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TTNET PILOT PROJECT “DEFINING VET PROFESSIONS IN LINE WITH THE EUROPEAN QUALIFICATIONS FRAMEWORK”

FINAL RESULTS

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1. Introduction

Defining VET professions is a pilot project carried out by 13¹ Cedefop TTnet networks between autumn 2005 and 2006. The context of the study has been the great political attention that VET teachers and trainers currently are receiving at both national and European level as they play a major role in achieving the policy goals set in Lisbon and in achieving a competitive advantage in a globalising world. The focus on VET teachers and trainers implies an enhanced attention to their qualifications and the requirements to their initial, in-service training and continuing professional development. The comparison of standards and qualifications frameworks and the definition of specific VET profiles may contribute and provide an important input to the national debates both in the older and newer EU Member States as well as the policy development at EU level.

The necessity of defining VET professions should be seen in the light of the ongoing work on developing a European qualifications framework. In the Maastricht Communiqué, the Ministers of Education and Training agreed to develop a European Qualifications Framework (EQF) with the aim of “enabling citizens to fully utilise the rich diversity of education, training and learning opportunities in Europe². In addition, VET teachers and trainers were identified as a target group who requires urgent action at national and EU level on their continuing competence development reflecting their specific learning needs and changing role. The main aim of this pilot project is thus to contribute to the EQF by identifying the qualifications levels, the qualifications and the competences of specific professional profiles within initial VET (IVET) and continuing VET (CVET). In the TTnet pilot project, the EQF has primarily acted as a source of inspiration on the approach used to describe qualifications (knowledge, skills and competences – see below) and on the applied terminology (competence, qualification, qualifications framework). As the objective has been to define VET profiles and the competences needed to execute the activities, tasks and the related responsibilities, the competence-based approach aiming at outlining the necessary competences for a certain profession seemed appropriate and relevant.

The pilot project has been both challenging and difficult for the participating countries. The ambitions of the objectives set have been huge considering the nature and scope of a pilot project. However, the pilot project has highlighted and emphasised the following issues:

¹ Belgium, Czech Republic, Denmark, Estonia, Finland, France, Germany, Italy, Lithuania, Malta, Portugal, Slovakia and the UK.

² Maastricht Communiqué on the Future Priorities of Enhanced European Cooperation in Vocational Education and Training (VET) (Review of the Copenhagen Declaration of 30 November 2002) http://ec.europa.eu/education/news/ip/docs/maastricht_com_en.pdf.

- challenges facing VET teachers and trainers are complex and numerous but many of these challenges are common to all countries;
- the competence-based approach applied in the project is a useful way to describe VET professions and to identify the main trends and challenges they are facing.

Based on this, a comparative approach to VET professions seems feasible and relevant and can contribute to the elaboration of a common framework supporting the professional development of VET teachers and trainers.

1.1. Objectives and target groups of the pilot study

The objectives of the TTnet project “Defining VET professions” are the following:

- to analyse roles, responsibilities and competences of VET professions and to identify the main trends in the development of VET professions. Competences are described in terms of: knowledge, skills, competences;
- to increase mutual understanding and transparency of VET teachers' and trainers' competences and qualifications;
- to foster the development of a coherent framework to support teachers' and trainers' career development and training through a common agreement on a set of qualifications and competences.

The target groups studied in this pilot study have been: IVET teachers, IVET trainers, adult trainers, in-company training managers and training managers working in training agency³, as well as principals in initial VET institutions. The focus has been on the professional activities of these professions and the competences required by these activities. The professional profiles studied and the countries involved were the following:

³ A EC paper (October 2005) proposed that will be considered as CVET “trainers” the following profiles:

- a) trainer, tutor, and others in enterprises who integrate training and education functions in to their jobs with varying degrees (from incidental to full-time teaching of trainees and apprentices);
- b) instructors and trainers working in labour market training, institutions supported by governments and public authorities, often with a strong focus on social inclusion and basic occupational competences;
- c) instructors and trainers working in employers’ organisations, such as chambers of commerce, sectoral training institutions or privately-run training companies and providers that focus on upgrading of technical competences, training in communication skills, etc.

Table 1 – Professional profiles and participating countries

<i>Professional profiles</i>	<i>Countries</i>
IVET teacher recruited among skilled workers or craftsmen	DK – CZ – LT – SK
IVET trainer in apprenticeship/work placements/on-the-job learning	DE – DK – PT
Head of IVET institutions (principals) that provide initial VET qualifications	FI – EE – UK
Adult trainer	IT – BE – FR – DE – MT - UK
Training manager in training agency (or other CVET institutions)	IT – BE – FR – DE – MT
In-company training manager	IT – FR – MT

1.2. Methodology and definitions

The methodology used was based on a competence-based approach taking, as a point of departure, a description of the activities carried out by the professionals in their working environment. On the basis of this description, the competences required for performing the activities were identified. Hence, the data collection and analyses are qualitative in nature and based on a limited sample of profiles and countries. This has of course some implications on the validity of the results but, as already pointed out, the conclusions of the study should be seen in the context of the scope of the analyses and the objectives of highlighting issues to be further studied.

The methodological approach included two main phases:

- documentary work (desk research);
- interviews in the field.

The results of the interviews (approximately six per country) were validated with social partner’s organisations of the countries. A jointly devised grid was used for data collection and analysis of the professional profiles. For each professional profile, the grid included the following:

- contexts within which the profile operates;
- activities, roles, responsibilities, emerging activities and trends;
- training/career path;
- existing professional standards (if any);
- competences.

The documentary work was mainly based on existing national standards, the country-based information contained in Cedefop's thematic database on VET systems ⁴ as well as other available literature and statistics on the national VET contexts.

The field research consisted of 85 (semi) structured interviews with practitioners (teachers, trainers, managers and principals) and other stakeholders, in each participating country. The distribution of the interviews was decided in each country depending on the analysis sample and the time-frame. These interviews certainly cannot claim to be representative. Nevertheless, they display significant differences in occupational activities depending on the functions that VET teachers and trainers carry out and the target groups they deal with.

As for definitions, the project's partners agreed to use those discussed in the framework of the EQF.

In this connection, for each professional profile, competences⁵ are described in terms of⁶:

- knowledge;
- skills;
- competences.

Competences are the knowledge, skills and know-how applied and mastered in a given work situation and in professional and/or personal development.

⁴ http://www.trainingvillage.gr/etv/Information_resources/NationalVet/Thematic/analysis-comp.asp

⁵ *Competence* and *competency* are widely used concepts but particularly competency is young and in development (see Paul A. Krischner and Jo Thijssen, *Competency development and employability*, Lifelong Learning in Europe, 2/2005). Consequently, there is huge diversity in the use and definitions of these concepts which can be confusing. Competences are the knowledge, skills and know-how applied and mastered in a given work situation. Also the concept of *skills* has been evolving in public discourse. A term that once referred primarily to job-specific high-level analytic capabilities, technical abilities, or vocational competences is now used for a wide range of generic competences (e.g. problem solving, teamwork, communications), attitudes, and personal characteristics. Many of these recent additions to the "skills" label are difficult to define and measure.

⁶ see definition of key terms applied for the purposes of the EQF Recommendation.

A qualification is achieved when a competent body determines that an individual's learning has reached a specified standard of knowledge, skills and competences. The standard of learning outcomes is confirmed by means of an assessment process or the successful completion of a course of study. Learning and assessment for a qualification can take place through a programme of study and/or work place experience. A qualification confers official of value in the labour market and in further education and training. A qualification can be a legal entitlement to practice a trade.

The project's interim results and the methodological approach were presented, discussed and validated at several partners meetings during 2005 and 2006.

The collected data formed the basis of the following comparative analysis of the roles, activities and competences of the different professional profiles.

2. Policy trends in VET systems

In several national policies for VET there is an increased focus on “New Public Management”⁷ which, among other things, emphasises outcomes and standards and therefore evaluation and quality assurance to be put in place to assure the necessary quality of the training. Another aspect of the focus on outcome is the introduction of and growing emphasis on national standards, as it is seen especially in the Anglo-Saxon world. This tendency to focus on quality assurance issues has implications for the daily working life of the teacher or trainer especially in terms of evaluations, inspections, etc.

Another important and related issue for many of the participating countries is the tendency to decentralise in the VET sector. At one end of the axis there are countries like Denmark, where the VET system is extremely decentralised with strong school autonomy and at the other end countries with centralised education systems such as Portugal and France. In between these systems there are the Italian and German ones, where there is autonomy at regional level. Instead of a detailed curriculum and detailed rules, the VET schools and training institutes have to operate with overall objectives within a wider framework. Decentralisation has in general also led to greater autonomy and better opportunities for the VET teachers to influence VET provision (curriculum, planning, methodology, content, etc.).

There seems to be a general, strong move towards seeing VET as an important building stone in the lifelong learning process: several countries are restructuring the institutional system, e.g. the majority of the newer member states primarily in Eastern Europe, making transfers from one part to other parts easier and building more education in modules that can be taken individually. In addition, there is a growing awareness of the need to overcome the traditional separation between IVET and CVET. It is of great importance to coordinate and merge the systems into one system of lifelong learning. Consequently, the distinction between teachers and trainers will become even more blurred than is seen today, and a need for a more transparent and homogeneous training system for teachers and trainers will arise.

Generally, only a few countries have pre-service requirements for trainers (e.g. Germany, Italy, Portugal and France) and principals (United Kingdom) whereas all countries have requirements for IVET teachers. However, in many countries without requirements for the training of trainers there is a discussion taking place on how to raise the quality of VET by

⁷ New Public Management (NPM) is a management philosophy used by Governments since the 1980s to modernise the Public Sector. NPM seeks to enhance the efficiency of the public sector and the control that government has over it. The main hypothesis is that more market orientation in the public sector will lead to greater cost-efficiency for governments. The orientation is towards outcomes and efficiency through better management of the public budget. Among the means to achieve this are competition, better organisation of the public sector and emphasis on economic and leadership principles.

initiating some kind of educational programme focussing on didactics and pedagogy (especially in dual systems). This should especially be seen in the context of the changing role of the teacher and trainer in the VET system and the focus on professional development in all parts of the VET system⁸.

⁸ http://www.trainingvillage.gr/etv/Information_resources/NationalVet/Thematic/analysis-comp.asp

3. Analysis of professional profiles

The pilot study on *Defining VET professions* carried out by the TTNET network showed that, although the professional contexts and profiles are very heterogeneous, challenges and demands set on the professions are surprisingly similar across Europe.

All professions are to a large extent influenced both by new learning processes, and by the “democratisation” development where the traditional roles have evolved into being more about coaching, guiding, mentoring and supporting. In addition the student and trainees expect more autonomy and freedom of choice.

The results are presented for each professional profile in the following sections.

3.1. IVET teachers

The data collection and analysis of IVET teachers took place in four countries (Slovakia, Czech Republic, Lithuania and Denmark) and included desk research and a total of 24 interviews with VET teachers and a few interviews with social partners (associations of VET teachers and employer organisations).

IVET teacher profiles are more heterogeneous than the profiles of teachers in basic general schooling and at the universities, and to establish *one* common teacher profile for IVET is not easy. Therefore, within this project, we have focussed on the *vocational* teacher profile, as this is the profile which is so distinct for VET and the profile which causes the greatest concern: how to attract highly qualified skilled workers and craftsmen to the VET system and at the same time define a teaching qualification which is at a sufficiently high level, but not necessarily at tertiary level as this may simply not be attainable for this group of teachers.

On the basis of this selection, the definition of the vocational teacher profile is: *IVET teachers recruited among skilled workers or craftsmen who represent the crafts in VET. This teacher type can teach practical as well as theoretical subjects according to the educational system. The only prerequisite is that the teacher has a craft background.*

3.1.1. Occupational context

All four participating countries have some basic requirements/prerequisites for the educational background of those who want to become an IVET teacher. These can most conveniently be graded as equivalent to a minimum of secondary school background followed by the actual craft-specific training. Furthermore, all four countries have teacher training

requirements in terms of pedagogical/didactical instruction/training either before entering the trade or during the first years of employment. The extent, content and quality of this activity varies pretty much, from a situation where the pedagogical training is an integrated part of the introduction and development of the individual trainer to a situation where the training is relatively short and may only have the form of a 4-5 week course. However, the pre-service training always has the format of a consecutive model, where the pedagogical qualification is obtained after the vocational qualification (e.g. the specific training in a craft). In three of the four countries (Denmark, Slovakia and Lithuania) the pre-service training in terms of pedagogical/didactical teacher training takes place after employment and is thus a kind of in-service training. However, the training must be initiated and completed within the first few years of employment.

3.1.2. Qualification requirements

Although the countries in the sub-group on IVET teachers are very different in terms of educational systems and models of learning/teaching, the data collection and analysis shows a surprising similarity in terms of qualification requirements. This is especially true for the formal qualification requirements. In order to gain an overview, the requirements can be illustrated in a table comparing the four countries of the sub-group.

Table 2 - Qualification requirements for IVET teachers in Denmark, Slovakia, Lithuania and the Czech Republic

Qualification requirements	Denmark	Slovakia	Lithuania	Czech Republic
Teacher training (pre-service/induction)	Compulsory	Compulsory within 4 years after employment	Compulsory	Compulsory but not regulated. Curriculum is developed by each provider
Work experience prior to recruitment	Minimum 5 years	Minimum 3 years	Minimum 3 years	Minimum 3 years
Nationally set competence standards for IVET teachers		•	•	

3.1.3. Conditions of work

In general, the IVET teachers have lower salaries than public school teachers except in Slovakia where IVET teachers' salaries within the public school system are regulated according to tariff tables regardless of the specialisation of teachers. Consequently, IVET teachers are in average better paid than general education teacher.

Generally, in-service continuing training is encouraged by decision-makers (e.g. the Ministry of Education) but not compulsory. Moreover, the in-service training usually takes place at the initiative of the teacher or the VET school but the area has a tendency to be underfinanced and consequently many types of continuing training are increasingly built upon self-education (e.g. Czech Republic and Slovakia).

