Professionalisation of in-company trainers.
How to support them in their changing roles?

Monday 23 Feb 2009, Panel 2
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The EUROTRAINER study:

1) Analysed situation of in-company trainers in IVET & CVET
2) Analysed the work and training of in-company trainers
3) Identified central issues & problems around their training and professionalisation and determined areas for action at national and EU level.

FINDINGS: Overall qualification levels of trainers in enterprises satisfactory
While formal qualifications rated as positive, trainer competences need to cover broader range of social competences and new training and learning methods
Trainer position lacks recognition and incentives
EUROTRAINER study

- Routes for the professionalisation of in-company trainers
- Recommendations
- Discussion on definition of in-company trainers (IVET & CVET but not including external trainers sub-contracted by companies)
Learning at the workplace

- A model of a sophisticated company training system that the University of Florence has developed for Ferrari.

- Significance of defining training demand and training needs

- The needs lead to four types of training supply:
  - Basic training,
  - Training Consultancy (Knowledge Engine),
  - Training for Development (Training Broker, individual pathways) and
  - Strategic Training

- Discussion focused on relevance of such system for a large company, and the different needs of SMEs
Defining VET professions

- Work on the Study ‘Defining VET Professions’ was presented. An inventory of the activities & competences of teachers, in-company trainers and leaders in VET was produced. A handbook to support the professional development and well-being of VET professionals is to be produced.

- The Competences of VET professions cover four areas: Administration, Training, Networking, and Development & Quality Assurance

- Activities, knowledge and skills defined for each of these areas
Presentation was given in dialogue form,
to illustrate that there is:

1) Diversity of VET professions throughout Europe. This survey was mainly about IVET, but there are many others in companies working on ‘learning services’. In order to research VET professions, initial focus should be on specific professions and then gradually research more professions.

2) Gap between job requirements and actual training of trainer programmes

3) QA a necessity, but in-company trainers lack awareness and skills

4) Despite globalisation, trainers are lacking language and intercultural skills.

5) Continuing Personal Development opportunities for trainers in companies may exist (if patchy) but trainers do not know where to go for information. Importance of networks, learning from each other.