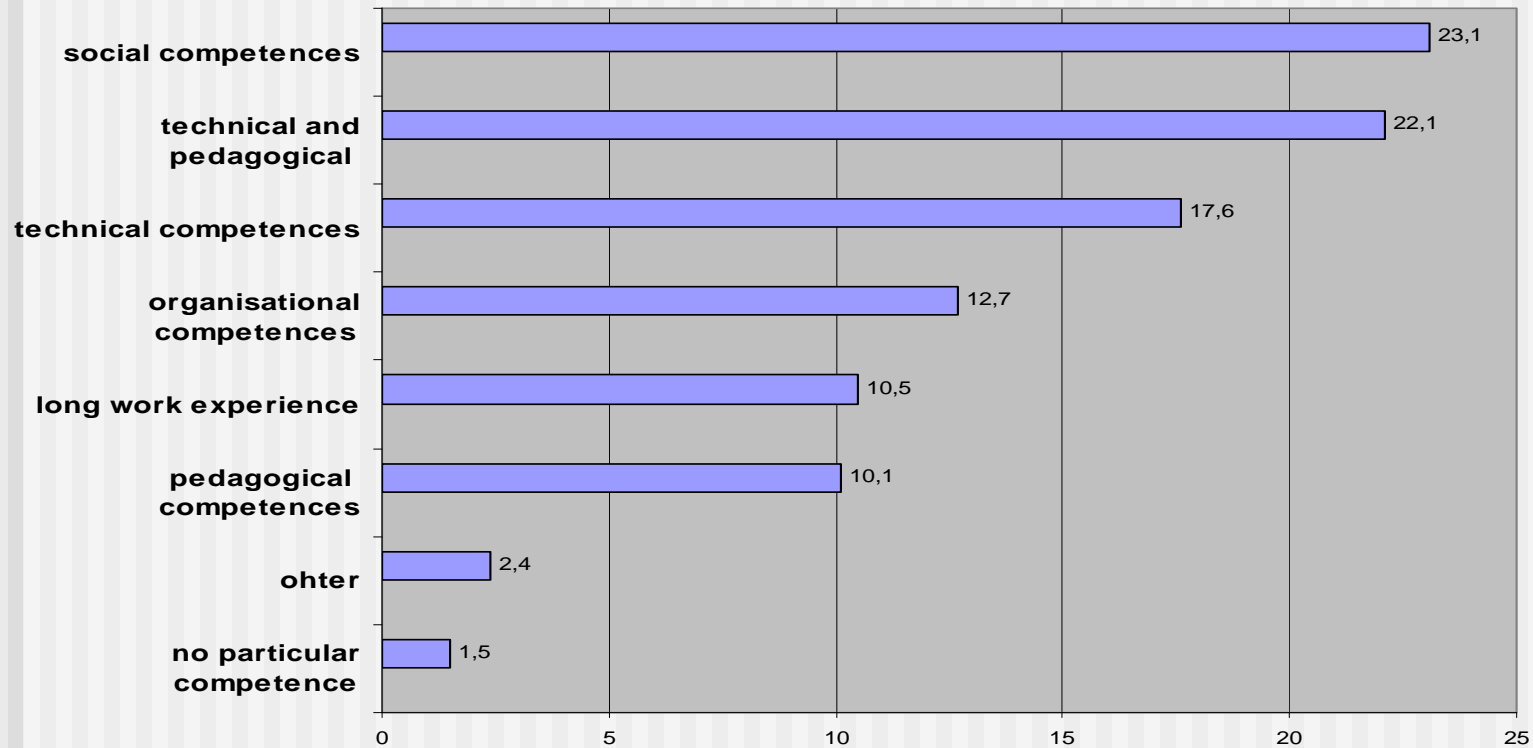
Social competences were the most important field of the continuing learning of trainers.

Dimension of social competence:

Trainers increasingly assume educational and integrating functions, which are becoming more complex as the social and educational backgrounds of young people are increasingly diverse. Trainers have to deal with a ***lot of social problems***.

Desired competences of trainers in companies

What kinds of competences are required of a trainer?