The influence of the IVET teachers on the curriculum and the daily functioning of the school vary a lot across countries. In most cases, the influence is rather indirect but in Denmark the IVET teachers have a broad and rather extensive responsibility. On the individual level, the Danish IVET teacher is (as a result of the decentralised system) provided with wide-ranging access to influence the actual content and implementation of the teaching. The teacher has, in the formal management system via representation in the college boards and committees, access to make an impact on decisions made concerning the concept and implementation of the training. In addition to the Danish case, teachers in all the participating countries has via his/her union the possibility to present and promote own stances and point of views concerning the general VET policy.

3.1.4. Roles and responsibilities

The responsibilities and obligations of the individual IVET teacher are usually laid down in national acts or legislation and in many cases concretized in the employment contract and thus subject to negotiation between the teacher and the management at the school or at national level between the social partners. However, the vast number of responsibilities for the IVET teachers can be regrouped into four general areas (somewhat overlapping) across the very different VET systems:

(a) Administration and planning

- (i) participation in curriculum design
- (ii) planning of teaching
- (iii) team-work in the education planning process

(b) Development and education

- (i) guide and coach students with regard to their performance and future educational choices
 - (ii) perform teaching activities
 - (iii) participation in VET reforms
- (c) Quality assurance**
- (i) evaluation and assessment
 - (ii) Continuing Professional Development (CPD)
- (d) Networking with key actors**
- (i) maintaining links with original craft, labour market and technological development
 - (ii) co-operation with parents, school management and colleagues

3.1.5. Activities

The activities and tasks carried out by IVET teachers are described according to their main responsibilities, i.e. administration and planning, development and education, quality assurance, networking.

Administration and planning

The general area of responsibility aiming at administration and planning covers a vast field of activities and tasks. The extent of individual planning on pedagogy, teaching and curriculum development is of course an issue interrelated with the degree of a centralised curriculum. Thus the majority of the interviewed teachers highlight that they have a considerable degree of freedom in their pedagogical planning and implementation. The following issues are considered important in illustrating the individual freedom of IVET teachers:

- the existence and influence of national guidelines;
- the commitment and participation of school management in pedagogical matters;
- the external market and more precisely the expectations and demands of the industry which is “buyer” of the VET deliveries;
- the degrees to which the teacher can influence his/her own teaching is also adjusted by his/her status (junior- senior) and experience.

The extent of application of interdisciplinary approaches in the teaching process is hard to assess. Based on the data collection in the participating countries it seems that interdisciplinary approaches only to a limited degree are taking place. However, in e.g. Denmark “interdisciplinarity” is part of the teaching process both within own trade and

involving other directions in the VET centre. It should, however, be emphasised that the absence of “interdisciplinarity” in the majority of the participating countries does not imply a general lack of team-work. On the contrary, all countries emphasise the tendency to work more and more in teams within the VET school. Team-work takes place in many aspects of teaching but is especially important in the education planning process.

Development and education

From the interviews, it emerged that the tendency in the four countries is that the role of IVET teachers is becoming more and more heterogeneous and thus not only encompasses the actual teaching but also to help in guiding students in their educational choices. They have to act as counsellors, perform administrative and managerial tasks, plan, conduct research and cooperate with colleagues and external partners (other institutions, enterprises, public authorities, parents, etc.). Often IVET teachers are called upon to work in cross-disciplinary teams.

It is important to emphasise that not all teachers take part in VET reforms but in Denmark this part of the teacher profession is seen as necessary and something that most teachers engage in through different kinds of development projects. In the interviews, IVET teachers were asked to assess to what extent they had taken part in VET reforms and if they had an influence on the local implementation of the reforms. The answers can be regrouped in three main categories:

One group of teachers, mainly representatives from Slovakia and Czech Republic, stated that they are not taking part in discussions/debates concerning the reforming of their IVET systems. This is mainly the responsibility of the management and governmental/regional authorities.

Another group primarily from Lithuania is pointing out that their main reason for taking part in this activity is explained by the fact they are expected to do so and skipping this could jeopardise their position and continued employment in the institution. They also take the view that VET reforms consume too much time and occur too often and thus take time and focus away from the core activity, namely the teaching/training. They also highlight that it is difficult to identify the actual impact from their taking part in these activities. The last group of IVET teachers primarily from Denmark is taking actively part in the reforms. Consequently, they get influence not only on own working conditions, but also on institutional development and to a certain extent even on the whole training area.

Quality assurance

In terms of quality assurance, respondents were asked who assesses and how the quality of vocational training is assessed. Again there is a considerable variation in the responses across

countries. Teachers from two of the countries (Denmark and Lithuania) are specifically referring to a formal set up of teaching assessment and quality assurance. This includes the following components:

- the school management is evaluating the teaching on a regular basis;
- the teachers themselves are evaluating one another by peer activities;
- the students are given the opportunity to assess the training provided to them;
- interface and relations to social partners be it in local trade committees or social chambers and guilds.

The quality assurance and assessment is, according to the respondents of the two other countries, often non-existing and sporadic. School inspectorates do exist but take place very seldom and the same goes for the managers' assessing of the individual teacher's performance

Continuing professional development is highlighted by all interviewed teachers as being of great importance. However, no average yearly duration of further training can be depicted for the countries represented in this pilot survey neither is it possible to outline some clear tendencies. One observation although highlights, that it is often difficult for IVET teachers to get access to in-service and continuous further training, and this is mostly explained by economic shortcomings.

None of the IVET teachers interviewed has the right to attend further training for a minimum number of days on a yearly basis. However, in Lithuania, the teachers can qualify for continuous/in-service training 5 days per year and in Denmark the average yearly period for this activity is app. one week. Some IVET teachers are indicating that they besides the basic, compulsory pedagogical courses, mandatory safety and health training and introductory ICT training have had no in-service/further training. However, several teachers mention that in their spare time they attend evening classes that have some relation to their profession.

In general, in-service continuing training is broad and difficult to divide into a few common themes applicable to all the participating countries. However, three areas seem to be high on the in-service training agenda in most of the countries: dealing with marginalised groups, ICT and communication in general.

Networking with key actors

The general observation is that all teachers interviewed maintain a link to the trade/craft constituting the professional background for their profession as a teacher. IVET teachers often see their employment at the vocational college as a long term project, some/many teachers even remain as teachers from appointment to the day they go on pension. The average teacher tries to remain closely connected to the trade leading to employment at the VET school.

Some of the respondents stated that besides their principal occupation they work as a part time employed in the trade in which their providing training. Many respondents also highlight the networking that is taking part both in an informal and formal manner, be it local trade activities, participation in seminars and trade fairs or simply socialising with persons related to the same trade. Some teachers, a minority, indicate that very seldom have linkages to their former trade. This also seen as a weakness to both the quality of the training delivered and more substantial also an impediment for innovation and pedagogical changes.

All interviewed teachers confirmed that they interrelations with the labour market and stressed the importance of this issue. The relations unfold in the following areas:

- study visits are an essential part of the training;
- the teachers are in close contact with the trade linked to their teaching and the teachers in one of the countries are actually periodically participating in production;
- guest teachers – persons from industry are frequently paying visit to the centre and providing inputs from “the real thing”;
- the co-operation with the local representatives like Chamber of Commerce and the City Guild;
- some VET centres also arrange exhibitions and demonstration of the products and services prepared by the students;
- on the more formal level, only one country (Denmark) has set up standing committees and local training councils as part of the institutional tripartite co-operation.

The majority of the interviewed teachers indicate that co-operation between them is taking place although the frequency and the framework is changing. The co-operation is mainly taking place within their own trade and on an own institutional basis.

This cooperation is focussing on exchange of materials and experiences and dissemination of information from various seminars and workshops where colleagues have participated. External cooperation is more seldom and is primarily originating from projects taking place outside the institution.

3.1.6. Competences

Based on the analysis of the IVET teacher’s tasks and activities, we can outline different competences that are necessary/important in order to perform the role and the duty of IVET teacher in the context of the four participating countries. The number of sub-competences is almost unlimited and the following is thus the result of a selection and a careful extrapolation with the actual data results.

Administration and planning

In order to plan and organise the teaching the teacher needs a very systematic knowledge of the subject/field in the extent and depth corresponding with the needs of the curriculum. Additionally, the teacher needs the ability to transform this knowledge into the planning and education process. These competences are equally important when the teacher engages in different kinds of curriculum design work. Team-work with the colleagues was considered a very important factor in the planning process and team-work skills in a broad sense are thus very important.

Development and education

Besides the obvious necessity of having a thorough knowledge of the field and the ability to integrate this in the actual teaching, the more heterogeneous teacher role challenges the necessary competences. The need for the teacher to be a guidance counsellor and a coach with regard to educational choices emphasises the need for communication skills and a pedagogical approach encompassing human skills such as empathy, consensus building etc. Furthermore, the “modern” teacher includes ICT in the teaching and makes use of the opportunities that the new technologies provide. The thorough knowledge of the field and the usage of new teaching and technological tools are important aspects when the teacher engages in reform work at the local level by participating in innovation and development projects.

Quality assurance

In order for the teacher to take part in the overall quality assurance measures in the VET school, it is important that he has a thorough knowledge from the field of assessment and evaluation and the ability to use these tools in the educational process. The quality assurance can for the teacher imply questionnaires to be filled out by the students, self-evaluation, other types of evaluation etc. The important issue is that the teacher shall possess the ability to integrate student feed-back into his/her teaching and thus constantly try to improve the teaching to the benefit of the students.

Networking with key actors

It is very important that the teacher maintains a link with the original craft mainly in terms of technological development and network. This is especially vital in dual systems where the teacher’s network can help the students in their search for training places. This emphasises the ability to search and process new vocational information from the field of the teacher as well as having good communication and social skills in order to maintain and develop networks. The main stakeholders vis-à-vis the teacher profession are of course not just external. Internally, the teacher needs to co-operate and interact with colleagues, management and to a

certain degree with the parents of the students. In addition to communication skills this highlights the need for general inter-personal skills.

3.1.7. Trends and challenges

As described above, the role of IVET teachers is becoming more and more diverse and thus not only encompasses the actual teaching but also to help in guiding students in their educational choices. They have to act as counsellors, perform administrative and managerial tasks, plan, conduct research and cooperate with colleagues and external partners (other institutions, enterprises, public authorities, parents, etc.). Often VET teachers are also called upon to work in cross-disciplinary teams. The changing teacher role that is visible to divergent degrees in the sample countries points towards the need for professional development and modernisation of the teacher role by means of including these aspects in the compulsory teacher training programmes with regard to new teachers and to focus on in-service continuing training in order to give the necessary competences to older teachers.

Taking the changing teacher role as well as the broad range of activities IVET teachers have to carry out the need of in-service continuing training provision becomes evident. However, the interviews showed a different picture. Often it seems to be difficult for IVET teachers to get access to relevant and sufficient continuing training mostly due to economic reasons at school and national level. Generally, in-service continuing training is encouraged by decision-makers (e.g. the Ministry of Education) but not compulsory. Usually, the in-service training takes place on the basis of an initiative of the teacher or the VET school but the area has a tendency to be underfinanced and consequently many types of continuing training are increasingly built upon self-education. Consequently, none of the interviewees had a right to attend continuing training for a minimum number of days on a yearly basis even though they all expressed a great need to have this opportunity in order to live up to the demands on their profession.

The lack of sufficient funding in the area of in-service training is a challenge and a problem in terms of keeping the teachers updated on new technologies and teaching methods. Furthermore, the matching of the necessary teacher competences with the increasing demands of the schools and educational systems becomes difficult if the opportunity to constantly revise and update the teacher's education is not provided. As an example where this challenge is evident, the field of ICT seems relevant. Obviously, the general trend is that ICT is becoming more important along with the general technology development in society. Thus, in-service continuing training should focus on fully integrating the use of ICT in the every day performance of the teacher in the classroom and elsewhere. However, in many of the interviews it was mentioned that the teachers did not feel confident in having the sufficient ICT competences but that continuing training was not offered and provided for them.

The lack of systematic quality assurance measures is another challenge that could hurt the quality of VET and the teaching in the long run. As mentioned above, the QAS are divergent from country to country but QA is and will be an important way of securing that VET in the individual countries live up to a certain standard.

3.2. IVET trainers

The data collection on IVET trainers was executed in the three participating countries Denmark, Germany and Portugal and divided between desk research and 16 interviews in the field mainly with in-company trainers. The main target group was IVET trainers in apprenticeship/work placements (on-the-job learning) in small and medium-sized enterprises (SMEs). "Trainers" in this context are those persons at the particular company who are responsible for and mainly in charge of providing the practical training for the apprentice/the person being trained.

3.2.1. Occupational context

There are big differences in the degree of regulation of in-company training in the three countries, from very high in Germany to very little if any regulation in Portugal.

Consequently, the conditions for and the conducting of the training of apprentices in the company vary as well. Large companies usually have a well-defined and well-organized system for their trainees with separate training departments. Thus, a broad and general differentiation should be made between big companies where the training of apprentices is specialized and carried out by specifically appointed staff and small companies where the owner himself or a trusted person is in charge of conducting training. The production process plays a major role in the conditions and the structuring of the training. In general, measures must be provided to compensate for shortcomings in in-company training in SMEs. In those cases the apprentice can be given the opportunity to learn the required functions in cooperation with other companies or training centres. However, companies are in general keen on avoiding too much external intervention or influence on their in-company training due to the fact that the trainee in SMEs generally is seen more as a potential contributor to production and profit making than what is the case in larger companies where the training aspect as such is more in focus.

In many ways, a paradigmatic shift may be noted over the last years in how trainers and apprentices themselves view responsibility, participation and common feedback discussions and reflections. In practice the shift is crystallised in the change from teaching and 'passing on' knowledge to self-directed learning that is sometimes accomplished in teams. This

important part of the trainer profession will be discussed below in terms of its implications for the competence profile needed in order for a trainer to live up to the logic of the labour market in general and for the training of the apprentice in particular.

3.2.2. Qualification requirements

In general, the professional qualification of a trainer has to be at a minimum equal or higher than the level of the training of the apprentice. Formal requisitions may often be replaced by sufficiently long professional experience. Even basic pedagogical and didactical qualifications are in general not mandatory (except in Germany) but desirable and can be acquired by attending training courses for trainers.

