

**8<sup>th</sup> TTnet Annual Conference**

**“Taking stock of TTnet achievements and future  
developments”**

**Thessaloniki, 8 and 9 December 2005**

**“Defining VET  
professions”  
Cluster 2 – CVET  
*First results***

by Claudia Montedoro

# Key points

- Profiles' cluster and methodology
- First results of desk and field analysis
- Professional trends

# Composition of research Cluster 2:

- **Research leader:**

- TTnet Italy (ISFOL)

- **partners:**

- TTnet Belgium (VDAB),

- TTnet Germany (BIBB),

- TTnet Malta (Employment & Training Corporation),

- TTnet France (Centre INFFO),

- TTnet United Kingdom (University of Greenwich).

# Professional profiles of CVET to be analysed

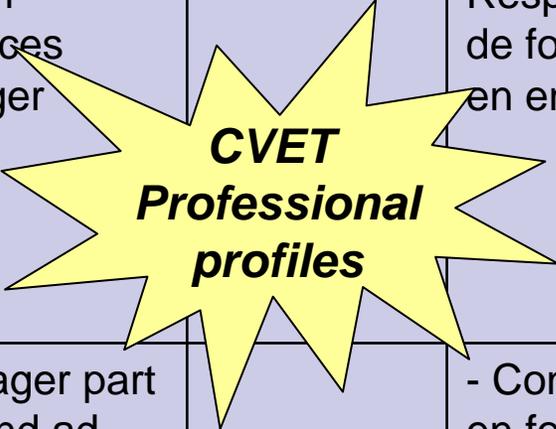
- Training manager (in company)
- Trainig manager (in Education and Training agency)
- Adults' trainer

# Main objectives of the survey

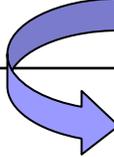
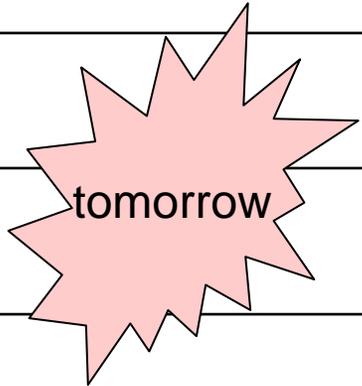
- to identify the professional CVET profiles in each country
- to carry out a competences-based analysis of CVET profiles
- to reach a knowledge basis for the European common framework

# Panel of interviews (first step)

<i>COUNTRY</i> <i>PROFILE</i>	ITALY	GERMANY	MALTA	UK	FRANCE
<b>Training manager (in company)</b>		1	1		1
<b>Training manager (agencies and P.A.)</b>	2		2		2
<b>Adults' trainer</b>	1	3	2	1	1
<i>TOTAL</i>	<b>3</b>	<b>4</b>	<b>5</b>	<b>1</b>	<b>4</b>

	Italy	Germany	Malta	UK	France
<b>Training manager</b> <i>(in company or in private sector)</i>		Training manager	Human resources manager	 <p><b>CVET Professional profiles</b></p>	Responsable de formation en entreprise
<b>Training manager</b> <i>(in training agency and/or in public sector)</i>	Training department manager  -Training designer		- Manager part time and ad hoc courses - Training and development officer		- Conseiller en formation continue - Professeur chargé d'ingénierie de formation
<b>Adults' trainer</b>	Adult education consultant	-Adults' trainer -In-house trainer -Independent trainer	-Clerk/trainer in company - Trainer on a freelance basis		Education and training consultant  Formateur (trice) professionnel (le) d'adultes

# Analisis grid of professional profiles

	<i>common issues</i>	<i>Specific issues</i>
<b>Context</b>		
<b>Professional functions and mission</b>		
<b>Activities, roles and/or responsibilities</b>		
<b>Training, career paths</b>		
<b>Professional standards or job descriptions</b>		
<b>Competences</b>		



# **First results of field analysis**

## Training manager in company

TM has not only managerial, but also an “*entrepreneuriale*” role in own organisation.

TM can assume responsibilities for all HR related functions including the selection recruitment and development of company’s employees (*gestion des compétences, veille, travail en réseau,...*).