Areas of trainers' continuing learning



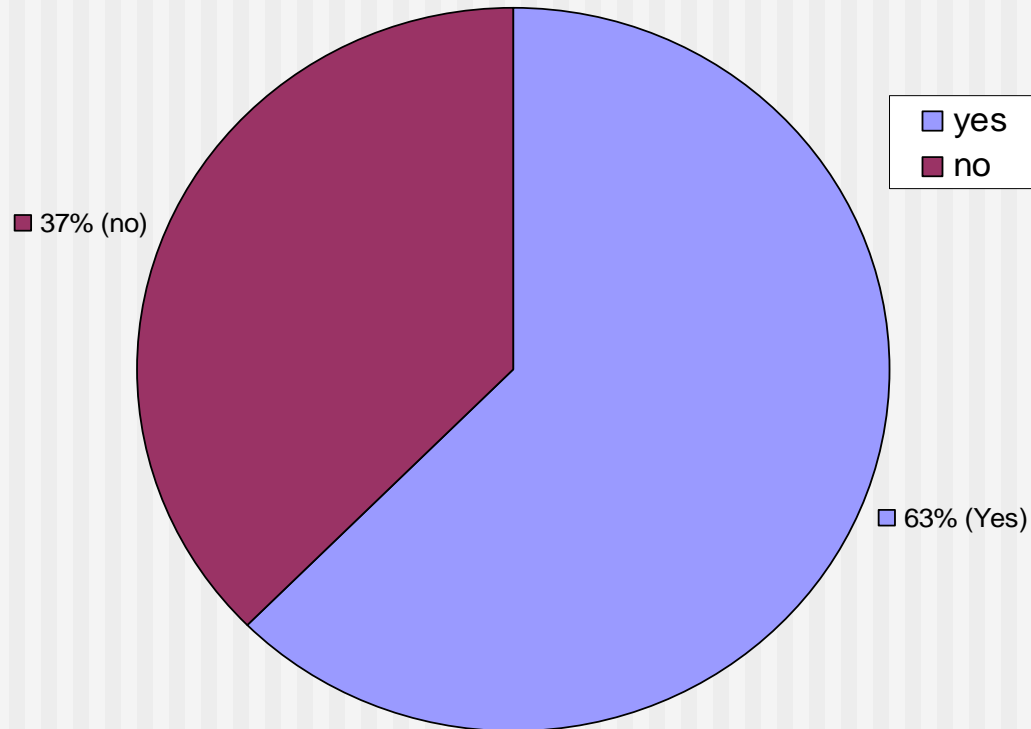
(i) Pedagogical competences

Technical (subject-specific) competences are important BUT

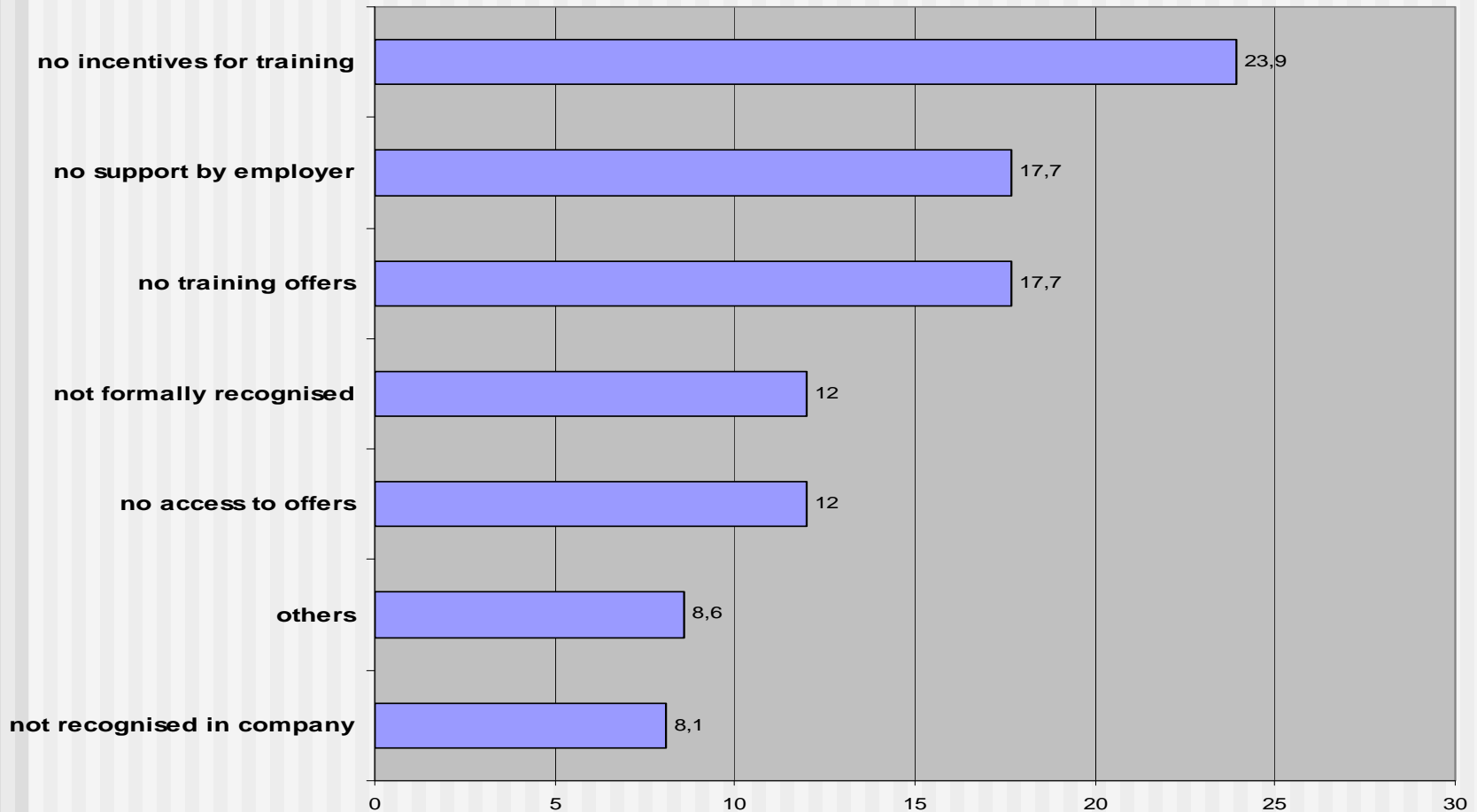
required **in combination** with well developed **pedagogical competences**.

Pedagogical competences or subject-specific competences alone are NOT enough.

Trainers' Professional Development: Do trainers engage in continuing learning?



Why do trainers NOT engage in continuing learning?