In Germany, trainers are required to have the personal aptitude and earned the requisite technical qualifications for the training of young people. Candidates have to be at least 24 years of age and have earned a certificate in a relevant recognized occupation. Once they acquire basic training skills, trainers can prove their competency by earning trainer certification as defined by the Trainer Aptitude Ordinance (AEVO). The relevant chamber usually provides this special training for in-company trainers and/or instructors in the form of 120-hour courses which cover:

- basic vocational training issues (e.g., the objectives of vocational training, characteristics of Germany's "dual" vocational trainings system, tasks, status and responsibility of in-company instructors);
- legislative framework (e.g., occupational safety regulations);
- training issues specific to young people (need for a form of vocational training that is tailored to young people's needs, typical behaviour of young people);
- planning and conducting training courses, including the didactic presentation of content and methodology-related training issues.

In large companies, special training departments or other administrative departments that include HRD and training are established with a corresponding line of authority between trainers and the particular department. Trainers at this level usually have a university diploma.

Table 3 - Qualification requirements of IVET trainers.

<i>Qualification requirements</i>	<i>Denmark</i>	<i>Germany</i>	<i>Portugal</i>
Higher Qualification/Diploma/Degree			
Professional experience	●	●	●
Skilled worker/special Qualification	●	●	●
Master/Technical Qualification	○	●	○
Pedagogical/Didactical Qualification		● ⁹	

Mandatory = ● Not mandatory, but normally required prior to employment as a trainer = ○

3.2.3. Conditions of work

The average trainer in Denmark has 10 or more years occupational experience in the trade and is 45 years of age or older. In Germany, the average trainer is 42 years of age and has 17 years occupational experience. In the case of Portugal, the respondents had — with just one exception — more than 30 years occupational experience and between three and ten years experience as instructors. A “typical” in-company IVET trainer is thus often (much) more than 40 years old with decades of occupational experience and long years practice as a trainer

Trainers are in general fully employed and in a specific authority position. The trainer’s general working conditions are generally the same as those of the non-training staff. In other words, there are no special conditions for trainers. Trainers generally have more working hours and higher salaries than non-training personnel. However, this is not due to their training duties but to their higher age, longer occupational careers and the fact that they generally hold a position of responsibility. As a rule, training functions are not given any special treatment.

3.2.4. Roles and responsibilities

The role of a trainer includes functions and corresponding responsibilities in relation to his company, to the training process, the apprentices themselves and to the social environment. The in- company trainer is generally responsible to a management department with (relative)

⁹ The mandatory requirement is suspended temporarily due to the economic recession and the lack of practice places.

autonomy and own responsibility concerning the special training tasks. Looking at the examples of in-company apprenticeships, we find a variety of training set-ups, some of which are integrated into the production process and others that are conducted independently of it. Each uses a different mix of training staff, some staff members being specialized and others not. The concrete setup of the training affects naturally the areas of responsibility of the trainer. However, the very broad and diverse picture can be regrouped into four general areas of responsibility (to some extent overlapping) across the three different IVET in-company training systems:

(a) Administration and planning

- (i) Planning and structuring the in-company training in different departments and sections of the enterprise
- (ii) Selection of “typical” workplaces and working tasks corresponding to expected “learning outcomes”
- (iii) Planning and organisation of training in relation to other training institutions (schools/providers)
- (iv) Participation local/regional commissions (Planning)
- (v) Organizing and managing of training projects

(b) Development and education

- (i) Individual and team teaching
- (ii) Teaching, training and coaching of instructors
- (iii) Setting up learning goals and outcomes (catalogue)
- (iv) Assessment of learning outcomes
- (v) Setting up individual training plans
- (vi) Follow up of the learning process/progress
- (vii) Knowledge transfer, explaining tasks and processes

(c) Quality assurance

- (i) Choice of assessment and evaluation system
- (ii) Assessment and evaluation and orientation of apprentices
- (iii) Participation in local/regional commissions (examination)

(d) Networking with key actors

- (i) Cooperation with external partners, other enterprises, schools, training institutions, trainers' networks
- (ii) Cooperation with schools/enterprises in exchange activities

3.2.5. Activities

Most of the trainers in the interviews say that “education, training and counselling” are important parts of their occupational activities. However activities as managerial, monitoring and administrative functions take much more time of their daily work. The activities and tasks carried out by IVET trainers are in the following described according to their main area of responsibility i.e. administration and planning, development and education, quality assurance and networking with key actors.

Administration and planning

The task of the in-company trainer is in general the planning, organisation, execution and supervision of the training in relation to the conditions and current production of the company, opportunities of trainee rotation and the availability of skilled manpower in the enterprise. The trainer participates in selecting and evaluating the apprentices with the objective of providing the company with the needed future trained staff. In larger companies, the trainer may also supervise subordinates who provide parts of the training at the workplace. In this case, the trainer’s task is the guidance and evaluation of the skilled workers or salaried employees passing on their knowledge and skills as needed for the particular job at hand to young apprentices.

In contrast to Germany and Denmark, the Portuguese companies do not have special departments for trainees. Trainees work full-time, following the daily routines of the company as if they were workers. In other words, the task as being a trainer is an assigned duty. They may stay in the same department or rotate to different departments in the company, depending on the aims, duration of the placement and the training plan designed for the trainee. This different trainer role has implications on the responsibility and tasks the trainer in Portugal meets on a daily basis compared to Denmark and Germany.

Development and education

For the apprentice, the trainer has a personal tutoring role with guidance, support and counselling functions. The trainer is the person with the contact and direct interaction with the trainee and is thus in a position of confidence on one side, and an “authority” position with responsibility for the apprentices behaviour and conduct on the other. In all three participating

countries, in addition to the professional skills aspect there is an emphasis on the important role the trainers play in the professional socialization of young people. The trainers are models for social conduct and communication style and consequently generally contribute to teaching vocational 'virtues' such as punctuality, orderliness and tidiness.

In Denmark there has been a shift over the last ten years in how trainers and apprentices themselves view responsibility and participation. Although overall legal responsibility for in-company training still lies with the respective employer, trainees have been given more saying in their training. This is of course also largely in line with the general societal trend toward giving individuals more freedom and responsibility. Logbooks serve as a "support system" for trainers, trainees, companies and vocational training centres. This "support system" is used to varying degrees. The use of logbooks or individual electronic training plans increases with company size. In Portugal, 'core' training plans are designed by the respective trainer from the training centre together with the trainer at the enterprise. This is the basis for negotiations with the trainee when he arrives at the company. In Germany, the guidelines and the methods applied in the training are work-process oriented. However, the practice of alternating between learning at the workplace and separate training venues during in-company training has been subject to discussions in terms of relevance and coherence.

In general, especially in Germany and Denmark, in recent years there has been a paradigmatic shift from teaching and "passing on knowledge" to self-directed learning sometimes accomplished in teams. Active participation on the part of the apprentice is expected and supported and his level of motivation is regarded as the key to successful training and to the level of support provided by the trainers. This shift in focus has had immense implications for the actual training taking place in the enterprise and thus for the competences needed for the trainer in order to navigate and perform the teaching and training activities as necessary.

Quality assurance

Most apprentices, especially in Denmark and Germany, have a log book in which they document their weekly training. In some cases, additional or special learning goals are set up and regularly assessed. In other cases, there are regular documented quality conferences with the apprentice. Open discussions, which are sometimes conducted between teams of trainers and the apprentices, is an efficient and popular way of assessing the progress of the training on a regular basis. Quality assurance systems as such do not exist in the countries except Germany where the pre-service requirements for trainers secure a certain quality of the training.

Networking with key actors

In Denmark, co-operation between the trainer and the training/teaching environment is very limited. Some trainers, albeit a clear minority, have been offered some basic coaching in how

to conduct training and develop skills for apprentices. Any other contact with the education environment is related to trainers' own continuing education. In Denmark, the amount of co-operation between trainers also depends on the size of the company. Trainers from small enterprises have no structured links to other trainers within the same trade. Large companies usually have more than one person who is responsible for company training. This often results in relationships and exchanges of information about one's experience.

In Germany with its "dual" vocational training system where practical work experience is coupled with part-time vocational schooling, the trainer is required to contact the school. Although necessary, this cooperation is nevertheless sometimes difficult. A number of programmes and projects at state, regional and local level have the objective of improving this co-operation.

State-level networking projects help VET teachers and trainers cope with new VET curricula and methodology. Some trainers attend school conferences and regional educational conferences. There are even regular feedback meetings with the VET teachers and workshops with the respective schools. Deficits in the training offered by an individual SME are often compensated for by co-operation with other institutions, companies or training centres. Co-operation and exchanges of information on experience also occur regularly with other companies.

The situation in Portugal cannot be generalised. One of the companies has co-operation partnerships in the area of research and development with two technical colleges. In another company, co-operation with initial training system is limited to the training centre, and is a matter for the trainer responsible for the follow-up of the placement. The interviews indicate that there is a close link between the training centre's trainer who is responsible for the follow-up of the placement and the trainer at the enterprise. Some of these trainers are also trainers for continuing training in their sector. It seems that the training centre's trainer who conducts the follow-up of the trainee serves as a vehicle and channel for all the information and guidelines forwarded to companies.

3.2.6. Competences

Administration and planning

In order to administrate and plan the training activities the trainer needs project-management and organisational competences i.e. in terms of organizing training projects and moderating team meetings and teamwork. In addition, the trainer would have to possess strategic competences in training, to influence training plans and conditions, and communicate the roles and responsibilities of trainers and training, with regard to medium-, and long-term goals of the company. Finally, communicative and social competence in communicating the

social value of in-company training and social responsibility issues to internally and externally is an important part of the training profession.

Development and education

Above all, the trainer must possess professional matter mastery in his professional field at a higher or corresponding level as the skills and competences aspired as the outcome of the training. In relation to the professional competence, the trainer must have occupational didactical competences, i.e. to prepare effectively the relevant knowledge and skills for training processes of apprentices, combining learning and work, identifying opportunities in the work process/context for learning. In addition, pedagogical competences are decisive in order for the trainer to guide and motivate apprentices to productive self-directed learning and in the evaluation and assessment processes of the apprentices.

Quality assurance (QA)

In order for the trainer to take part in quality assurance, he needs a thorough knowledge of evaluation and assessment and the competences to apply it in practice. The QA principles and procedures must be respected and the trainer must possess the ability to implement the necessary changes in the training based on the feed-back and assessment both from the apprentices and from external bodies.

Networking with key actors

The trainer should be able to establish, maintain and manage relations with partners and other external stakeholders (schools, enterprises etc.). Internally, the trainer must interact with colleagues and management in order to direct the training activities towards the needs of the enterprise and of the management as such.

3.2.7. Trends and challenges

Regulations of IVET and apprenticeships frameworks highly influence the trainer's occupational role. Furthermore, the changing role of the trainer highlights the need for special and continuing qualification in modern learning and training methods. In many cases the trainer is not provided with the continuing training he needs and wants and that can potentially influence the quality of the training in the long run.

The trainer has to cope for himself and for his trainees with the pedagogical and didactical requirements of (in-company) training and education with the aim of comprehensive "professional" competence including professional-, methods-, social, and personal competence. However, if comprehensive professional qualification and competence of staff is regarded as essential for the future development of the company, the qualification and

competences of the trainers can't be less comprehensive. The fostering and broadening of competences of the trainers need to respond to the challenge that modern professional and occupational development represents – including more person-related competences like autonomy, responsibility, inner motivation, initiative and flexibility. The arrangement and structuring of training processes has to be adopted to the requirements of modern of professional, personal and social learning and development, and adequately supported by competent trainers – (further) educated in being a learning facilitator who support learners and learning processes. So the assurance and rising of qualification and competences of trainers do not imply a perspective of reductionism but broadening and enhancement of competences as learning supporters and facilitators.

In the aspect of organisational development the trainers' familiarity with modern approaches to methods, techniques and didactics may enable them to a possible role of “change agents” within the companies' innovation processes.

In the interviews some trainers made remarks on rising challenges in regard to potential social and pedagogical conflicts and expressed a lack of conflict resolution capabilities in this respect and thus a need for continuing training giving the trainers the needed tools to solve conflicts between the apprentices.

3.3. IVET principals

The report and analysis of the VET principals work profile and competence requirements are based mainly on interviews made in Estonia, Finland and England¹⁰ as little research exists on principals. The 15 interviewees all work in upper secondary VET institutions. It should be noted that an important factor affecting the principals' work and status in the three countries studied is that, the education systems are quite decentralised.

3.3.1. Occupational context

In this study principal refers to heads or deputy heads of publicly funded VET upper secondary institutions.

The majority of VET principals in England and Estonia are men, although women are reasonably represented. In Finland 44 % of the school heads in vocational upper secondary education are women. Out of the five Finnish heads interviewed three were women. None of them reported barriers due to their gender, but two of them had an engineering degree which

¹⁰ For the purpose of this study we are focussing solely on England and not on the United Kingdom as such

they considered helpful in a male community. A general observation is that very few heads come from ethnic minorities in the England.

3.3.2. Qualification requirements

Higher education and teacher qualifications are generally the basic mandatory qualifications in Estonia and Finland, as can be seen in Table 4. Additional requirements in Finland and Estonia are a certificate or corresponding experience in educational administration and relevant work experience. There are as yet no mandatory requirements for the appointment of VET principals in England but the reality is that most will have a teaching qualification and all have a degree of some kind before appointment. It is also common, even if not mandatory, that those applying for post of principal in England will have undertaken a management training programme.

As to in-service training, no mandatory requirements have been clearly stated in any of the three countries. School heads naturally participate in in-service training (INSET) whenever possible. For example, the most popular INSET mentioned by school heads in England was in human resource development (HRD).

Table 4 - Qualification requirements of school heads in Estonia, Finland and England.

Qualification requirements	Estonia	Finland	England ⁽ⁱ⁾
Teacher training	● ⁽ⁱⁱ⁾	●	○
Teaching experience	●	●	○
Management/administrative training	●	●	○
Management experience	● ⁽ⁱⁱⁱ⁾		○
Nationally set competences			●

Mandatory = ● Not mandatory, but normally required prior to employment = ○

- (i) In England, the new Further Education and Training Bill published in November 2006 extends Secretary of State's power to make regulations requiring college principals to hold or work towards relevant qualifications to all college principals when they move to a new post.
- (ii) In Estonia it is also possible to be appointed VET principal with at least 3 years of experience in leading a similar type of an organisation, and a higher education degree, but not teacher qualifications.
- (iii) Either teaching or management experience is required.