There are tendencies with economic and financial stress on training departments and trends to outsource these departments or functions.

## Training manager in company

	<i>Common issues</i>	<i>Specific issues</i>
<b>Context</b>	Above all largest companies in private or public sectors	In <b>Malta</b> also SMEs
<b>Professional functions and mission</b>  <b>Activities, roles and/or responsibilities</b>	To provide learning opportunities to all the persons within the organizations to be able to meet the current and future business (or institutional) objectives.	In <b>Germany</b> the title for TM is “Ausbildungsleiter”.
<b>Training, career paths</b>	Degree (and Master) Managerial and Trainers’ Courses	
<b>Professional standards</b>		In <b>France</b> there are job descriptions by GARF

	<i>Common issues</i>	<i>Specific issues</i>
<b>competences</b>	<ul style="list-style-type: none"> <li>■ need analysis and personnel planning as they relate to the particular corporate philosophy, corporate development, market development and organizational development;</li> <li>■ Planning of forms and methods of recruitment and training, selection criteria, methods and processes</li> <li>■ "Quality management methods, connection between "controlling" and quality management,</li> <li>■ evaluation procedures, quality certification</li> <li>■ people communication</li> <li>■ Cooperation agreements, negociation, moderation of networks</li> </ul>	<p>In <b>France</b> ther is a competence framework with 15 key competences :</p> <ul style="list-style-type: none"> <li>- <i>Logique de pilotage de la productivité de la formation : méthodologie de conduite de projet</i></li> <li>- <i>Intelligence du contexte sociologique : connaissance des clients ; gestion des compétences</i></li> <li>- <i>Ingénierie des parcours : orientation ; construction de projet individuel ; utilisation de nouveaux outils et dispositifs</i></li> <li>- <i>Maîtrise des coûts et des résultats :</i></li> <li>- <i>construction du cahier des charges ; connaissance des enjeux opérationnels</i></li> <li>- <i>Maîtrise du système d'informations : gestion d'une base de données ;</i></li> <li>- <i>élaboration d'outils de mesure</i></li> </ul>

## Training manager in training agency

- management

*Management de l'organisme de formation  
(coordination d'actions et de dispositifs)*

*animation technique et pédagogique et coordination  
des équipes de formateurs*

- *Gestion des formateurs*

- *Veille de la qualité des prestations dispensées*

market analysis and marketing

training projects design

## Training manager in agency

	<i>Common issues</i>	<i>Specific issues</i>
<b>Context</b>	Training agencies, Public administration	<i>In <b>Malta</b> Vocational College that provides full time and part time courses.</i>
<b>Professional functions and mission</b>  <b>Activities, roles and/or responsibilities</b>	<ul style="list-style-type: none"> <li>- identification of training needs in the various activities and grades of all the employees</li> <li>- implementation of necessary training and re-training programmes</li> <li>Implementation of cultural change within the organization</li> </ul>	<p><i>In <b>France</b> GRETA network defines the following areas::</i></p> <ul style="list-style-type: none"> <li>- <i>Conseil en formation professionnelle</i></li> <li>- <i>Ingénierie de formation</i></li> <li>- <i>Action commerciale</i></li> <li>- <i>Animation d'équipes de formateurs</i></li> </ul>
<b>Training, career paths</b>	Degree (and Master)	<i>In <b>Malta</b> also NVQ Level 4 Participation in HR and training activities and participation in training seminars are needed.</i>
<b>Professional standards</b>		<i>In <b>France</b> ther is a <i>Référentiel de CFC (GRETA)</i></i>

	<i>Common issues</i>	<i>Specific issues</i>
<b>competences</b>	<ul style="list-style-type: none"> <li>- general management,</li> <li>- people management</li> <li>- Identification of trainers and trainees' skills to be able to pre-empt needs and difficulties</li> <li>- Keeping with new developments in technology</li> <li>- interpersonal skills and communication</li> <li>- Flexibility</li> <li>- <i>Organized Mind</i></li> <li>- improving self and self development</li> <li>- Improvement of staff</li> <li>- quality management</li> </ul>	<p>In <b>Malta</b></p> <ul style="list-style-type: none"> <li>- Retainment of clients</li> <li>- Knowledge in knowing how to invest in premises and equipment to be used for training</li> <li>- Selling skills and Marketing skills</li> </ul> <p>In <b>France</b></p> <p><i>Développement du marché de la formation professionnelle (entreprises/collectivités territoriales ...)</i></p> <p>In <b>Italy</b>: group working coordination, project management, guidance, labour market analysis, budget management, relations with local stakeholders</p>

