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The EUROTRAINER study set out to provide an overview and analysis of the situation of trainers in enterprises in the 32 European countries concerning trainers' tasks and responsibilities, competences, continuing professional development and status, among other aspects. The overall objective of the study was to provide a better understanding of the issues, requirements and challenges with which the target group is confronted in their professional environment and to

- Identify central questions and issues related to the target group and trainers' work situation;
- Determine areas which require special attention and action;
- Analyse similarities and differences in the trends of European countries;
- Identify 'good practice examples' and delineate how and with what kinds of modifications and future implications those could evolve into further initiatives on a local, regional, national, sectoral and/or European level.

In addition, the study aimed at making the trainer profession more visible and attractive not only by undertaking research in the area, but also through a

series of dissemination activities and exchange with stakeholders and expert institutions at the national and international level.

Based on a decentralised approach in cooperation with seventeen consortium partners, the study involved a combination of different

methodologies to assess recent developments in the area of VET trainers in enterprises across Europe and to formulate guidelines to better support this target group in their work. The methods that the study applied included i) a literature review and secondary analysis of existing data and materials from different sources; ii) a questionnaire that was distributed among national experts in 30 European countries. For the results of this small-scale survey 280 filled questionnaires were considered; and iii) semi-structured interviews with national experts (57 in total). Compiled and elaborated by the project partners, the country reports were in the first place based on secondary analysis, but also included results from the qualitative interviews. The outcomes of the survey did not form part of the national-level analysis since the sample sizes by country were too small. Thus, the survey was in the first place interpreted in an international comparative perspective, aggregating the responses on a European level.

Making the trainer profession more visible and attractive.

Overview and analysis of the situation of trainers in enterprises in 32 European countries.

Target Group

The study investigates the situation of in-company trainers. The project partners identified this target group to be

»people, who stimulate learning and integrate initial and/or continuing training and education functions into their jobs (preferably by actively engaging in carrying out training activities) and who are employed by a private or public enterprise.«



Summary of findings

At first glance one would expect that in the framework of national economies trainers as a target group can most easily be reached by integrating the training perspective into national or sectoral policies that structure education and labour markets. However, our analyses revealed that the issues relating to the situation of trainers is much more complex and that trainers in enterprises are difficult to reach out to, particularly if companies and management do not acknowledge the importance and changing role of training in knowledge-based economies. The national reports made clear that whether companies value the training they offer and invest in training does not only depend on the national training tradition and legal frameworks of educational and labour market policies, but also to large extent on current economic and overall labour market developments. Where due to the tight economic situation companies are put under pressure for rationalisation, resources

Companies need to acknowledge the changing role of trainers.

for training and the continuing professional development of staff, including trainers, typically is one of the first areas affected by cost saving measures. Only in exceptional cases do companies compensate quantitative rationalisation with higher investments in quality and human resources. On the other hand, the labour market situation in terms of unemployment rates also has a strong impact on the investments companies make in training. We found that in countries where the workforce supply is higher than the demand due to high rates of unemployment – youth unemployment rates in particular – companies tend to pay less attention to the quality of the training they provide.

This is the case in most transition countries, for example, where companies largely ignore the important role of training and its possible benefits. One reason might be that companies have a choice in their recruitment process from an abundant workforce supply. By contrast, in countries where labour supply is less than labour demand and companies have difficulties finding enough people and new recruits with the right sets of skills, training turns into an important factor of competitive advantage to attract young motivated trainees. In Austria, Denmark

and Finland, for example, workforce shortages have induced new debates and measures in the area of training in which aspects of quality monitoring and generating organisational commitment of employees through training offers are important factors. Where companies regard training as being important, trainers also derive benefits, because their work is put in the centre of attention and becomes more highly valued and recognised. Ultimately, if training and trainers' work are considered important for the company, a positive impact is generated on trainers' status and their further continuing professional development as they will receive more support from their employer.