3.3.3. Conditions of work

The school heads work very long hours. Working hours are regulated in Estonia (40 hrs/week) and Finland (teaching load 0-456 hrs/term depending on the size of school and local agreement). In practice, however, the interviewees reported a very high number of weekly hours (50-80 hrs/week).

In the EU school heads generally have higher salaries than teachers. In the majority of countries the size of school has more bearing on the salary than the level of education. Finland is an exception to this: here the salary rises with the level of education offered. The salary progress is generally moderate.⁽¹¹⁾ Salaries are negotiable in both Estonia and the England. In Finland the minimum is fixed in the collective agreement between the teachers' union and the employers. Local variations are possible. In all three countries school heads are relatively well paid, especially if compared to teachers.

3.3.4. Roles and responsibilities

When comparing the work-load and responsibilities across England, Finland and Estonia, one is struck by the degree of similarity in responsibilities. The main differences lie in the differing degrees of autonomy allowed for action. The responsibilities of the principals in Estonia, Finland and England fall under four main areas:

Administration and planning

- reporting
- forward planning
- finances

Development and education

- recruitment
- staff management
- delegation and enabling teamwork
- professional development of staff

Quality assurance

- self-evaluation

¹¹ Key Data on Education in Europe 2005.

- follow-up and utilisation of evaluation results

Networking with key actors

- marketing of the institution
- networking with the world of work, education administration and other institutions.

All principals had overall responsibility of their institutions. However, the principals in England seem to have most autonomy. In Estonia and Finland the principals are accountable to the local authorities.

3.3.5. Activities

The activities and tasks carried out by the principals are described according to their main responsibilities, i.e. administration, human resource management, quality assurance and networking.

Administration and planning

The “Administration and planning” area of responsibility include reporting, forward planning and taking care of the finances. In England school heads are responsible for keeping their college a financially viable business with power to close down unprofitable courses and manage staff accordingly. In Estonia and Finland we also see school heads having to deal with legal and financial responsibilities. However, they like England are constrained in their actions by either a Central Ministry or local authorities who set out general guidelines to be followed.

Forward planning has come to stay in VET institutions. The principals are responsible for drawing up strategies and visions for the future of the school as shaped by national priorities. Furthermore, anticipating student enrolment and training needs, annual activity plans, staff development plans, financial plans, etc. are required.

Development and education

Staff development or human resource management (HRM) is one of the biggest parts of a school head’s job and seen by most interviewees as one of the most difficult. Some principals claimed that it was the work which took up most of their working time and energy. This is the case particularly when the principal has had more years of experience as a school head and when the organisation structure includes deputies and several departments. In that case, the focus on financial matters starts to diminish in comparison to HRM. Human resource management includes responsibilities such as recruitment of new teachers, staff development and building a collegial school community and culture.

Regarding recruitment of teachers all countries have an open recruitment system, i.e. the teaching posts are advertised meaning that the principals have a remarkable influence on the composition of staff. Dismissal of teachers is very rare in Finland, as the legislation sets very strict conditions for this. Estonia seems to be more like England in that the school heads can hire and fire staff subject to fitting in with general labour laws.

Managing staff at an everyday level means taking up things before they swell up into problems, involving staff and students in planning and other activities so as to prevent future problems. The principals must also be prepared for facing unpleasant things, i.e. illness and other personal problems. One of the challenges for the principals is that the schools are expert organisations and teachers very autonomous and protective about their teaching. Most institutions, maybe with the exception of England, are democratic systems where decision-making is based on a wide consensus. This is the situation particularly in Finland. Principals in England, on the other hand, do delegate responsibility downwards, but operate a more line-management approach in running their institutions. In the more democratic system and expert organisation found in Finland, people need to be heard and the management style cannot be authoritative. Also empowerment and delegation of responsibilities are part of this. The autonomy of the teachers appears to limit the principals' room to manoeuvre when attempting to drive up quality of course/programme provision.

Human resource development (HRD) from the principal's perspective means inspiring and encouraging teachers to keep up with their profession and constantly renew their teaching. One "tool" for this seems to be the annual appraisals or development discussions with individual members of staff. Most interviewed principals deemed these as hard work and difficult tasks requiring a lot of human skills.

Human resource development is strongly linked to quality assurance. In England principals are under pressure to seek national recognition as centres of excellence. Its effect is the pressure on staff to achieve the highest grade in teaching standards. Consequently principals are responsible for putting in place strategies for continuing professional development (CPD) to achieve this. CPD is tied to the performance of Finnish VET schools as well, but as part of a quality prize system, where one of the criteria for the prize is the financial contribution towards CPD.

Sharing and collegiality was one of the areas which all principals saw as a real challenge. Nowadays many institutions are formed through mergers. Thus combining different cultures and ways of working as well as making teachers from different fields work together are big challenges. Sharing and collaboration is seen as vital, e.g. to avoid overlaps in teaching, and as a factor influencing the working atmosphere. Real sharing seems to be difficult to make happen. There are obstacles such as lack of time, teacher autonomy and mere size of institution which means that there are several communities within the same organisation.

None of the interviewees could present a really successful model for increasing collaboration and sharing.

Quality assurance

Quality assurance (QA) is part of the responsibilities of the school heads in all three countries. In Finland and Estonia QA is typically self-evaluation, involving all staff. In Estonia external inspections are also part of the QA system. Principals in England, on the other hand, are under the extra stress of external inspections (OFSTED) and the risk of having the department or VET institution classed as failing in a particular area. Failure in an inspection would mean that a department or the whole college is put into “special measures” with the threat of closure or merger with a more successful college if improvements fail to occur over a specified period of time.

Regarding the follow-up and utilisation of the results of evaluations seems to be a weak point in education systems which are based on self-evaluation. According to one Finnish principal more efforts should be made to actually work on those operations or practices which the evaluation pointed to as needing improvement. In his school they choose a few themes from the evaluation results to be developed the following year, but he felt it still to be too undefined.

Networking with key actors

Principals in all three countries are responsible for marketing the college as an attractive and efficient place in which to study. For example in Finland the state subsidies are tied to the number of students enrolled. In addition to the pressure to enrol students, the need and pressure to network with key actors, such as municipalities, local enterprises and national bodies, means marketing the school as a prospective partner.

Networking between VET schools can be hampered by the fact that the institutions compete with each other on students. In England there are initiatives to move away from competition between institutions to collaboration between school and the college. Measures have been taken, e.g. in the form of a liaison officer to facilitate cross-school/college/higher education working. The networking scope of the institutions is mostly local, except in Estonia which is a small country of one and half million people and thus national networking is not seen as a problem.

It is generally felt that the whole organisation, not only the heads and administration, should have living contacts to world of work and companies, which are vital for keeping up-to-date on “both sides of the fence”. Thus the principal’s task is to enable and to encourage networking at this level.

International activities in England and in Finland circle mostly around students and/or teacher exchange and to some extent in Finland around international projects. In Estonia the activities revolve around organising practical training places for students and at a smaller scale also for teachers' refresher training in the industry.

3.3.6. Competences

The competences required of VET principals have been discussed by area of responsibility. The division is of course partly artificial, as the relationship between competences and tasks and responsibilities is rarely this clear-cut. However, this division has been made to help in recognising the main areas of competence and issues.

Administration and planning

The administrative duties require knowledge of legislation, government priorities and policies, statistics and forecasts. All heads stressed the importance of being very familiar with government/political priorities and plans as well as education legislation. There was an overall consensus among the interviewees that also a sound knowledge of financial matters is needed, but it was also frequently stated that the principals can largely rely on a finance director (provided that there is such a deputy).

Training for both financial matters and administration was considered important or even extremely important: "training in economics and accounting as well as legislation should be compulsory", as stated by one interviewee. Some criticism was voiced about the level of available training courses, as being sometimes too theoretical and not clearly targeted for the needs of VET principals. For example a Finnish school head was frustrated by the programmes on offer, which focus on pedagogy and pedagogical reflection. According to her, the need for legal and financial training is much more urgent. In Estonia there is a tendency that HRD related training courses are organised as in-company trainings, giving the management team also an opportunity to enhance collegiality and cooperation in the school.

Development and education

Successful staff management and development require that you have a sound knowledge of legislation and regulations and are alert to any changes in these. The principal should also apply a methodological approach i.e. pay attention to detail and focus on relevant issues and future. Communication skills (particularly listening skills) were stressed by all interviewees including negotiation skills, conflict resolution skills, being able to communicate openly and understandably. Some of the most recurrent properties or characteristics mentioned by the interviewees were human skills. The principal should be patient and tolerant respect different types of people and personalities understand the uniqueness of individual life situations be

open, logical, consistent and fair. Further adjectives used to describe necessary characteristics were: open-minded, courageous, thick-skinned and confident. A good principal is capable of reflecting on the self and personal strengths and weaknesses. He or she is also resourceful and well-balanced having inter-personal skills and an understanding of human beings. He or she sees personal qualities and competences and applies this in assigning duties and responsibilities of staff. Finally a good principal has the courage to fight for resources and staff.

Important characteristics also mentioned were the maturity of being able to give (public) credit and honour for achievements to staff, to value individual effort, to trust people and to support them in their independence and autonomy.

To motivate staff to continuous development and to collegiality the principal must be development-positive. Many principals indicated that true sharing and collegiality can only be achieved through doing real things together such as projects. Thus the principal must give opportunities to this by being active and have a positive attitude to new developments and opportunities to participate. He/she also needs the ability to involve and making other people enthusiastic about new projects.

Quality assurance

Quality assurance means from the principals' point of view that they must be familiar with different quality assurance systems. Further, the principals should understand how the results can be utilised to improve the functioning and the education given by the institutions. As QA more and more takes the form of self-evaluation, it also means that all staff must be involved and see its benefits. Thus the principal must understand and communicate how QA can be used for everybody's benefit and convince all staff regarding QA.

Networking with key actors

Both marketing of the institution and the increasing need to open up to the local businesses and collaboration with other institutions require good communication and social skills. The international activities, which are growing, naturally require language skills as well as cultural competences from both teachers and school heads.

3.3.7. Trends and challenges

The challenges facing principals are multifarious and require a wide array of competences. The competences and skills mentioned most frequently as the key competences of principals were human skills such as communication skills, teamwork skills, leadership skills, skills to motivate and inspire people and courage to be a visionary. Most of these competences had

developed over the years while working as a principal, i.e. on-the-job. The question arises if it would be possible to get “ready” principals without the period of “experiencing” and possible negative effects to the organisation. Two training models could be realistic: VET teachers could attend a “potential managers’ programme”, or a take a final on-the-job qualifying phase in the supervision of a more experienced colleague when qualifying for a principal’s posts. These alternatives deserve consideration as it is clear from the pilot study that the amount of training available for principals is modest.

3.4. Adult trainers

The report and analysis of the *adult trainer* professional profile and competence requirements are based mainly on interviews made in Belgium, France, Germany, Italy, Malta and the UK (England). The ten interviewees work in different contexts, such as: in/for companies, training institutions and agencies. It should be noted that an important factor affecting the work of the *adult trainer* in the countries studied is their status in the labour market: free-lance or salaried.

3.4.1. Occupational context

The Adult trainer (AT) can work in small, medium-sized or large enterprises, in public training and/or company-owned institutions. Their occupational context is characterised by the pluralism of providers, a largely marketplace character and a comparatively low degree of regulation by the State¹². Strengths of the current provision of adult education include the variety and accessibility of learning opportunities, at least for individuals and groups that seek learning opportunities and do not face barriers to learning. In several countries the wide variety of educational arrangements, access and accreditation of prior learning mean that age is not a barrier to gaining qualifications at any time in a person’s life course. Advice and guidance services have been modernised to provide a readily accessible source of information about learning opportunities¹³. Finally, over the past few years there has been a strong

¹² In France, social partners organisations play a role in drawing up provisions related to continuing vocational training and work towards implementing them through creating and managing joint labour-management organisations (organismes paritaires and Fonds assurance formation). In Malta the Employment and Training Corporation (ETC), which is responsible for the labour market training system. The ETC offers short tailor-made training programmes accessible to both employed people who wish to upgrade their skills, and to unemployed people with a view to enhancing employability, classified under four headings: office-related skills, hospitality/caring skills, management skills, and trade skills.

¹³ The United Kingdom offers an extremely diverse range of provision, catering for many different target groups and with considerable flexibility in mode of study and entry requirements; this diversity does present a confusing picture to potential learners and employers, many of whom probably fail to appreciate the range and flexibility of what is available.

emphasis on harnessing to the full the learning opportunities provided by developments in information and communication technologies.

3.4.2. Qualification requirements

In several countries there are specific professional standards, in others national training programmes are in the process of being established. In France there are many occupational requirements in public training institutions¹⁴ and Italy introduced in 2001 some national standards¹⁵ for trainers involved in projects financed by public funds. Malta and UK use NVQs standards and levels. In Belgium there are several detailed job standards available at the Department of Education (i.e. for adult teacher profiles). In many countries there are not compulsory trainers training and standards, but only voluntary agreements and regulations. For instance in Germany, the “occupational group” of Adult Trainer/Adult Education Instructor is not regulated, but various formal qualifications for this field are common¹⁶. Today, practical training requires in particular pedagogical skills and a high degree of social competence. Working on a consensus basis, the DVWO umbrella (German organization for continuing training) developed a model for its 12 member associations¹⁷; the model covers the key competences of adult trainers.

Some countries emphasise a closer integration between pre-service and in-service training. In Belgium, for instance, the recruitment of teachers/trainers is made according to a national regulation where specific degrees or “qualifications” are necessary. Organizations employing adult trainers (VDAB, VIZO etc.) organize the training courses for their VET trainers. The profile of the adult trainer has been drawn up to develop specific training modules for trainers of adults. In England, most CVET teachers/trainers, especially in further education, enter the profession after a period of business or commercial experience and it is only recently that they are required to work towards teaching qualifications.

¹⁴ See: *Référentiels d'emploi or des compétences* of GRETA and AFPA network.

¹⁵ The professional standards for trainers are: training needs analyst, training designer, teacher, and assessor.