## Adults' trainers

They have to master fundamentals of learning and teaching, methods of initial and continuing training that foster autonomy, sources and structure of self-instruction

*Ils doivent assurer:*

- *l'Animation d'actions de formation*
- - *l'Accompagnement de parcours et de projets*
- - *l'Ingénierie de formation.*

## Adults' trainer

	<i>Common issues</i>	<i>Specific issues</i>
<b>Context</b>	They can work directly in the learning process in small, medium-sized and large enterprises, public training institutes and company-owned institutes	In <b>Germany</b> trainers in the adult education field increasingly work on a fee basis as independent contractors.
<b>Professional functions and mission</b>	Trainers have to face new demands made of workers, life-long learning, learning organizations, self-marketing and changes in occupational paths and their implications for initial and continuing training.	<b>In Germany</b> the Trainer/Continuing Training Instructor occupational field is currently undergoing radical change. They are also, for example, learning counselors, players in collaborative learning networks and developers of learning environments.
<b>Activities, roles and/or responsibilities</b>	Translating learning goals into methodical (activity-based) action, activity-based methods in vocational training, Finding learning paths that lead to competence goals. Assessing the range of educational methods for vocational training, selecting and deploying the ones most appropriate to the respective goals Organizing personnel and resources, assessing profitability	<input type="checkbox"/> University degree in education with specialization in adult education <b>In Germany</b> Adults' trainers come either out of the professional field, where they train, (starting as trainers in apprenticeship context), either with a university background corresponding to a traditional concept of adult education. Certification in management of information systems through accredited <b>UK</b> institutions
<b>Training, career paths</b>		
<b>Professional standards</b>		In <b>France</b> : REAC formateur professionnel d'adultes <b>In Italy there are</b> national standards for trainers involved in the projects financed by public funds

	<i>Common issues</i>	<i>Specific issues</i>
<b>competences</b>	<ul style="list-style-type: none"> <li>o Developing training concepts and programmes</li> <li>o Planning and preparation of training / continuing training measures</li> <li>Conducting continuing training measures</li> <li>Counseling and Advice</li> <li>Coaching</li> <li>o Administration and organization</li> <li>o Quality management and quality assurance</li> <li>Budget management</li> <li>Supporting learners and learning processes</li> <li>- Evaluating and examining learners; assessing and Follow-up Evaluation</li> <li>- self development</li> </ul>	<p>In <b>Germany</b>, the trainer personality/ Applying the "professional code for continuing training" .</p> <p>In <b>Malta</b> the trainer</p> <ul style="list-style-type: none"> <li>- work as a learning counselor (coach)</li> <li>- understand business processes and take these processes into account during training.</li> </ul> <p>-In <b>Italy</b> the trainer can assure consulting in educational curricula, in certification and accreditation ,</p> <p>-In <b>France</b> the trainer has to be able to:</p> <ul style="list-style-type: none"> <li>-<i>Savoir animer</i></li> <li>• <i>Savoir suivre et construire pédagogiquement des projets de formation</i></li> <li>• <i>Savoir accompagner les stagiaires</i></li> <li>- <i>Savoir évaluer les acquis de l'expérience professionnelle</i></li> </ul>



**CVET professionals'  
competences framework:  
wicht trends?**

External environment

organization

(adult) learners

self

CVET  
professionals.