While the organisational approach towards training – either at the level of the individual company or at a more collective level,

for example, in a particular sector – is one key determinant of the situation and status of trainers it is important to keep in mind that the status of trainers also depends on the status of their work environment in general, such as the sectoral or occupational area in which they work and what status vocational training, the vocational route and skilled workers have in general in society. The reputation and responsibilities of trainers vary a lot according to the location and extent to which the programmes and qualifications they deliver are perceived as having high or low status. This variability due to status extends beyond organisational policies at the company level, but rather addresses national policies of different areas. In the UK, for example, government-funded work-based programmes for young people (such as apprenticeships) generally are of very low status and this also affects the position of trainers in society. In Hungary, the social status of skilled workers is generally low so the vocational route and basic vocational training are also of very low prestige. In Germany and Austria, by contrast, the vocational route has traditionally been well recognised and receives a lot of support at different policy levels. From such a tradition trainers are much better positioned.

One major difficulty in addressing trainers and assessing their work, qualification and status in Europe derives from the fact that most trainers – in fact the vast majority of trainers in most European countries – are not recognised as a distinct category, neither in

Where companies regard training as important trainers also derive benefits.

terms of their function nor as an occupational group. In the first place this is true for skilled workers in companies who assume training functions as part of their regular job and thus operate as part-time trainers. But even where full-time trainers exist, they may not be recognised as a particular employee category by legislation or the company. Where the occupational or employee category of ‘trainer’ is absent no statistical data are being generated for this group, which could specify their socio-economic characteristics such as employment status, social background, educational level, age or gender. This partly explains why in many countries data and background information on the situation of trainers are not available. In most cases only limited data were available on the basis of national statistics on training or from educational institutions in charge of certifying the training of trainers at different levels. Thus, one important step forward to better assess the situation of trainers would be a requirement to include this perspective or category when national or sectoral employment and labour market statistics are being generated.

Apart from statistical difficulties other issues derive from the trainer, tutor or instructor not being designated as a professional profile, but rather as a functional role. Obviously, employees who assume training functions without obtaining a certain status, recognition or designation as ‘trainer’ or ‘tutor’ will not develop an identity as a trainer. Not surprisingly, part-time trainers typically do not see themselves as trainers but as ordinary workers for whom training constitutes one feature of their regular work. Those trainers will not have developed vocational identities as trainers and thus will not feel addressed when trainer issues are being raised. This lack of identification particularly affects any issue related to trainers’ continuing professional development and the enhancement of their skills. For example, courses for trainers will not reach those employees and skilled workers who do not consider themselves as trainers unless management makes them aware of their special role. However, we found that even management may not be aware and supportive of special training requirements, particularly in SMEs. Where no par-

Most trainers in companies see themselves as skilled workers. This may explain why some countries pursue a sectoral approach as a way forward to reach out to trainers and training issues at the company level.

ticular requirements are established for companies which offer or implement training, management tends to lack awareness of the particular responsibilities related to providing training. As a consequence, management will not be supportive of enhancing the quality of training the company provides or trainers’ competences unless there is some market pressure (such as workforce or skills shortages), which brings the training issue onto the company’s agenda. In Turkey, Greece and the Baltic states, for example, it was stated that management is largely unaware of the important role of training and trainers and this significantly limits the professional development

and continuing learning of trainers. In other countries, by contrast, training issues that have long been ignored by companies until recently have become more important due to workforce shortages and the rising demand for young qualified workers on the labour market. As a result countries such as Denmark, Finland, Hungary and France have entered into a new discussion about training where quality and the role

of trainers and how to enhance their competences to meet changing labour market demands have become major issues of concern. In some countries, these debates have led to emphasising more the practical part of vocational education and training (as in Finland). Strengthening or reintroducing apprenticeship programmes may be another way to respond to skilling needs, but also to problems of social integration of young people (as in France).