¹⁶ In Germany *adults' trainers* come either out of the professional field, where they train, (i.e. starting as trainer in apprenticeship context), either with a university background corresponding to a traditional concept of adult education. Some common elements and working conditions are: University degree in education with specialization in adult education, training at a well-known private train-the-trainer institute, training at a training institute operated by the social partners or at an adult education centre, etc.

¹⁷ These associations together represent some 10,000 members. DVWO identified 12 key competence areas for trainers: these competences set is required more or less in all European countries.

Table 5 - Qualification requirements of Adult trainers

Qualification requirements	B	F	G	I	M	UK
Degree or other higher education qualification	●	●	○	○	○	○
Pre-service trainer training ¹⁸	●	●	●	○	●	○
Professional experience ¹⁹	●	○	●	●	●	●
Training experience	●	●	●	●	●	●

Mandatory = ● Not mandatory, but normally required prior to employment as a trainer = ○

3.4.3. Conditions of work

There are two main types of adult trainer: salaried - with a permanent contract - and free-lance.

Salaried trainers who work in the above enterprises/institutions tend to be paid less than teachers working in public institutions. Currently, the average of weekly working hours is 36, sometimes even more. In the UK, levels of public funding are considered by the institutions to be too low and too fragmented, with separate budgets for many specific initiatives. There is currently a tendency to reduce bureaucracy and ‘red tape’ and to reduce the number of separate funding streams. There are concerns about the level of teachers/trainers’ pay and also about qualifications and expertise. *The free-lance trainers* work mainly on a fee basis as independent contractors.

3.4.4. Roles and responsibilities

The main functions of adult trainers (AT) are the following:

a) *The trainers inside the company* have more planning and administrative functions, such as planning, directing, monitoring and controlling the training process. They represent the interest of training and education in the business strategy, in budget problems for training and act as an interface between the direction and staff associations.

¹⁸ Not mandatory but would generally be required.

¹⁹ Above all in a company or in some specific occupational sector.

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b) The trainers outside the company work as a content teacher or learning counsellor and coach (i.e. Malta, Italy, and Belgium).

Salaried trainers who work in the above types of functions tend to be also responsible for the planning of training activities and all flanking organizational and administrative tasks.

The mission of the adult trainer is above all to support the training processes and manage the learning environment.

Frequently many adult trainers have also to assure:

- the development of new forms of training/learning (above all ICT and/or web based, i.e. Belgium);
- the training for specific target groups (i.e. disadvantaged people).

The responsibilities of adult trainers fall under following main areas:

Administration and planning

The AT is involved in:

- Training needs analysis
- Training design
- Training projects or courses organization
- Preparing training documentation
- Pathways scheduling
- Project coordination
- Budgeting and reporting.

Development and education

The AT can assure:

- Teaching, coaching and other learning support
- Learning resources organization (and also web or Open and Distance Learning resources)
- Supporting and advice personal improvement.

Quality assurance

The AT has to assure:

- Learning outcomes evaluation

- Competences (and/or motivation) assessing
- Training processes controlling and monitoring.

Networking with key actors

The adult trainer has to assure relations with partners and learners. He/she can support the marketing and relations management – internally as well as externally, above all with institutions, companies and non-profit organization.

Many trainers have other responsibilities within their institutions/services and participate in working teams. In France and in Belgium the adult trainer also cooperates with competence assessment centres and adult vocational training and guidance centres to support and facilitate individual professional projects and pathways, or to play a consulting role in certification and accreditation processes (i.e. Italy).

3.4.5. Activities

The common *core activities* are related to the responsibilities above.

Administration and planning

The *planning* of training is based on needs analysis at individual and organizational level and on recruitment, information, test or interviews candidates for training. It includes the following main activities: to identify and set specific training aims, to design pathways or modules adapted to individual learners or group of learners (according to learning requirements and target of competences), to draft the training programme, planning and scheduling training activities. In many cases the adult trainer becomes a project manager, assuring also budget and reporting as well as the implementation of administrative rules and procedures in the company or training centre. Several adult trainers are involved in the re-design and development of training projects. Frequently they are project leaders of small team of contents experts or colleagues.

Development and education

This activity includes content-teaching, using also new forms of training/learning (especially ICT and/or web-based learning), training for specific target groups (i.e. disadvantaged people), supporting and advising learners, and developing learning materials.

Supporting learners and managing learning processes includes: tuition, learning needs monitoring, collecting records progress in individual trainees' dossier, coaching of trainees

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in-company, support to self-directed learning, “tailor made” feedback or advice on the training project or individual pathways.

The adult trainer also organises learning resources, such as: demonstrations of painting techniques; use of audio-visual means, stock inventory and related orders, supervision of efficient use of didactic materials.

In the case of the web coach (i.e. Belgium, France, Italy), the adult trainers also coaches trainees on demand, answers specific question, corrects exercises and gives feed-back via mail.

Quality assurance

The adult trainer has to monitor learners and the learning process.

He/She assesses and examines competences and knowledge of trainees, using also observation of trainees and feedback (formative evaluation).

The learner’s evaluation includes above all the following main activities:

- “summative evaluation”, assessing the exercises and tests sent by trainees;
- assessing the motivation of candidate trainees, using specific methodology and tools (demo, questioning techniques, video, pc, etc.)
- assessment of competences and recognition of prior learning (also to help self assessment)
- follow-up of trainee in enterprise or on site.

If a Quality assurance (QA) system is in place, the adult trainer can control training quality, according to QA procedures.

Networking with key actors

The trainer works in a company and has the obligation vis-à-vis the participants to his/her courses to understand business processes and take them into account during the training. This understanding implies a close co-operation with colleagues inside the company and also externally in local or regional area or within the same sector.

The adult trainer frequently coordinates directly training projects or cooperates with other colleagues and the training manager, internally or with external partners.

He/She can be also involved in:

- organisation of meeting and events with companies, other partners and trainees (for job search, recruitment, ...);
- marketing of training products and/or services;
- job placement of trainees (i.e. Belgium).

Sometimes adult trainers also assure maintenance, follow-up and supervision of the safety regulation during the training activities.

3.4.6. Competences

The adult trainer has to be able to implement specific competences in relation to his/her main responsibility areas and activities.

In some cases not only specific competences are required, but also “corporate” competences, according to different professional contexts.

In many countries “competences inventories” (i.e. France, Belgium) have been developed for each specific profile. In Germany there is a “pragmatic” list of core competences related to *in-company trainer*²⁰.

Administration and planning

The adult trainer shall possess the skills necessary for developing training concepts and programs. The trainer shall also be able to design the content-related, methodological, organizational and technical aspects of training actions. He/she has also to be familiar with new ICT-based learning models. Moreover, he/she shall have good writing and communication skills.

The planning of training requires the knowledge of the main tools of needs analysis, the training market trends, the understanding of business processes, of institutional and/or legal

²⁰ In Belgium the profile of the adult trainer has been drawn up to develop specific training modules for trainers of adults. There has been quite a lot of research done in competence profiles of trainers, among which a Leonardo da Vinci project called Competent-Sys-Trainer (www.cstrainer.net), in which several transnational partners among which FAS, ILO and others participated. The project established a detailed analysis of the competences of the VET trainer.

In Germany the core competences of in company trainer are related to: planning and organization of vocational training processes

Supporting learners and learning processes, Evaluating and examining learners; assessing competences, Controlling and quality management, Knowledge of continuing vocational training context, Advice and coaching.

VET framework, the knowledge of design training concepts, actions and programmes, the mastery of project management tools.

He/she has to know VET and CVET legislation as well as financial rules.

Development and education

These activities require the mastery of principles and tools to assist and advice participants during the learning process, the knowledge on how to manage working groups and carry out training measures. The adult trainer does not only need technical skills (on specific matters), but also good “didactic” skills.

The following skills are considered to be the most important:

- Organisational skills: in relation with the practical management of the training and the placement periods,
- Communication skills : explaining, giving feedback, active listening skills
- Social skills: adapting to different groups of trainees (i.e. groups at risk, older trainees, gender sensitivity); sensitivity to the psychological aspects in a training situation,
- Coaching skills (i.e. giving feedback and advice).

The *Learning resources organization* requires the knowledge of ICT and e-learning tools, the knowledge of design the content-related, methodological, organizational, material and technical aspects of training measures.

Quality assurance

The training project is a compromise between company’s needs and people’s needs. The adult trainer has to assure efficiency in the training projects and shall be able to evaluate continuing training measures and results.

The adult trainer has a good knowledge of evaluation models and principles; he/she can use assessing and evaluation tools, and knows how to evaluate learning outcomes.

The following skills are the most important: assessment skills, recording the pedagogic dossier of the trainee (i.e. portfolio), the knowledge of quality management and *quality assurance* principles in the organization.

Networking with key actors

The market and learning opportunities are growing rapidly, as well as individual and social needs. The CVET providers must cooperate with many actors and the adult trainer has to be able to build and manage networks.

The following skills are considered the most important:

- Cooperation (to be able to work in a team and to co-operate with external partners),

- Communication and interpersonal skills,
- Active knowledge sharing ,
- Writing skills ,
- Negotiation (to realize agreements).

The following competences are also important: client-orientation (finding adequate solutions to problems of the client/trainee), ability to work constructively under stress, flexibility, and reliability (to act according to a code of conduct).

3.4.7. Trends and challenges

All CVET professions have to face a great change, although at different degrees, both at professional identity and professional competences level.

Adult trainers are characterized by the prevalence of activities connected to the management of learning environments, with important innovations in action from the methodological point of view, in particular for the increasing role of the ICT and self-learning (i.e. web coaching).

In this connection, it is important to consider two “tension elements”, namely:

- as for the professional relationship, there is a tendency to the "privatization" of the professional relationship, which for many trainers goes until the *free lance* professional status;
- as for the professional contents, there is a tendency for the adults trainers to focus themselves on a social type of job (more than technical), with competences related to guidance, tutoring, personal facilitation, towards profiles more and more of a consultancy type.

3.5. Training manager in training agency (TMA)

The report and analysis of this profile are based mainly on interviews made in Belgium, France, Germany, Italy and Malta. The 17 interviewees work in public institutions (except one in Malta).

It should be noted that main important factors affecting the work and status of the *Training manager in training agency (TMA)* in the countries studied are: the size or the specialization of the Centre/agency (type of training offer, target groups, etc.) .

3.5.1. Occupational context

In this study TMA mainly refers to VET centres heads (Belgium, Germany, Italy, Malta), to “competences centres” or to CVET departments directors (France, Belgium).

In the cases studied, the majority of TMA were men.

TMA has generally a university degree. For this profile there are no compulsory pre-service training programmes. It is also common, even if not mandatory, that those applying for posts of TMA will have undertaken a management training program.

As for in-service training, no mandatory requirements have been clearly stated in the countries. In three countries studied, TMA undergoes in-service training whenever possible. In terms of future development, several TMA perceive that it would be particularly helpful to benefit of more specific training (i.e. German interviewees).

In few countries there are specific professional standards:

- in France there are some occupational requirements in public training institutions²¹
- Italy introduced (from 2001) a national standard (which is not mandatory yet) for training managers in training agencies based on nine core competences areas²².
- In Belgium there are job profiles (i.e. VDAB)
- Malta uses NVQs standards for management professions (level 5).

²¹ See Référentiels d’emploi or des compétences of GRETA and AFPA network.

²² In Italy the main activities of TMA are defined as the following areas: Needs analysis, Design and planning, Services delivery, Monitoring and evaluation, Marketing, Quality assurance and research, General Management and HRM, Administration and budgeting, Guidance and counselling. TM has to assure above all: General Management and HRM, Marketing and Administration and budgeting.

Table 6 - Qualification requirements of Training manager in training agency

Qualification requirements	B	F	G	I	MT
Degree or other higher education qualification	●	●	●	○	●
Pre-service training	●	●	○	○	●
Training experience	●	●	●	●	●
Management/administrative training	●	●	●	●	●
Management experience	●	●	○	○	●

Mandatory = ● Not mandatory, but normally required prior to employment as a trainer = ○

3.5.2. Conditions of work

The TMA is employed on a permanent contract within his/her institution or organization (Training agencies, Training centres, Public administration services, Vocational Colleges, employment or guidance departments). Formally, the average working hours is 36-40. In practice, however, the interviewees reported a much higher number of weekly hours (more than 50 hrs/week). In this connection, a Belgian TMA stated that the “thinking” part of the function is very often taken back home. In fact, TMAs tend to be the “maids for all work”, having a broad scope of activities and a heavy workload.

The TMAs generally have higher salaries than trainers, depending also on the size of Centre or Department²³. The salary progress is generally limited, but in some country there is a performance based system. In several countries the TMAs are accountable to the public authorities.

3.5.3. Roles and responsibilities

When comparing the workload and functions of TMAs in these EU countries, we can observe some degree of similarity in their responsibilities. The main differences lie in the agency’s mission (oriented more to the market or to the public service)²⁴.

²³ There are various size of VET centres: our interviewees come from small centres (i.e. in Germany with 9 employees) and big (in Malta with more 200 employees).

²⁴ For instance in Belgium the TMA’s main activities are: management of the training provision, management of human resources, organisation management, customer relations management, management

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The core common mission of the TMA is the following: to represent his/her own organisation, to manage the relationships with training institutions, public institutions, customers and providers and to supervises all activities²⁵.

Administration and planning

Training managers in training agency set out a vision and the policy priorities of the training centre, plan, coordinate, follow-up and evaluate the training activities in the training centre in relation to the annual quantitative and qualitative objectives and the agency's policy plans.

They are important planners of training and services supply²⁶.

They prepare business plans and manage the budget of the training agency. He/she deals with reporting and financial issues.

Development and education

Training managers in training agency have to assure:

- recruitment of staff and of trainers;
- human capital management (they lead internal and external trainers)
- delegation
- professional development of own staff .

of the resources and infrastructure of the centre, safety and health regulations, project work and development.

²⁵ In Germany, the core tasks of this training centre head are planning, development and management of the centre, particularly long-term capacity training, occupancy of the workshops and the financial settlement of the inter-company training for the participating guilds. Organisation and implementation of practical journeyman examinations, including the development of practical examination assignments, is a further important duty. This takes place in close collaboration with all employees of the training centre.

²⁶ In Belgium and also in Italy, although the TM will act as a coach for his trainers and sometimes as a crisis manager, he will not intervene directly in the didactic processes, in the way pedagogic advisors in some institutions would do.