***Interactions'  
framework***

Labour market

Consulting  
and  
advice

CVET  
professional  
drivers

organization

Human  
Resource  
Management

Professional competences

Learning  
environment  
management

person

innovation

Policies and  
governance

Social work

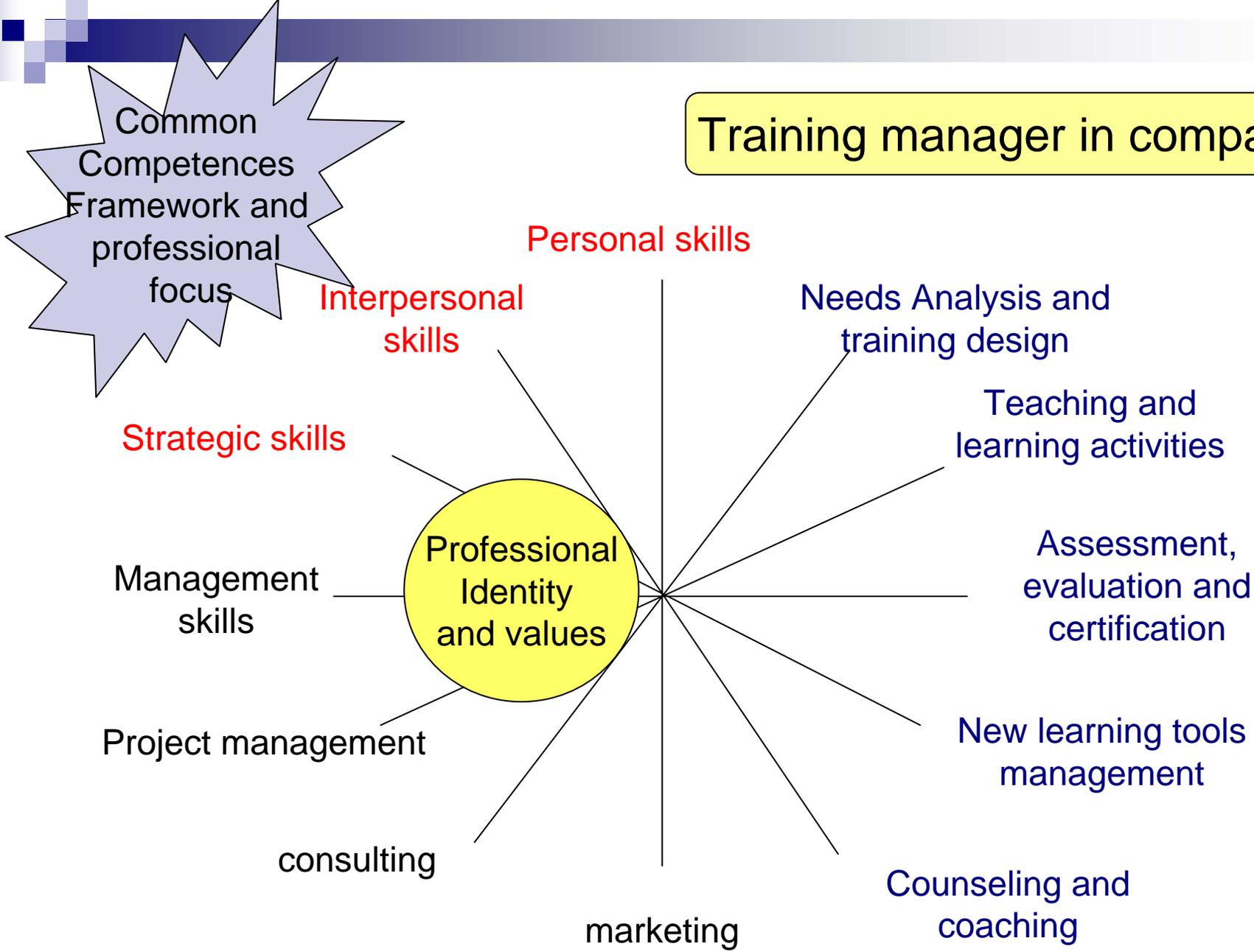
society

# *Conseilleur en formation continue*

*(R.E.A.C. Greta, France)*

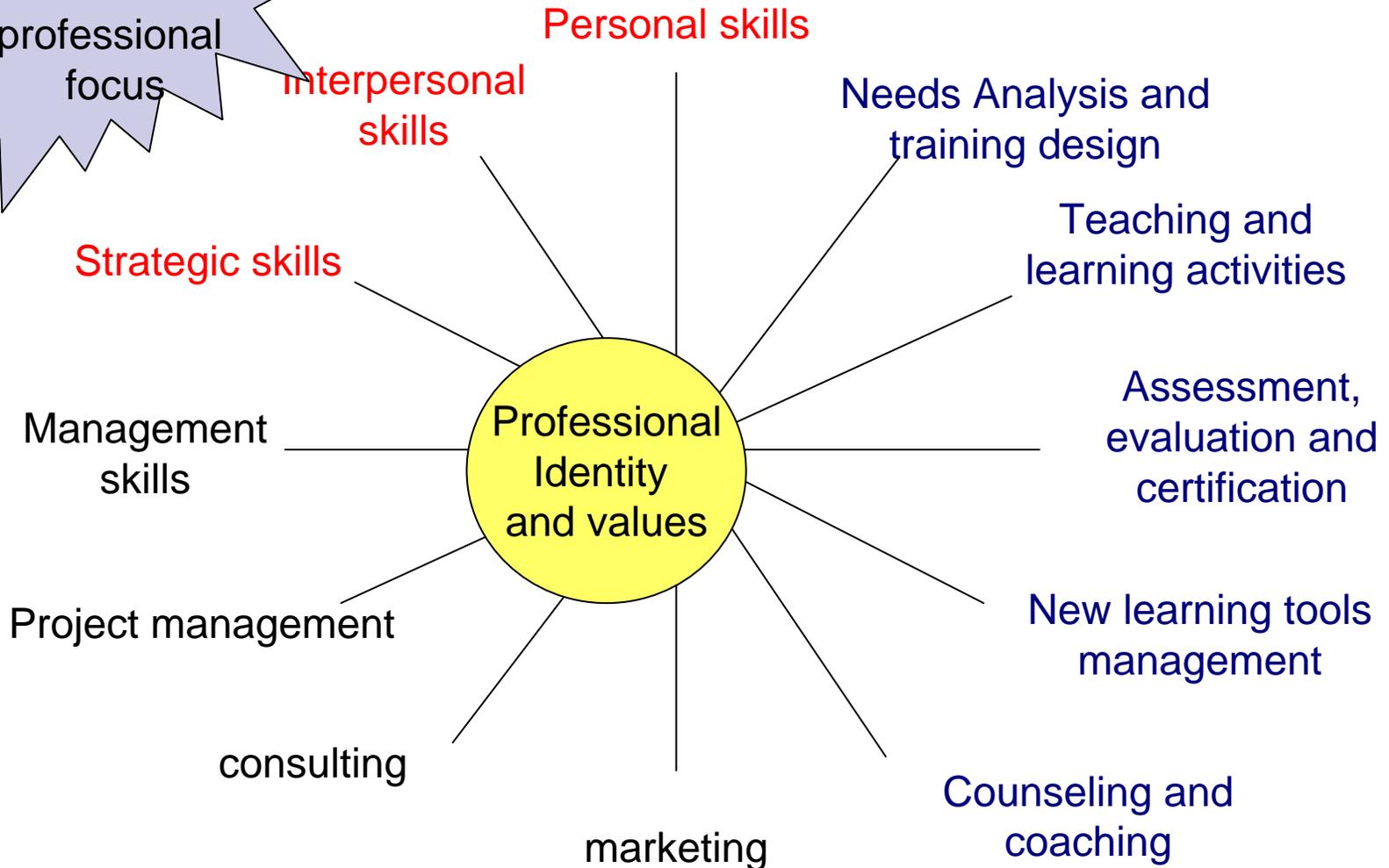
<p>Pôle A</p> <p><b><i>ingénierie</i></b></p>	<p>Pôle B</p> <p><b><i>Mercatique, action commerciale, relations extérieures</i></b></p>
<p>Pôle C</p> <p><b><i>Conseil à l'interne</i></b></p>	<p>Pôle D</p> <p><b><i>Conduite d'actions et de dispositifs</i></b></p>

# Training manager in company



# Training manager in agency

Common Competences Framework and professional focus



Adults' trainer

Common Competences Framework and professional focus

Strategic skills

Personal skills

Professional Identity and values

Needs Analysis and training design

Teaching and learning activities

Counseling and coaching

Interpersonal skills

Assessment, evaluation and certification

New learning tools management

marketing

Project management

Management skills

consulting