Hypothesis 3

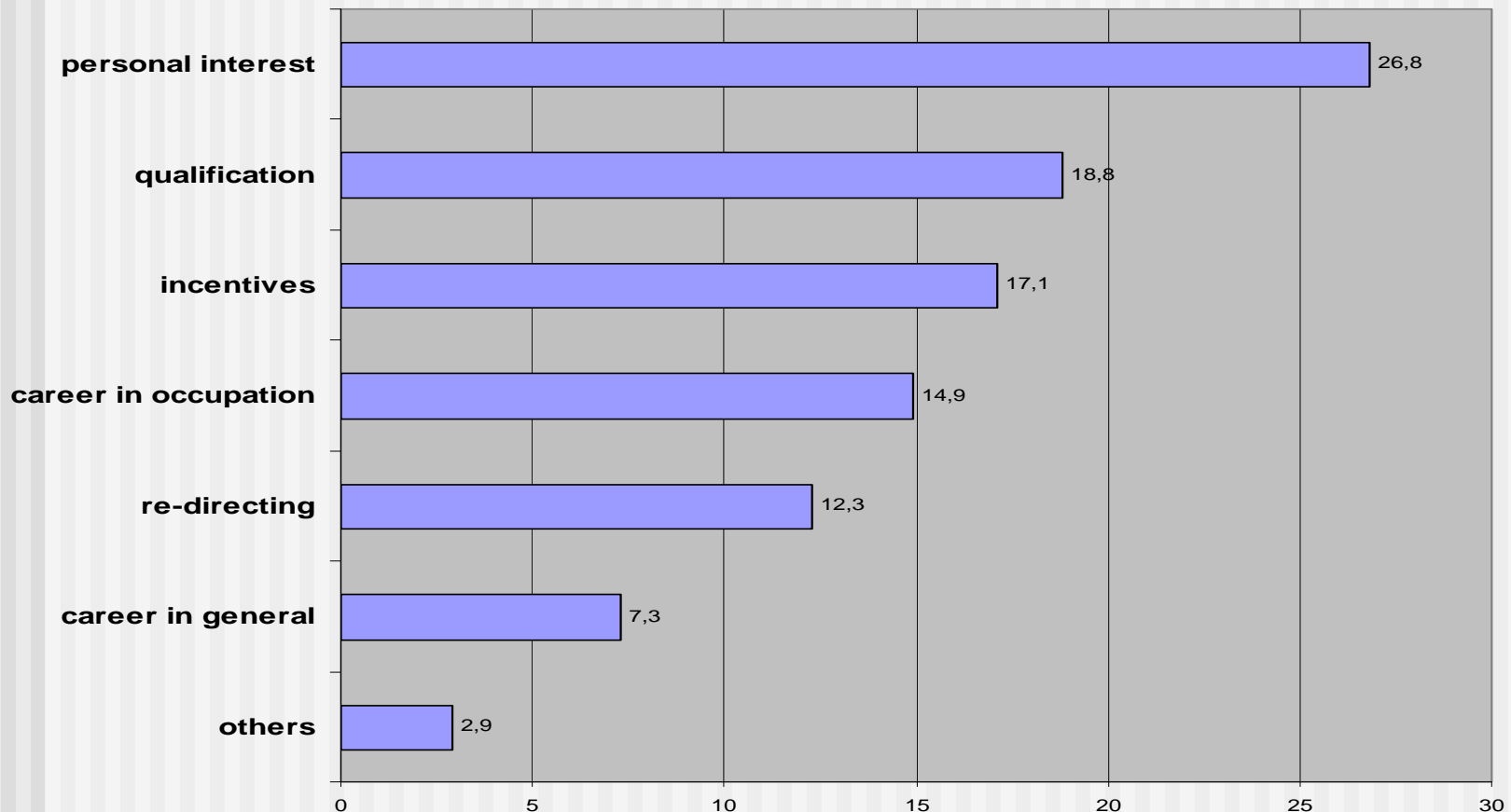
The trainer position lacks recognition and incentives.

The key motivation to becoming a trainer is **personal interest** followed by qualifying aspects.