Quality assurance

Training managers in training agency have to supervise:

- services evaluation and follow- up
- quality and control processes²⁷
- performance evaluation.

Networking with key actors

TMA supervises and promotes relations with (local) stakeholders. He/she can also be responsible for training networks (with training agencies, public administrations, companies etc.) at local, national and international level. Moreover, he/she has to assure a continuing monitoring of training needs linked to labour market analysis.

3.5.4. Activities

The activities and tasks carried out by the TMA are described according to their main responsibilities, i.e. planning, administration, human resource management, quality assurance and networking.

Administration and planning

The administration and planning area includes above all general management activities: drawing-up and monitoring the planning schedule of the Centre, evaluating programmes, problem solving when bottlenecks or conflicts arise, as well as the day-to-day running of the centre/agency.

TMA assures a controlling and reporting system of the organisation, the management of the centre's resources and infrastructure (also planning the deployment of modern learning materials, such as e-learning).

TMA has the main focus on management duties, especially operational management, but he/she must have a strategic point of view on labour and training market, on companies' and trainees' demand. Therefore, labour market trends analysis, training providers' analysis and

²⁷ In many countries there are not only quality management system, but TM effectiveness evaluation (i.e. Belgium): achievement of the quantitative and qualitative objectives, quality of the management of the production capacity, efficient use of the production capacity and the human resources, efficient use of the resources.

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their implementation in the organization are more and more important (i.e. Belgium, Germany, and Italy).

In some cases, TMA has also to supervise the safety and health regulations, and monitor the safety management (i.e. Malta, Belgium).

Development and education

The core activity is the management of the training provision linked to the agency's annual policy and its quantitative and qualitative objectives: planning, coordination, follow-up and evaluation of training and guidance activities in the training centre.

Human resource management is one of the important parts of a TMA function and was considered by most interviewees as one of the most difficult. TMAs become more and more "proactive coaches".

Human resource management includes responsibilities such as recruitment of trainers, staff development and building.

From the TMA perspective, human resource development means to empower trainers to keep up with their professional self-development, using also self-evaluation.

TMA activities in the area of human resource development include:

- briefing, coaching, motivating, reporting and appraisal of the trainers' team as well as logistic and administrative support staff;
- periodic team meetings, appraisal interviews, planning and follow-up of the induction of new trainers in the team, stimulating competence development of trainers;
- supervising recruitment and information sessions for trainees, adjusting work load of trainers,
- assessing, analysing and identifying employees' competences.

Some TMAs claimed that this was the role which took up most of their time and energy (above all when the organization structure is big and includes several departments, i.e. Germany, Malta, Belgium, France).

In other cases, TMA has to assure also the management and the development of new forms of training and learning. He/she can keep abreast with new developments in ICT (e-learning, web-learning).

Quality assurance

Human resource development is very linked to quality assurance (QA). In Italy this function is related to the accreditation of training agencies. Nevertheless, QA is not yet a formal part of the responsibilities of the TMA in all countries. Generally the “open door” towards QA is the evaluation system (i.e. France) and/or the customer relations management (i.e. Belgium, Italy).

The quality assurance measures include above all the following activities:

- defining Quality booklets and internal standards,
- assuring and maintaining the quality of training provision in relation with the trainers
- implementing quality and communication plans, both internal and external.

In few cases (Belgium), TMA knows the use of QA advanced tools, such as management information database, balance score card.

Networking with key actors

He/she can assure an *entrepreneurial* and promotional role within the organization. TMAs are responsible for marketing the training agency as an attractive offer for companies and trainees. He/she has to develop training offer towards companies, local institutions, associations, social partners (i.e. France).

This function includes above all following activities:

- external relation management,
- customer relations management: building networks with sector organisations and enterprises,
- prospecting and negotiating with HR officers in enterprises,
- participating in conferences, job fairs, meetings,
- management of partnership or other kind of participation to local and national projects.

In some countries (i.e. Italy, Belgium) TMA has to enable and to encourage networking not only at local, but also at international level (i.e. in EU or international projects).

3.5.5. Competences

In the majority of the countries studied, the TMA needs a complex set of competences²⁸ in order to engage in the outlined activities. Most interviewed deemed this as being a hard job with difficult tasks requiring a lot of human (soft) skills.

Administration and planning

The administrative and planning duties require knowledge of the VET market, VET legislation and VET policies. There was an overall consensus among the interviewees on the need of knowledge in financial and budget issues as well as of project management (with related ICT tools).

The main competences required are:

- skills to use budgetary methods and tools,
- knowledge of control and accountability principles,
- knowledge of VET administrative rules,
- mastery of ICT-tools and knowledge of specific databases (such as the Management Information and the Balance Score Card).

In terms of planning, the TMA should conceive a business plan, including a vision on training and trainers development. This vision should fit with the annual organisational action plan and organization strategy. TMA has to be strongly result-oriented.

The main competences required are:

- knowledge of organisational context
- knowledge of principles and tools how can analyse the market scenarios and trends,
- marketing skills about how promote and/or sell training solutions and products,
- planning of services delivery,
- research skills in technical and new areas of learning and development (above all Malta, Belgium)
- project management,
- organisational skills,

²⁸ For instance in Belgium the core competences of manager of training centre are related to following activities areas: management of the training provision, management of human resources (people management), organisation management, customer relations management, management of the resources and infrastructure of the centre, safety and health regulations, project work and development.

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- ability to evaluate the training processes and results,
- time and self management skills.

There was an overall consensus among the interviewees on the need for an innovation culture orientation and bridging of organization value systems. Analytical thinking, problem solving skills and conflict management in crisis situation are even more important (i.e. one Belgian interview).

Development and education

Successful staff management and development require that the TMA pay attention to people management skills, i.e. communication skills, negotiation skills, conflict resolution skills.

Some of the most recurrent characteristics mentioned by the interviewees were inter-personal and coaching skills. The TMA should be tolerant, help to implement the cultural change within the organization and see the whole process – and trainer's role within the whole context in the organization.

The main competences required are related to:

- leadership (assertiveness, persuasiveness)
- performance assessment skills,
- coordination of group activities (leading staff meeting),
- empowerment of the own staff (also interviewing skills)
- interpersonal skills (i.e., negotiating),
- communication skills (oral and written, active listening, giving feed back),
- ability to work constructively under stress.

There was an overall consensus among the interviewees that reliability, a positive attitude towards diversity, adaptation to change are also needed.

TMA shall have a positive attitude towards new developments and shall motivate staff to continuous development and team working (i.e. Belgium, Italy, France). He/she also needs the ability to involve other people in new projects (i.e. Germany).

Quality assurance

There was an overall consensus among the interviewees that TMAs must become more and more familiar with Quality assurance principles. The problem is how QA system can be utilised to improve the functioning and the offer of training agency.

In order to perform quality assurance activities, the TMA should perform market analyses on a regular basis and assure that the results are disseminated and implemented in the organization.

The competences required are:

- analysis skills of training customers needs,
- customer relations management skills,
- knowledge of VET legal framework and quality assessment principles,
- knowledge of evaluation and monitoring tools (also at quantitative level, i.e. statistic, forecast) .

TMA must be also “client-oriented” by finding adequate solutions to problems of the trainee and have a positive attitude to self-evaluation.

Networking with key actors

Training agency and institutions are increasingly opening up to the local companies and collaboration with other institutions. This requires above all good communication and social skills. Other competences required are:

- negotiating skills to building networks,
- presentation skills,
- cooperation skills (working team),
- coordination skills (for project, meetings, ...).

The partnership management requires also the persuasiveness, reliability, active knowledge sharing and a positive attitude towards diversity (i.e. Belgium, France).

The international activities, which are growing, require language skills as well as cultural competences from both teachers and school heads.

3.5.6. Trends and challenges

Training managers in training agency are characterized by the prevalence of managerial activities and competences, with a strong attention to the training market and to the management of new learning environments and social demands. Their pedagogic role is somewhat underrated.

The heads of training centres indicated additional aims for their activity, such as effective management of the training centre, be a service provider for companies and their employees,

to motivate the employees of the training centre to act as service providers and to achieve a balance between what is technically desirable (state of the art technical qualification) and what is financially feasible. During the next few years, training agencies might be pressed to work out shorter and more cost efficient training programmes in a “deregulated” training market.

The main aim is the ability to be more proactive, setting out or refining the policy of the Centre/agency, reacting and adapting to continuous changes in the market. Therefore, being a training manager implies also an “emotional intelligence” and “rational” competences.

3.6. In-company training manager

The report and analysis of the profile are based mainly on the interviews made in France, Malta and Italy. Among the 8 interviewees, seven worked in private company and 1 in a public administration unit. In-company training managers (TMC) are all more than 35 years old. Women are a minority (only 3).

3.6.1. Occupational context

The interviewees have a qualification at university level; only one has only a vocational training qualification. With the growing size of the enterprise, many TMC have attended also some courses for their specific role, in economics, organization or human resources management (i.e. MBA, other master in training and education, work psychology, etc.) and they have a prior experience in a company or in a consulting agency.

In few countries there are specific professional standards:

- in France, although only in the case of public companies,
- in Malta they use NVQs standards (level 5) for these management professions.

Table 7 - Qualification requirements of in-company training manager.

Qualification requirements	F	I	MT
Degree or other higher education qualification	●	●	●
Preservice training and/or induction	●	●	●
Management/administrative training	●	○	●
Prior Professional experience in company sector	●	○	○
Management experience	●	○	●

Mandatory = ● Not mandatory, but normally required prior to employment as a trainer = ○

3.6.2. Conditions of work

Training managers (TMC) work in largest companies in private or public sectors²⁹ (more 500 employees), but one (Malta) works in a medium size company (less 150 employees).

All interviewees are employed on a permanent contract within their companies; weekly hours worked are on average 45, sometimes even more.

The TMC has a good salary, even if this depends on company policy and seniority level. The salary increases according to performance evaluation system.

3.6.3. Roles and responsibilities

Comparing the TMC functions in these 3 countries, we can observe a high degree of similarity in responsibilities. The main differences lie in the size of the company and the sector.

TMC provides learning opportunities to all the persons within the company so as to make them able to meet the current and future business (or institutional) objectives. This function may be carried out in the frame of a general managerial task, (for example management development) or as head of a special training department. In fact training departments are more and more affected by economic and financial factors which lead to outsourcing these functions.

²⁹ In Malta for instance TMC works in a 1500 employees company which manufactures semiconductors.

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In Malta TMC promotes also Total Quality Management Culture and assures General Human Resources administration.

The main responsibilities of TMC are the following:

Planning and Administration

- i) Planning of training provision
- ii) Recruitment of participants and target groups composition
- iii) Selecting methods and processes
- iv) Taking account of, checking and presenting cost-benefit analyses of training courses on offer
- v) Purchasing education services.

Development and education

He/she can assume responsibilities for all HRM related functions including:

- i) the selection, recruitment and development of company's employees (using competence approach),
- ii) Internal communication on training offer,
- iii) career development,
- iv) Needs analysis and personnel planning as they relate to the particular corporate philosophy,
- v) Corporate development, market development and organizational development.

Quality assurance

- i) Controlling training actions and results,
- ii) Monitoring and evaluation of training results related to personnel performances
- iii) Training quality management related to company quality system.

Networking with key actors

- i) Interaction with internal and external partners and dissemination of important information in the enterprise.

3.6.4. Activities

The activities and tasks carried out by the TMA are described according to their main responsibilities, i.e. planning, administration, human resource management, quality assurance and networking.

Planning and Administration

Administration and planning area includes above all general management activities, such as planning and scheduling activities, meetings, evaluation of the programmes, TMA must have a strategic point of view on company market and trainees demand.

TMC assures the company strategy implementation in training planning and must use a reporting system of the organisation.

He/she assures also the management of the training resources and infrastructure (also planning the deployment of modern learning materials). TMC cooperates strongly with line managers.

This area includes above all following activities:

- organizational needs analysis,
- purchasing education and training services (after benchmarking recognition)
- training design and planning
- training agreement with management and trainees
- training pathways organization (also tailor made)
- project management
- monitoring and follow up
- budgeting and administration

Development and education

Human resource management is the most important part of a TMC function, as a “man of organizational development” and a “personal coach”. Human resource management includes responsibilities such as recruitment, staff development and building, career development (i.e. France, Italy). HRD from the perspective of the in-company training manager means to empower employees to keep up with their professional performance.

TMC activities in the area of HRD are:

- identify core competences and personnel needs

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- monitoring on professional competences trends, company and labour market needs
- learning facilitation and supporting
- learning resources management (also with new ICT).

In terms of human resource development, the following activities are included:

- competence analysis and recognition
- coaching and advising
- organization of continuing professional development
- staff leading and team building
- trainees performances assessment (such as Job Evaluation, succession planning, salary policy).

TMC plays a coordination role in working teams and has frequent interviews with personnel and trainees, above all for following up activities (i.e. France).

In some interviews (Malta) also the knowledge of industrial relations (with collective agreements) and safety and health insurance management activities were stressed.

Quality assurance

Human resource development is very linked to quality assurance (QA), above all to performances evaluation system and customer relation management.

The quality assurance measures include the following activities:

- defining internal quality standards of training services,
- controlling the quality of training in relation with the trainers,
- implementing quality and communication plan,
- monitoring of training actions and results,
- follow up on projects R.O.I. (return on investment).

Networking with key actors

TMC are responsible for internal marketing and partners' relationship (above all suppliers and other company stakeholders).

He/she has to develop a training supply which is coherent with the company's goals and the trainees' needs.

This function includes the following activities:

- external relation management,
- customer relations management,
- negotiating with line managers,
- participating in conferences, workshop, meetings,
- management of partnership,

3.6.5. Competences

Our study showed that the TMC has to be able to implement an integrated set of competences. The division is partly artificial, as the relationship between competences and tasks and responsibilities is rarely this clear-cut.

There was an overall consensus among the interviewees that above all project management skills, customer service orientation and “strategic competences” (i.e. France, Italy) are needed.

Planning and Administration

The administrative and planning duties require knowledge of company market, HRM policies. France and Malta interviewees stressed also the need of knowledge of VET legislation and financing (above all for recruitment), at national and European level. Moreover, knowledge of budgetary issues and the project management are also needed.