The absence of a trainer identity as one major reason why it is difficult to address trainers in enterprises as a target group also explains why there exist hardly any interest groups for this occupational category in Europe. As most trainers have a vocational identity as skilled workers that is anchored in their respective vocational background and occupational expertise, some countries pursue a sectoral approach as a way forward to reach out to trainers and training issues at the company level. The sectoral approach is taken, for example, in the UK with the new Sector Skills Councils or in Denmark where the Trade Committees are in charge of training and the training of trainers. The case, however, will be somewhat



different for trainers who work in companies as external contractors either on a part-time or full-time basis as it can be expected that those have developed some kind of trainer identity and can thus be reached through the 'trainer label'.

Countries tend to focus on trainers' vocational background and expertise as a prerequisite for becoming a trainer, while only a minority of trainers are also expected to have received some pedagogical training to be able to train others.

Apart from the sectoral route to addressing in-company trainers, we also found that in countries where no regulations exist in terms of company requirements for companies to provide minimum training standards an alternative approach in some cases could be established through following up on basic workplace health and safety regulations with which companies have to comply (like in the Czech Republic or Greece). As workplace health and safety is typically a highly regulated area, it could be identified as one possible route for establishing basic standards for training and trainers in some national or sectoral contexts. In sectors where health and safety issues play an important role such as in health care, energy, transport, public administration or defence, training in general but also the training of trainers is typically much more regulated. This may partly explain why in some countries training and the training of trainers in health care or public administration were cited as good practice exemplars (in Finland, Greece, Estonia and the Czech Republic, for example). Thus, in countries where introducing minimum standards proves to be extremely difficult, the route via workplace health and safety is being followed by some countries as a way to raise the level of responsibility and recognition of trainers and enhance their basic qualifications.

In terms of qualifications and skills, we found that in most countries trainers in companies are not expected to have a particular trainer qualification, but need to be skilled workers with a certain period of work experience (typically several years). In fact, considerable practical work experience was found to be important in most countries. Thus, countries tend to focus on trainers' vocational background and ex-

perience as a prerequisite for becoming a trainer, while only a minority of trainers are also expected to have received some pedagogical training to be able to train others. In countries where the IVET tradition is strong (such as in Germany and Austria) certain standards for trainers also apply in terms of providing evidence of their capacity to work with young people and pedagogical competences typically are a requirement to train young apprentices. Another focus in those countries is placed on trainers having some basic knowledge of health and safety issues and legal frameworks, also as they concern youth.

In terms of competences, three levels of competences are of relevance to trainers: first, vocational competences that enable the trainer to train work-practice related, basic vocational and technical skills; second, pedagogical and social competences to facilitate didactic processes and the work with young people and colleagues, in particular fostering the integration function of training, mentoring, corporate learning elements and the effective transfer of knowledge; and third management competences to support so-called secondary training-related processes, including quality monitoring and assurance, project management, cooperation with different company departments or with external training institutions and vocational schools, among others. Management competences are gaining significance, particularly as concerns training activities in larger companies, but also in SMEs in the context of new forms of cooperation and networking between smaller companies to combine their training efforts and offers.

The study revealed that the vocational competences, which are in almost all European countries a prerequisite to become a trainer, are well developed among trainers throughout Europe both in terms of quantity and quality. In contrast most trainers lack pedagogical and management competences. As concerns pedagogical and social competences, most countries have realised the increasing demand for such competences and are struggling with strengthening the pedagogical component in trainers' basic and further qualification. In terms of management

While vocational competences are well developed among trainers throughout Europe, most trainers lack pedagogical, social and management competences.

“... the changing role of trainers seems to refer to two aspects: one is an internal role re-definition of the trainer from ‘instructor’ to ‘coach’ or ‘facilitator’, questioning the former authoritarian position of the trainer and requiring new forms of communicative and social competences to engage in team working, mentoring and facilitating innovative forms of learning. The other aspect addresses the changing responsibilities of the trainer as the nature of the training itself is changing with more elements of project-oriented learning, new aspects of quality assessment in the learning processes and more complex coordination with other training facilities and institutions.

competences, these anticipate the future role of trainers and do not yet form part of trainers’ training agenda in most countries. With a few exceptions, companies and training institutes are not (yet) aware of the changing role of trainers and therefore do not realise that coordinating and management skills are key competences in the effective organisation and delivery of training.