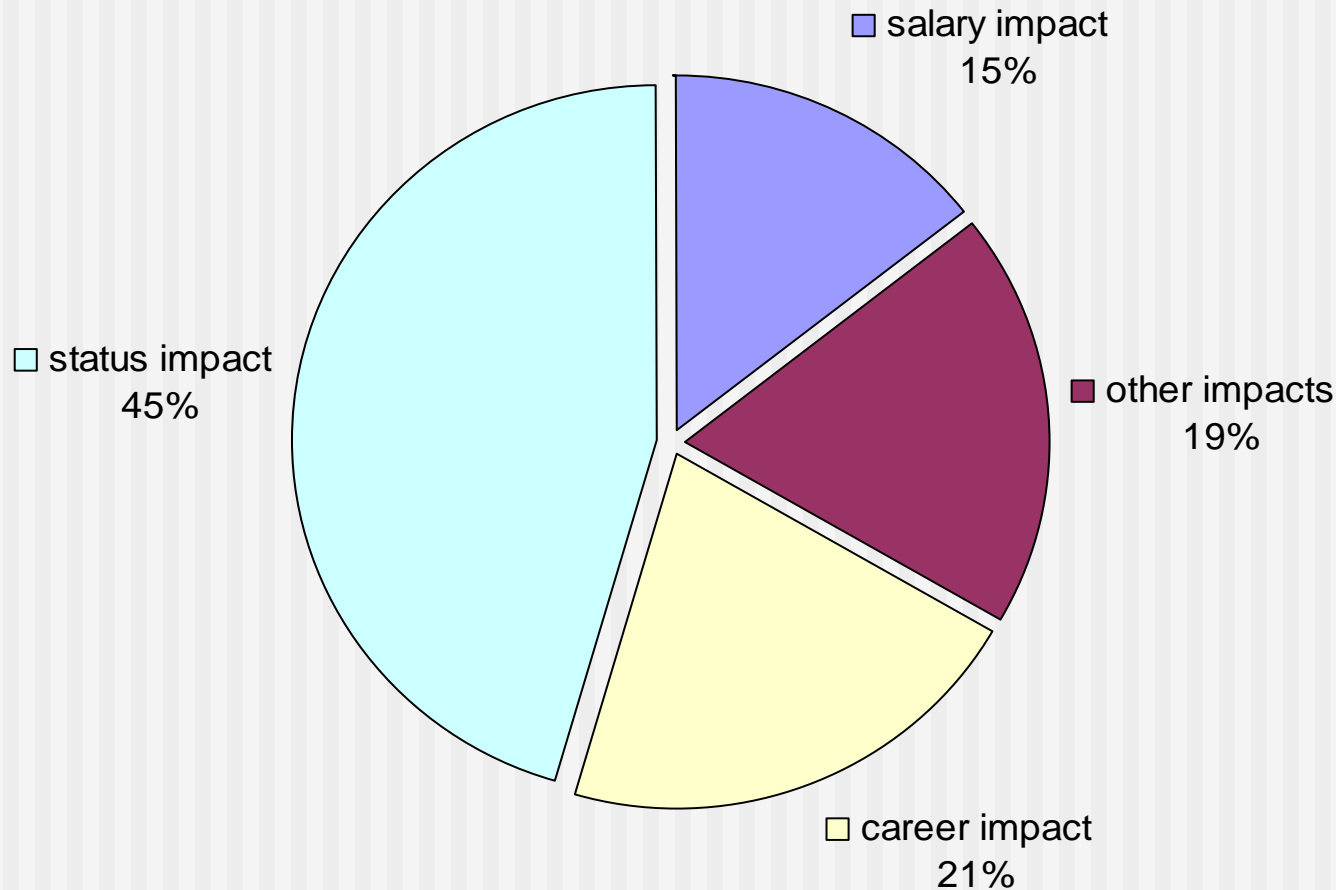
Career aspects and promotion or salary increase only have a minor impact.

In the Northern countries the response category 'personal interest' reached 90 per cent, while in the Southern European countries career aspects are somewhat more important. Particularly in the transition countries lack of recognition and attractiveness are major issues of concern.

Key motivational factors of becoming a trainer?



What are the benefits deriving from the trainer position?



Routes towards innovation

Quality management and quality assurance

- Introducing quality management and monitoring of training in enterprises as a way forward to address the role, recognition and qualification of trainers (e.g. in Finland, Denmark, Norway, the UK, Austria and Cyprus). In the Scandinavian countries, quality assurance systems for training in companies have become important policy issues.
 - **centralised, compulsory approach** for all companies that provide training (Austria)
 - **decentralised, voluntary approach** (Denmark, Czech Republic).

Routes towards innovation

Competitions of good practice of training and skills development between companies

- Encourage good practice by organising competitions, which also evaluate and recognise the role of trainers: 'UK Skills Olympics', Austrian 'Fit For Future'
- Funding, awarding or sponsorship of promising initiatives in training (e.g. UK government sponsorship of the 'Investors in People (IIP) award', which cover a range of areas related to personnel and skills development.

Routes towards innovation

Regulation and standardisation

- **Targeted at companies:**
Establish minimum requirements for companies who offer training places (Austria, Germany, Estonia);
- **Targeted at trainers:**
Establish minimum requirements of **trainers' basic skills and competences** (France, Germany, Austria, Poland, Portugal, Romania, Turkey). Countries increasingly seek to introduce certifications for trainers. The standardisation of trainers' key skills can be linked to establishing a professional profile for trainers (Germany, the UK, Poland and Romania) and/or to defining basic competences of trainers in relation to the establishment of a National Qualification Framework (Czech Republic, Malta, Hungary, Romania, Turkey);
- **Targeted at the training of trainers:**
Establish certifications for the continuing training of trainers (Austria, Germany, Poland, UK). Some countries are establishing academic routes for the training of trainers (Austria, Germany, Poland, UK).