The main competences required are:

- design and planning skills
- working group skills
- customer orientation
- knowledge of training market with benchmarking recognition,
- knowledge and skills of searching training providers,
- knowledge of accounting and budgeting principles.

In terms of planning, the TMC should work out a training action plan according to the organization’s strategy. TMC has to be strongly result-oriented (i.e. Malta).

The other competences required are: knowledge of organisational context, ability to evaluate the training processes and results, time and self management skills.

Development and education

Successful human resources management requires very good “soft skills”, above all to manage interpersonal relations.

Some of the most recurrent characteristics mentioned by the interviewees were: the TMC should be tolerant, help to implement the cultural change within the organization and see the training process within the whole context in the organization.

The main competences required are related to:

- knowledge of company context, occupational market trends, business strategy
- Training and Needs Analysis
- advice, guidance and coaching skills
- empowerment skills
- coordination of group activities
- competences analysis, assessment and certification (performance assessment skills)
- use interviews and other psycho-social tools (i.e. BEI interview, Role Model Questionnaire, ...).

Using people management tools needs also leadership (assertiveness, persuasiveness), interpersonal skills (i.e., negotiating) and communication skills (oral and written, active listening, giving feed back) as well as the ability to work constructively under stress.

There was an overall consensus among the interviewees that reliability, a positive attitude towards diversity and be adaptive to change are also needed.

Quality assurance

All interviewees work in organizational contexts with a Quality assurance system. Moreover, training departments and services must follow QA system procedures and tools.

This area requires above all:

- Knowledge of QA and Total Quality Management principles
- Knowledge of appraisal of the trainers’ team performance
- follow-up skills
- briefing skills
- reporting skills

- knowledge of ICT tools.

In order to assure the quality of training, the TMC should be “client-orientedness” and have a positive attitude towards self-evaluation.

The competences required are: analysis skills of training customers needs and customer relations management skills.

Networking with key actors

Companies are increasing more and more the network with suppliers and customers. This requires above all good social skills and flexibility. Other competences required are:

- negotiating skills to manage partnership,
- presentation skills,
- cooperation skills (working team),
- coordination skills (for project, meetings, ...).

The partnership management requires also the persuasiveness, reliability, active knowledge sharing and a positive attitude towards diversity.

3.6.6. Trends and challenges

In-company training managers are characterized by the prevalence of managerial activities and competences with a strong economical emphasis. Therefore the trend goes from the “educational” pole towards the “business” (company) pole.

There was an overall consensus among the interviewees about the need of a changing proactive culture (anticipation) and a continuous professional development perspective, to help integration between training and organization³⁰.

In some cases there is a tendency to enlarge coaching and advice functions (towards an internal *personal consultant*). In other cases, competences in e-services are more and more required. E-learning may modify and change the learning patterns.

³⁰ A Malta interviewee asked: What value am I adding as a training manager to the whole process?

4. Roles, activities and competences for VET professions: a synthesis

IVET teachers: from teaching to learning environment management?

The pilot study points to the fact that the role of IVET teachers is becoming more and more heterogeneous and thus not only encompasses the actual teaching but also to help in guiding students in their educational choices. They have to act as counsellors, perform administrative and managerial tasks, plan, conduct research and cooperate with colleagues and external partners (other institutions, enterprises, public authorities, parents, etc.). The IVET teacher has to perform a great variety of tasks and activities besides the actual teaching ranging from taking part in VET reforms to interacting with parents. In general, the IVET teachers have a considerable degree of freedom in the pedagogical planning and implementation but the quality assurance of the educational activities is very different from country to country. Depending on the educational culture and tradition, the Quality Assurance (QA) measures are ranging from being very sporadic to systematic evaluations – external and by the students, peer reviews etc.

The responsibilities, activities/tasks and required competences of IVET teachers have been summarised in the following table (Table 8).

Table 8 - Responsibilities, activities and required competences of IVET teachers.

<i>Responsibilities</i>	<i>Activities/tasks</i>	<i>Competences</i>
Administration and planning	Participation in curriculum design Planning of teaching Team-work in the education planning process	Knowledge of subject/field corresponding with needs of curriculum knowledge of learning theories and pedagogical and didactical principles knowledge of the principles of curriculum design the ability to transform knowledge into the education process the ability to integrate cross disciplinary knowledge into curriculum design Team-work ability Sharing one's expertise
Development and education	Guiding and coaching students with regard to their performance and future educational choices	Knowledge of subject/field corresponding with needs of curriculum knowledge of and ability to use tools of

	<p>Performing teaching activities</p> <p>Participation in VET reforms</p>	<p>pedagogical communication</p> <p>knowledge of educational legislation and VET system</p> <p>ICT skills</p> <p>Ability to transform knowledge into the education process</p> <p>Ability to adapt teaching to the individual needs of students and the institution</p> <p>Ability to use assessment and diagnostic tools</p> <p>Communication skills</p> <p>Human skills, empathy and tolerance, e.g. respecting psychological, social and cultural aspects</p> <p>Sensitivity to social relations in the classroom</p> <p>Conflict management</p> <p>Willingness to develop oneself</p>
Quality assurance	<p>Evaluation and assessment</p> <p>Continuing Professional Development (CPD)</p>	<p>Knowledge of the theory of assessment and evaluation</p> <p>ability to apply the theoretical knowledge on assessment and evaluation to the educational process</p>
Networking with key actors	<p>Maintaining links with original craft, labour market and technological development</p> <p>Co-operation with parents, school management and colleagues</p>	<p>Knowledge of the developments in one's own field and society at large</p> <p>Networking skills (e.g. setting up and maintaining contacts)</p> <p>Ability to search and process new vocational information from the field/craft</p> <p>Ability to manage meetings with parents, colleagues and other stakeholders</p> <p>Communication skills</p> <p>Inter-personal skills</p> <p>Problem-solving skills</p>

IVET trainers: from training to change agent in company?

It seems that here has been a paradigmatic shift from teaching and 'passing on' knowledge to self-directed learning that is sometimes accomplished in teams. Active participation from the apprentice is expected and supported. The apprentice's level of motivation is regarded as a key to successful training and to the level of support provided by company trainers.

In general, there has been a trend over the last ten years in how trainers and apprentices themselves view responsibility and participation. Although the overall legal responsibility for in-company training still lies with the employer, trainees have been given more saying in their training. This is of course also largely in line with the general societal trend toward giving individuals more freedom and responsibility. Logbooks serve as a “support system” for trainers, trainees, companies and vocational training centres. This support system is used to varying degrees. The use of logbooks or individual electronic training plans increases with the company size.

Generally, IVET trainers are employed full-time in a specific position. Their working conditions are normally the same as those of the non-training staff. In other words, there are no special conditions for IVET trainers. They have more working hours and higher salaries than non-training personnel. However, this is not due to their training duties but to their higher age, longer occupational careers and the fact that they generally hold a position of responsibility. As a rule, training functions are not given any special treatment.

The main tasks of full-time specialised in-company trainer are: planning, organisation, execution and supervision of the training in relation to providing the company with the needed future trained staff. In addition to the professional aspect, trainers play an important role in the professional socialization of young people since they are models for social conduct and communication style and generally contribute to teaching vocational ‘virtues’ such as punctuality, orderliness and tidiness.

The responsibilities, activities/tasks and required competences of IVET trainers have been summarised in the following table (Table 9).

Table 9 - Responsibilities, activities and required competences of IVET trainers.

Responsibilities	Activities/tasks	Competences
Administration and planning	Planning and structuring the in-company training Selection of “typical” workplaces and working tasks corresponding to expected “learning outcomes” Participation local/regional training commissions Organising and managing of training projects Coordination and/or guidance of other (part-time) trainers	Knowledge of one’s own occupational field knowledge of learning theories and principles Knowledge of the principles and tools of project management Ability to moderate team meetings Ability to identify opportunities in the work process/context for learning Willingness to professional growth Ability to communicate the roles and responsibilities of trainers and training, with regard to medium and long-term goals of the company

		<p>Communication skills</p> <p>Interpersonal skills such as team-working and negotiation skills</p>
Development and education	<p>Setting up learning goals and outcomes (catalogue)</p> <p>Individual and team teaching</p> <p>Assessment of learning outcomes</p> <p>Setting up individual training plans</p> <p>Follow up of the learning process/progress</p>	<p><i>Knowledge and mastery of specific matter</i></p> <p>Ability to combine learning and work</p> <p>ability to detect learning opportunities in the work process</p> <p>Willingness to professional growth</p> <p>Ability to individualise the instruction</p> <p>Ability to motivate and guide students towards learner autonomy</p> <p>Ability to communicate and cooperate with youth in training framework and develop their social competence</p> <p>Ability to guide and motivate apprentices to productive self-directed learning</p>
Quality assurance	<p>Assessment and evaluation and orientation of apprentices</p> <p>Participation in local/regional commissions (examination)</p>	<p>Knowledge of evaluation principles</p> <p>knowledge of QA principles</p> <p>knowledge of legislation and regulations</p> <p>ability to prepare and develop an evaluation tool</p>
Networking with key actors	<p>Cooperation with external partners, other enterprises, schools, training institutions, trainers' networks</p> <p>Cooperation with schools/enterprises in exchange activities</p>	<p>Knowledge of partnership roles and cooperation knowledge of networking principles</p> <p>Ability to convey the social value and responsibility of in-company training</p> <p>ability to manage training relationship (and also related conflicts) in company and at local level</p> <p>Communication skills</p> <p>Interpersonal skills such as team-working and negotiation skills</p>

IVET principals: administrators and visionaries

This pilot study points to the fact that principals are more and more the administrative heads of their institutions. Their administrative burden has grown with the increasing reporting required by the different authorities and particularly with the pressure for forward planning, such as drawing up strategies and visions for the future. The principals' role as the pedagogical leaders, on the other hand, has diminished as teachers have become more autonomous.

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The responsibilities, activities/tasks and required competences of IVET principals have been summarised in the following table (Table 10).

Table 10 - Responsibilities, activities and required competences of IVET principals in England, Estonia, and Finland.

Responsibilities	Activities	Competences
Administration and planning	Reporting Forward planning Financial management	Knowledge of legislation knowledge of anticipation and forecasting theory knowledge of educational policy and priorities knowledge of finances and economics ability to analyse and synthesise data Reporting skills Ability to detect signals of change and trends
Development and education	Recruitment Dismissal CPD of staff Encouraging collaboration and institutional development	Knowledge of legislation and regulations Knowledge of human resource management theories Leadership skills Conflict management skills Communication skills Human skills, e.g. sensitivity to emotions, willingness to listen, empathy
Quality assurance	Self-evaluation of institution Follow-up and utilisation of QA results	Knowledge of QA ideology, systems, theory and tools Ability to adapt QA theory into practice ability to utilize evaluation results for development
Networking with key actors	Marketing of the institution Networking with the world of work, education administration and other institutions Internationalisation	Knowledge of political priorities knowledge of marketing strategies ability to set up and maintain networks with relevant parties Communication skills Social skills Language skills Cultural competence

Adult trainer: people-oriented or business-oriented?

Adult trainers have to face new demands and challenges linked to lifelong learning, new learning organizations, market-orientation, changing occupational paths and their implications for initial and continuing training. They are currently undergoing a radical change. They have to master not only fundamentals of learning and teaching, methods of initial and continuing training, but have to become above all learning facilitators.

This pilot study points to the fact that adult trainers are more and more administrative and business-oriented profiles.

The responsibilities, activities/tasks and required competences of adult trainer have been summarised in the following table (Table 11).

Table 11 - Responsibilities, activities and the required competences of adult trainers

<i>Responsibilities</i>	<i>Activities and tasks</i>	<i>Competences</i>
Administration and planning	<p>Identification of learning needs, challenges and individual learning requirements</p> <p>Organization and planning of training/learning processes administration</p>	<p>Knowledge of main training market trends</p> <p>knowledge of of business processes and take these processes into account during training</p> <p>Knowledge of institutional and/or legal VET framework</p> <p>Knowledge of training design concepts, actions and programmers</p> <p>Knowledge of administration, regulations and finances knowledge of project management principles</p> <p>Ability to use budget management tools and principles</p> <p>Ability to apply project management tools</p> <p>Ability to use main tools of needs analysis</p> <p>ability to design content-related training measures taking into account methodological, organizational and technical aspects</p> <p>Team-working skills</p> <p>Client-orientedness (finding adequate solutions to problems of the client-trainee)</p>
Development and education	Contents teaching or learning facilitation	<p>Knowledge of learning theories and pedagogy</p> <p>ability to carry out training measures adapted to participants</p> <p>Communication skills</p> <p>flexibility, positive attitude</p>

	Supporting learners and learning processes	<p>Ability to assist and coach participants during the learning process</p> <p>ability to carry out training measures adapted to participants</p> <p>ability to manage working groups</p> <p>Human skills, e.g. tolerance, readiness to share,</p>
	Learning resources organisation	<p>Ability to use ICT tools</p> <p>ability to design content-related training measures taking into account methodological, organisational and technical aspects</p>
Quality assurance	Monitoring learners and the learning process	<p>Knowledge of evaluation theory and principles</p> <p>knowledge set in educational curricula, certification and accreditation systems and standards</p> <p>Knowledge of QA principles</p> <p>Ability to apply quality management and quality assurance principles</p> <p>ability to evaluate and examine learners results</p> <p>ability to use assessing and follow-up evaluation tools</p> <p>ability to evaluate continuing training measures</p> <p>ability to assess competences</p>
Networking with key actors	<p>Marketing of training products and/or services</p> <p>Team meeting organization and encounters</p> <p>Internal and external cooperation with colleagues</p>	<p>Cooperativeness</p> <p>Willingness to knowledge sharing</p> <p>Communication and interpersonal skills</p> <p>Negotiation skills</p>

Training manager in training agency: between general management and marketing

The training manager in training agency has above all an organisational and promotional role vis-à-vis the training market. He/she can assume more and more responsibilities for building and managing training networks (with training agencies, public administration, companies) at local, national and international level.

This pilot study shows that training managers are more and more business-oriented.

The responsibilities, activities/tasks and required competences of training manager in training agency have been summarised in the following table (Table 12).