Essentially, the changing role of trainers seems to refer to two aspects: one is an internal role re-definition of the trainer from ‘instructor’ to ‘coach’ or ‘facilitator’, questioning the former authoritarian position of the trainer and requiring new forms of communicative and social competences to engage in team working, mentoring and facilitating innovative forms of learning. The other aspect addresses the changing responsibilities of the trainer as the nature of the training itself is changing with more elements of project-oriented learning, new aspects of quality assessment in the learning processes and more complex coordination with other training facilities and institutions. The re-orientation towards work processes, which could be observed in some countries, also in-

creases the amount of management functions trainers are expected to assume. Overall, we conclude that trainers are not qualified and prepared to realise and deal with those new tasks and changing role expectations. This presents a major challenge for the future.

Possible routes to tackle the area of trainers/ Innovations in the area of training and trainers in enterprises

Quality management and quality assurance

Introducing quality management and monitoring of training in enterprises is a popular route to address the role, recognition and qualifications of trainers (e.g. in Finland, Denmark, the UK, Austria and Cyprus). While some countries aim to establish quality assurance through a centralised approach, which should make quality monitoring compulsory for all companies that provide training (such as in Austria) other countries prefer a decentralised, voluntary approach, which is expected to be more accepted by companies (such as in Denmark or the Czech Republic).

Competitions between companies of good practice examples of training and skills development

Some countries aim to encourage companies to develop good practices of training by organising competitions, which also evaluate and recognise the role of trainers. ‘UK Skills’, for example, is a government-sponsored agency, which organises skills competitions at local, regional and national level. It chooses candidates for the Skills Olympics and also runs the annual National Training Awards. The Austrian ‘Fit For Future’ competition is targeted towards companies that provide basic vocational and apprenticeship training.

Funding/awarding/sponsorship of promising initiatives in training

Similar to the competition approach, one way to enhancing the trainers’ role and improving training standards is through financially supporting promising and effective initiatives and practices. One example is the UK government sponsorship of the Investors in People (IiP) award. IiP UK is a non-departmental public body responsible for the IiP ‘standards’, which cover a range of areas related to personnel development and management, connected to



business strategies and the running of effective organisations. Also the UK Union Learning Fund seeks to enable workers to attend training and adult education courses.

Regulation and standardisation

One of the most common routes countries follow is enhancing trainers' status and work situation through introducing different packages of regulation and standardisation. These packages can be realised at different levels, affecting in the first place companies, trainers or the training of trainers:

i) Establish minimum standards/requirements for companies who offer training places to young trainees (Austria, Germany, Estonia);

ii) Establish minimum requirements in terms of trainers' basic skills and competences which are considered necessary

to effectively deliver training (France, Germany, Austria, Poland, Portugal, Romania, Turkey). Countries increasingly seek to introduce certification for trainers. In Portugal, for example, all state-financed training must now be given by certified trainers. Other countries operate a register of certified trainers such as Germany and Greece. The standardisation/regulation of trainers' basic skills in some countries is linked to profiling the training profession and aiming to establish a professional profile for trainers (like in Germany, the UK, Poland and Romania) and/or to defining the required basic competences of trainers in relation to the establishment of a National Qualification Framework (Czech Republic, Malta, Hungary, Romania, Turkey);

iii) Establish qualifications/certification for the continuing training of trainers (Austria and Germany). Germany, for example, seeks to implement a new action- and process-oriented methodological approach and new curriculum structure for the training of trainers. Austria is establishing a CVET Academy on the basis of a partnership concept concerned with the two-level certification and recognition of competences of adult trainers according to clearly defined standards.

Accreditation of prior (informal) learning

How trainers' informally accrued competences and experiences can be transformed into a formal qualification is of concern in many countries since most trainers have acquired their knowledge, skills and competences through non-formal and on-the-job learning. France and Portugal, for example, have put procedures in place that accredit trainers' prior learning by means of a formal qualification or certification. The formal recognition of prior learning is also regarded important in order to enhance trainers' mobility.