Routes towards innovation

Establish or revitalise apprenticeship programmes

- Revitalise, newly establish or strengthen apprenticeship programmes as a means to give a stronger role to practice-oriented training in companies (UK, Scotland, France, Czech Republic, Hungary)

Strengthen the practical part of vocational training

- In vocational training systems which are predominantly school based (Finland: skills demonstrations)

Routes towards innovation

Introduce or integrate training and trainer issues into other policy areas and make them strategically a key focus and/or priority

- Lifelong learning policies (in Austria, Greece, Hungary);
- Sectoral policies for skills development (UK, Denmark);
- Human Resources Development policies at the company and national level (Czech Republic, Poland);
- Policies on workplace health and safety regulations companies have to comply with (Czech Republic, Greece).

Routes towards innovation

Accreditation of prior (informal) learning

- Transform trainers' informally accrued competences and experiences into a formal qualification (France, Romania, Portugal).

Decentralisation of responsibilities for training implementation and policies

- to regional, sectoral and/or local authorities and institutions including chambers of commerce and industries to structure, organise and implement training (Italy, Finland, Turkey) and the training of trainers (Norway).

Recommendation 1

1. The **training of trainers** needs to be improved and better organised.
2. Across Europe the systems of the training of trainers lack **capacity for innovation and development**. There are great concerns that the national systems of training of trainers are not designed to meet future needs and demands

Recommendation 2

Raising awareness about

- I. The key role training and trainers assume in knowledge economies
- II. Thereby working through the companies and company's management level because this is the most effective way to reach out to trainers and to support trainers' continuing professional development.
- III. Sharing experiences and innovative training tools through a horizontal exchange and cooperation between companies might be very promising.

Recommendation 3

Support the continuing professional development of trainers to optimise their skills and competence profile

- While the vocational competences of trainers are well developed throughout Europe, most trainers lack pedagogical and management competences. Countries are struggling to enhance the pedagogical competences of trainers, but have not yet realised the importance of management competences. These anticipate the future role of trainers and do not yet form part of trainers' training agenda in most countries.

Recommendation 4

Develop, share and ensure accessibility to effective and innovative training tools

- Trainers in companies need to be supported in their work with new tools and ideas for delivering innovative training, coaching, training assessment and engaging young people in the learning process. However, innovative training tools are scarce and where developed, accessibility is a major issue of concern. While some countries are engaging in e-learning and networking initiatives (e.g. France, Italy, Poland, Denmark, Spain, Germany), it can be expected that only a minority of trainers is able to apply such tools. Thus, the development of alternative training materials and their easy distribution and exchange should become a priority.

Recommendation 5

Support for SMEs

- Large companies often have developed good practice in training and have the resources to employ full-time, well qualified trainers. They operate their own training centres and develop their own training materials and methods. SMEs, by contrast, are disadvantaged due to lack of resources, but also due to pressures of rationalisation, staff shortages, lack of knowledge and know-how when it comes to training, lack of young motivated trainers and lack of time for training. Very small companies can only offer basic training if they cooperate with other companies.
SMEs would largely benefit from support for inter-company cooperation in the area of training and the training of trainers and exchange with large companies as well as external trainers and training providers.

Recommendation 6

Support research and data generation on trainers and training providers

- Research addressing the situation of trainers is underdeveloped. Hardly any statistical data are being generated on trainers. Trainers are not recognised as a distinct category, neither in terms of their function nor as an occupational group. Even full-time trainers may not be recognised as a particular employee category by legislation or the company.

Lack of data makes it difficult to assess the situation, status and qualification of trainers and plan and predict future developments and needs in the area of training and trainers. More research and data generation on trainers should be promoted and supported at the regional, national and European level.