Table 12 - Responsibilities, activities and the required competences of Training manager in training agency

<i>Responsibilities</i>	<i>Main Activities and tasks</i>	<i>Competences</i>
Administration and planning	Labour and training market analysis	<p>Knowledge</p> <p>of education and training market context and trends of institutional and/or legal VET framework (legislation, policies, ...) and trends</p> <p>Skills</p> <p>to use main tools of market analysis and marketing to analyze market trends and training needs to time management</p> <p>Competences</p> <p>Problem solving</p>
	Planning of training offer and other services	<p>Knowledge</p> <p>of the principles of projects design of organisational processes of business plan principles</p> <p>Skills:</p> <p>to plan services delivery to use project management tools to evaluate processes and results</p> <p>Competences</p> <p>Visioning to implement the cultural change within the organisation result-oriented open to innovation aptitude to self-development</p>
	Budget controlling and accountability	<p>Knowledge</p> <p>of accounting principles, financial and budgeting matters of VET administrative rules and dues</p> <p>Skills</p> <p>to use budgeting methods and tools to use specific ICT tools for accounting and administration</p> <p>Competences</p> <p>Analytical thinking</p>
Development and education	Planning and coordination the training provision	<p>Knowledge</p> <p>of project management principles</p>

		<p>Skills</p> <ul style="list-style-type: none"> to use management tools to evaluate the training processes and results to coordinate of group activity <p>Competences</p> <ul style="list-style-type: none"> Positive attitude towards innovation
	HRM management	<p>Knowledge</p> <ul style="list-style-type: none"> of HRM principles and tools <p>Skills</p> <ul style="list-style-type: none"> to use people management tools to advice and coach to assess performances to empower staff to interview Communication skills (oral and written, active listening) team working <p>Competences</p> <ul style="list-style-type: none"> leadership interpersonal skills (conflict management, negotiating, positive attitude to diversity) resistance to stress reliability
Quality assurance	Quality management	<p>Knowledge</p> <ul style="list-style-type: none"> of QA principles of VET legal framework of quality evaluation tools (i.e. balance score card) <p>Skills</p> <ul style="list-style-type: none"> To define quality booklet To use quantitative evaluation tools (statistic, forecasts) <p>Competences</p> <ul style="list-style-type: none"> Analytical thinking
	Customer relations management (CRM)	<p>Knowledge</p> <ul style="list-style-type: none"> of CRM principles <p>Skills</p> <ul style="list-style-type: none"> To implement quality communication plan To use CMR tools

		<p>Competences</p> <p>Client-orientation</p> <p>Self-evaluation</p>
Networking with key actors	Promoting and/or selling training solutions and products	<p>Skills</p> <p>to sell and market</p> <p>to manage customer relationships</p> <p>Competences</p> <p>persuasiveness</p>
	Setting up relations with (local) stakeholders	<p>Skills</p> <p>To Retain clients</p> <p>To manage a partnership</p> <p>team-working skills</p> <p>Moderation of network</p> <p>accountability</p> <p>Communication skills (oral and written, active listening, presentation)</p> <p>Competences</p> <p>interpersonal skills, (e.g. conflict management, negotiating, positive attitude to diversity)</p> <p>reliability</p>

In-company training manager: between people management and “company value” management

In-company training managers have to manage more and more not only traditional human resource-related tasks and learning environment and processes, but also the purchase of external training services, the measurement of training results and their contribution to the performance of the organisation. The training strategy is closely linked to commitment and business results. In fact companies are more and more outsourcing at least some components of the training supply, due to economic and financial factors. The responsibilities, activities/tasks and required competences of in-company training manager have been summarised in the following table (Table 13).

Table 13 - Responsibilities, activities and the required competences of in-company training manager

Responsibilities	Main Activities and tasks	Competences
Administration and planning	Needs analysis and recruitment	<p>Knowledge</p> <p>of company market and strategy</p> <p>Skills</p> <p>to analyse training customers needs, using different methods and techniques, (e.g. use interviews for personnel recruitment)</p> <p>to identify company priorities for training</p> <p>to assure customers to training services</p> <p>Competences</p>
	Purchasing education services	<p>Knowledge</p> <p>of VET legal and financing framework</p> <p>of training market (providers, prices etc)</p> <p>Skills</p> <p>To search training providers</p> <p>To benchmark training solutions</p> <p>Competences</p> <p>result-oriented</p>
	Training design and planning	<p>Knowledge</p> <p>of the principles of projects design</p> <p>of organisational processes</p> <p>of new training tools (ICT based)</p> <p>Skills:</p> <p>to plan services delivery</p> <p>to use project management tools</p> <p>Competences</p> <p>aptitude to self-development</p>
	Monitoring and follow up	<p>Knowledge</p> <p>of assessment and evaluation principles</p> <p>of QA principles</p> <p>Skills</p> <p>to use training evaluation models, indicators and reporting tools</p> <p>to use performance assessment tools</p>
	Budgeting and controlling	<p>Knowledge</p>

<i>Responsibilities</i>	<i>Main Activities and tasks</i>	<i>Competences</i>
		<p>of accounting and administration principles of CVET legislation and financing</p> <p>Skills to use budget management tools</p> <p>Competences Analytical thinking</p>
Development and education	Planning and coordination the training provision	<p>Knowledge of project management principles of learning theories and pedagogy</p> <p>Skills to use management tools to evaluate the training processes and results to coordinate of group activity</p> <p>Competences problem solving skills Positive attitude towards innovation</p>
	HR management	<p>Knowledge of HRM principles and tools of communication principles</p> <p>Skills to use people management tools (e.g. empowerment of staff, advice and coaching skills) to assess performances Communication skills (oral and written, active listening, ...) Team working</p> <p>Competences Leadership personal skills, (e.g. Assertiveness) persuasiveness, self-reflection resistance to stress aptitude to self-development</p>
Quality assurance	Quality management	<p>Knowledge of QA principles of appraisal principles of ICT tools</p> <p>Skills</p>

<i>Responsibilities</i>	<i>Main Activities and tasks</i>	<i>Competences</i>
		to evaluate training processes and results to reporting and briefing To implement quality communication plan Competences Analytical thinking
Networking with key actors	Internal relations management	Knowledge of Customer Relation Management (CMR) principles Skills To coordinate inter-functional groups Competences Client-orientedness
	External relation management	Skills To meeting organization Negotiation team-working skills Communication skills (oral and written, active listening, presentation, ...) Competences Persuasiveness interpersonal skills, (e.g. conflict management) positive attitude to diversity reliability flexibility

5. Conclusions

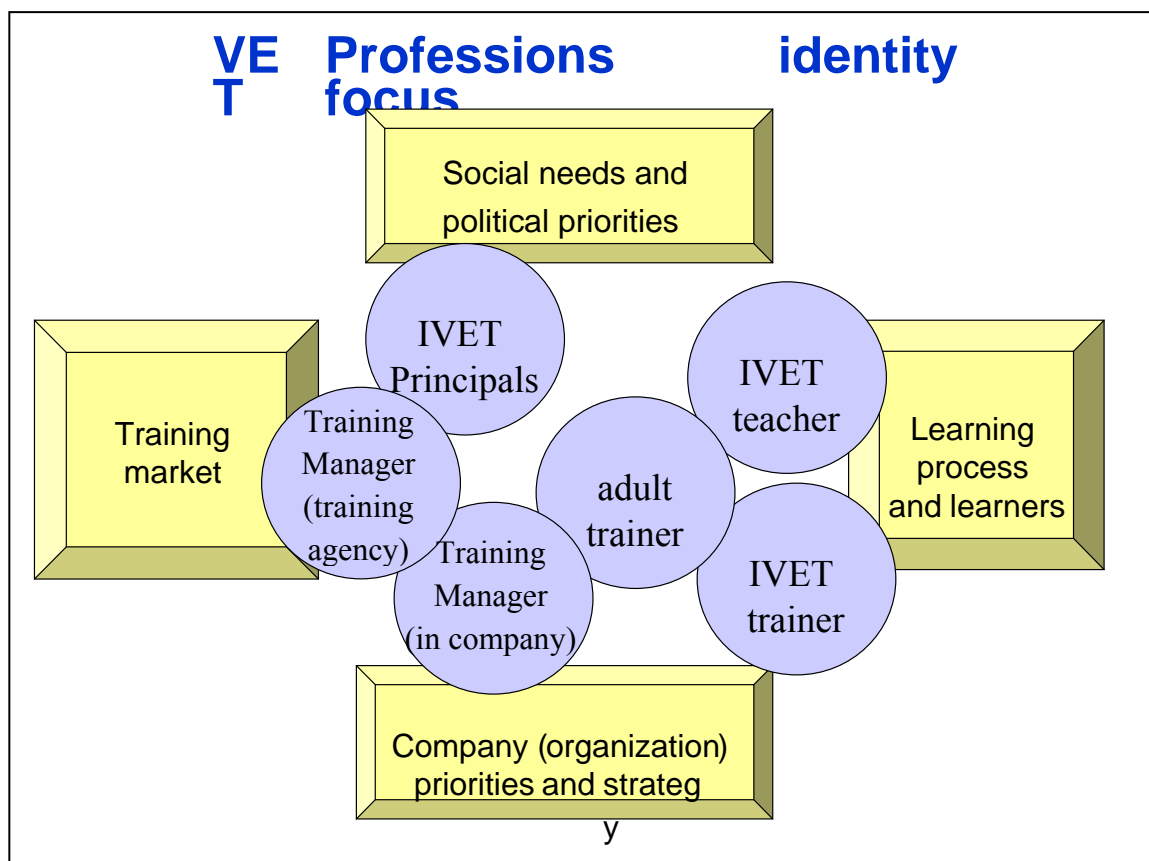
Based on the outcomes of the pilot phase it would seem that even though the teacher and trainer population is far from homogenous in Europe, a comparative approach to VET professions is both possible and necessary. The pilot study showed that in the countries studied there are some convergences of functions and competences (especially in terms of competences) in the real job profiles, as if the trends were common in the “professional family”.

VET professions: common factors affecting the professional identity

There are several factors affecting the professional identity and values of VET professions (at macro, meso and micro level), such as:

- social needs and/or political priorities,
- training market opportunities and rules,
- company (organization) strategy and priorities,
- learners and learning process.

The picture below represents these main trends.



There are nevertheless many convergences in this professional framework, especially concerning the competences. These competences are more and more required to face new social demand of education and training (at individual, organisational and territorial level).

In fact, all VET professions are to a large extent influenced by the “democratisation” of learning developments where the traditional training roles have evolved into being more about coaching, guiding, mentoring and supporting. In addition, the student and trainees expect more autonomy and freedom of choice.

Moreover, the study showed that the challenges and demands set on the various VET professions are surprisingly similar across the countries studied. An example of this are the functions of teachers and trainers. The trainers are increasingly in charge of responsibilities that earlier belonged to the teachers only. Such responsibilities are for example training needs analysis, guiding and counselling and quality assurance. Similarly, the functions and responsibilities of principals and training managers converge.

VET professions: a complex professional family with a difficult identity

Professional profiles and the related competences are changing faster and faster. Professions which used to be about simple and straightforward transfer of knowledge and skills as well as support to students and trainees have become very complex. This complexity requires that the professional development and support of teachers, trainers, training managers and principals should be high on the agenda.

In fact the changes of training market has had a major impact not only on organising working practices and training core activities, but above all on professional identity.

In many countries VET reform or training services evolution have also meant that many professional trainers change their roles and status or no longer conserve their job. It seems that these problems could be increased also by lack of professional standards.

Shortage of qualifications and appropriate continuing professional development (CPD)

The challenges identified during the study included very strong points, such as:

- the need to provide vocational education to new target groups (to assure the social cohesion);
- changing paradigms in formal and non-formal learning;
- improving cooperation between training institutions and the world of work;
- the increasing role of information and communication technology (ICT) in learning processes.

Therefore VET professionals need to acquire new skills and knowledge: not only “soft skills” (communication, change management, team working, networking, self-development, etc.), but also new cultural and pedagogical skills (in line with the “learner centred” approach, web based and/or on-the-job learning techniques), and customer (market) oriented skills.

Furthermore, a rising topic in many countries is the so called institutional or community competences (community of practice), where all the necessary competences can be found collectively within the working community and where individuals have an opportunity to specialise and nurture their specialisation through CPD (continuous professional development).

It should also mean that in Europe we should move from CPD rhetoric - just talking about the necessity of professional development - to action. The pilot study has shown yet that the resources allocated to CPD are not at all in line with the emphasis and priority the area is given on a policy level. The need for continuing training has been expressed in all interviews and the frustration that the provision and opportunity for relevant training was not matched with the need was articulated in many of the interviews.

Many VET reforms or local initiatives have not paid enough attention to this issue. On the contrary, there is also a claim for a better financial base and greater independence for learning processes for training professionals.

Some issues to be addressed at policy level

With the increased emphasis on lifelong learning, teachers, trainers, training managers and principals as learning facilitators can be regarded as one of the core professions in the “knowledge society”. Education, thus also VET professions, are central in a knowledge-base society. They create knowledge and skills and have an important role in dissemination and in anticipating future developments and needs. Furthermore, these learning facilitators in both vocational institutions and work places are the keys to achieving the Lisbon goals on the quality, effectiveness and accessibility in education.

If the VET professions are to live up to the Lisbon goals, this area is definitely important in terms of resources and opportunities for the knowledge challenge. Furthermore, the lack of the competences will make it more than difficult to match the expectations of customers (learners and companies) and of society as such thus potentially lowering the attractiveness of VET instead of raising it – and therefore not living up to the objectives in the Copenhagen and Maastricht process.

Important is the demand for stronger training commitment, ensuring that professionals have enough time to take part in in-service training programs. Training programs will only be

effective if organisations and institutions show their commitment through their own active participation and by ensuring that training is allocated adequate time and financial support.

Change to training programmes, particularly when encouraged by a public co-investment, should involve all stakeholders and allow participants to develop a sense of ownership and commitment to the policies and the investment.

The study showed also some lines of possible actions to improve VET professions, above all towards the following directions:

- support the development of common standards of competences as a pre-condition to enter the profession;
- support recognition and validation of experiential learning;
- encourage access to IVET and CVET programs;
- provide incentives to CPD;
- provide learning opportunities for new competences needed;
- support VET providers in designing innovative IVET and CVET programs based on emerging “core” competences.