Decentralisation of responsibilities for training implementation and policies

The decentralisation of responsibilities to regional, sectoral and/or local authorities and institutions including chambers of commerce and industries to structure, organise and implement training (Italy, Finland, Turkey) and the training of trainers (Norway) is an observed trend in some European countries.

Establish or revitalise apprenticeship programmes/ Strengthen the practical part of vocational training

Almost all European countries at some point in their history had established a well functioning apprenticeship system, which in most countries collapsed or was significantly restructured due to economic and/or political changes. Some countries seek to revitalise, newly establish or strengthen apprenticeship programmes as a means to give a stronger role to practice-oriented training in companies (England, Scotland, France, Czech Republic, Hungary, for example). Apart from strengthening the trainers' position through apprenticeship programmes, apprenticeships are also considered to support the social integration of young people if effectively implemented. An alternative to apprenticeship programmes is strengthening the practice component of vocational training systems that are predominantly school based. Finland, for example, has significantly increased the practice part of voca-

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tional programmes through skills demonstrations, generating not only a stronger work practice orientation of the Finnish vocational education system, but also fostering the training of trainers and the cooperation between vocational schools and enterprises.

Strengthen collaboration and partnership between different institutions responsible for training

Many countries have realised that bringing the different stakeholders of training together in order to facilitate cooperation, partnership and networking between the different actors can be an important step forward to making vocational training programmes more effective and strengthening the trainers' role as key actors in this area. In particular, cooperation between vocational schools, enterprises and public administration in the implementation of training and the training of trainers has become a key strategy in some countries such as in Finland, Italy and Poland. Other countries such as the Czech Republic facilitate stronger exchange and networking between different key stakeholders and research institutes that cover the area of training in companies.

Support research in the area of training, trainers and the training of trainers

Research addressing the situation of trainers is largely underdeveloped and one reason for the lack of data and background information on trainers in enterprises across Europe. This does not only make it difficult to assess the current work and situation of trainers, but also to plan and predict future developments and needs. Realising the changing and increasingly important role of trainers some countries (such as Hungary and Germany) are pioneering the route towards investing in the research on trainers.

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

Another route that countries pursue is to integrate aspects of training, trainers and the training of trainers into different policy areas. Which policy area might be most suitable and promising to advance on the topic can depend on the set priorities, national traditions, the respective policy frameworks and possibilities of intervention, among other aspects. Some countries address, structure and strengthen the field

of training and trainers in enterprises by making it form part and strategically a focus of

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

The above listed routes to tackle issues emerging around training in enterprises and the situation of trainers illustrates that countries pursue different strategies depending on their cultural, political and economic traditions and established frameworks of possibilities for interventions and innovation. On the

one hand, national traditions somewhat correlate with the presented routes such as the UK engaging in competitive, benchmarking and sectoral approaches; the Scandinavian countries favouring decentralisation and cooperation; and Germany and Austria focusing on regulation and standardisation. We can also see that in countries where traditions have been interrupted and fundamentally challenged due to severe economic and political changes (such as in the transition countries or Malta) policies and recommendations promoted at the European level are more openly picked up and implemented. Those European policy recommendations include, for example, the development of a National Qualification Framework and lifelong learning strategies, which are both used to establish competence standards for trainers or enhance the role of training in the respective national context. However, it is also apparent that a clear categorisation of countries' strategies is extremely difficult. In fact, most countries pursue a combination of different avenues to foster the role of trainers, which

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can be regarded as complementary in some cases, but which may also induce contradictory developments counteracting each other. In Turkey, for example we find on the one hand a centralised approach towards the standardisation of trainers' basic skills and competences that should be linked to the establishment of a National Qualification Framework and, on the

Decreasing numbers of skilled workers and overall workforce shortages in most European countries combined with efforts towards implementing lifelong learning policies will increase the importance and recognition of training staff in the mid and longer term.

other hand, a tendency to decentralisation that gives more autonomy to the chambers in establishing their own competence requirements and training of trainers programmes. The coordination of both approaches is not yet very effective thus partly leading to contradictory developments. In Portugal and Greece, much regulation has been put in place in terms of certifying and registering trainers, but the quality of training and the status of trainers remain rather poor. Those examples indicate that more in-depth analysis is still needed at the level of the respective national context to identify possible effective combinations of intervention.

Future Trends

The country reports and expert interviews predict that the decreasing numbers of skilled workers and overall workforce shortages in most European countries combined with efforts towards implementing lifelong learning policies will increase the importance and recognition of training staff in the mid and longer term. While training personnel in large and multinational companies in most contexts have already gained a prominent role this trend is also expected to trickle down to SMEs in the future, even if in many countries companies have not yet realised that the quality of training and skills development are key factors to enhance a company's economic performance.

The growing importance of training will certainly affect the position and status of trainers in enterprises in a positive way. It will also make it easier to support investment in training and the training of trainers and address trainers in enterprises as a target group. However, it is not clear whether overall this will induce higher or lower numbers of specialised trainers – employees who spend more or even most or all of their working time on training as full-time trainers. On the one hand, it is expected that particularly in countries with a strong IVET tradition the numbers of full-time trainers will decrease in line with fewer numbers of apprentices and young trainees due to demographic changes and the strengthening of the academic route among school leavers. Those countries expect that instead of some big companies having many trainees, there will increasingly be many companies who each train a few people, leading to increasing numbers of part-time trainers, i.e. workers, who integrate training functions into their job to various degrees. This will induce more inter-company cooperation for training, which will also affect and re-define the status and work of trainers. On the other hand it can be argued that if training is gaining significance, more employees will need to specialise in delivering training, acquiring particular expertise in training and assuming full-time training responsibilities. This will particularly be the case in countries where until now the role of training and trainers is underdeveloped. Also, it is not clear whether those trends will lead to more external or more in-company training. On the one hand, many school-based vocational systems are already partly being substituted and/or complemented with more practice-based elements that take place in the company, strengthening

The Institute Technology and Education (ITB) of the University of Bremen is one of the leading research institutes in vocational education and training: It is recognised as a central scientific institution ('Zentrale Wissenschaftliche Einrichtung') of the University of Bremen.

ITB runs its research programmes committed to the idea of shaping the triangle of work, technology and education. Its work and research are further based on multidisciplinary. Educators, engineers, sociologists, economists and experts from other disciplines engage in ITB's projects, which cover a wide range of research and development projects on a regional, national and international level. Most of them are run in cooperation with industry, crafts, services, public institutions, governmental bodies and other VET institutions and are typically embedded in national and international networks.

Building on these networks and its international experience ITB coordinated the EUROTRAINER study in collaboration with seventeen international partners and integrated the results of the study. It is also the coordinator of the 'Network to Support Trainers in Europe' (www.trainersineurope.org).

the role of in-company training and trainers. This trend of higher proportions of practice-based learning is likely to expand in the future. On the other hand, it is expected that cooperating structures between companies to organise training will also lead to more training being offered outside the company and former in-company trainers will move to external training environments in the course of different training cooperation initiatives. This is likely to affect trainers in large companies as well as in SMEs. Overall, it is expected that networking and cooperation between companies, but also between companies and other institutions such as vocational schools, training institutions, research institutes, etc. will gain significance in the area of training and the training of trainers, particularly for SMEs seeking to optimise their resources. In this context, new technologies and learning and exchange tools, particularly those supported by new information technologies and e-learning, will become more important.

One other dominant trend indicates that the role and image of trainers is fundamentally changing: While formerly the trainer was recognised as

an authority, who 'knows everything' trainers in enterprises have become more of a 'learning coach' or 'facilitator'. To which degree the notion of trainer as a facilitator can further develop highly depends on the internal structure of the company (such as the levels of hierarchies) and the tasks and responsibilities allocated to trainers. It also depends on opportunities for the continuing professional development of trainers and forms of raising awareness of the new trainer role within companies. Closely linked to the changing role of trainers is the profiling of trainers' pedagogical and social competences, which become increasingly important to facilitate didactic processes, mentoring, corporate learning, team working, the effective transfer of knowledge and the integration function of training. It was observed in all countries that trainers increasingly assume educational and integrating functions (e.g. in the context of working with immigrant workers) due to enhanced mobility and demographic changes.

While instruction-based training approaches no longer seem to be appropriate and accepted, neither by trainees nor companies, the EUROTRAINER study indicates that a considerable proportion of trainers still revert to conventional learning methods and training styles. Apparently, this is linked to the lack of continuing learning and training opportunities for trainers and lack of knowledge of and access to innovative training methods.

A considerable proportion of trainers still revert to conventional learning methods and training styles. Apparently, this is linked to the lack of continuing learning and training opportunities for trainers and lack of knowledge of and access to innovative training methods.

In addition to the growing importance of pedagogical and social competences, trainers are becoming more involved in so-called secondary processes such as quality monitoring and assurance, project management and cooperation with different company departments and training institutions outside the company, including vocational schools. While management competences are gaining significance, particularly as concerns training activities in larger companies, but also in SMEs in the context of new forms of cooperation and networking between smaller companies to combine their training efforts and



offers, they do not yet form part of trainers' training agenda in most countries. With a few exceptions, companies and training institutes are not (yet) aware of the changing role of trainers and therefore do not realise that coordinating and management skills are key competences in order to effectively organise and deliver training.

Overall, there is a growing interest in basic and additional qualifications and certification for trainers and more offers for the academic training of trainers and recognition of their prior (informal) learning. Also, a trend towards the sectoral monitoring

Growing interest in basic and additional qualifications and certification for trainers (including the recognition of prior informal learning) and more offers for the academic training of trainers.

of trainers' qualifications can be observed (for example in Romania, Germany, UK, France and Hungary). In addition, the recognition of the overall skills and competence portfolio of trainers extending beyond their formal qualifications is growing.

It is expected that trainers will increasingly need to fund and structure their own continuing learning instead of relying on initiatives and support from management or public initiatives. It could further be observed that the continuing learning of trainers is becoming increasingly individualised.

On an international and European level it can be expected that international benchmarking and the competitive element of identifying and promoting examples of good practice will gain significance and affect training strategies and the situation of trainers at the national and company level, too. The challenge, however, remains how to effectively transfer innovative methods and good practice, which are developed in some companies or through specific projects, to practice. In many countries multinational companies develop their own standards that do not necessarily interface with the national systems. This can have a positive influence in that it creates ideas and incentives for national companies (such as in Greece), while it sometimes also has a negative impact, for example if those standards are not connected with the nationally established standards (such as in Germany). In some countries, multinational and large companies are increasingly assumed to take the lead for the

training of trainers so that national bodies may be tempted to deny their major responsibilities in this area. This also addresses the crucial issue of the financing of the training of trainers, which in the new European member states and also some other countries is highly dependent on EU-funding, typically provided through the European Social Fund (ESF). Here, it was critically noted that countries need to find their own ways to ensure sustainable funding for the continuing professional development of trainers that does not rely on financial support from the European Union.

Recommendations

In the area of trainers in enterprises, the study identified a number of levels and areas that may provide a good starting point for interventions to improve the situation of trainers. The examples of the previous section, which also identified innovations and routes for improvements in the area of trainers in enterprises, have shown that countries pursue different avenues and strategies. The country reports in Volume II illustrate that what is most promising and suitable in a given context largely depends on the labour market traditions and the political and economic situation and established frameworks of the respective national context. Thus, an aggregation at the European level is not only a difficult task, but likely to be impossible. In fact, much more in-depth analysis is still needed and the lack of data and background material on trainers in companies present one major difficulty and future challenge to better map possible effective interventions in this area. Despite these difficulties, we have concluded five general recommendations or areas of intervention, which from the results of the EUROTRAINER study seem to be promising and beneficial to all European countries. These areas include:

Recommendation 1: Raising awareness

Raising awareness about the key role training and trainers assume in knowledge economies needs to be prioritised. While raising awareness is important at several levels, such as at the national level, and can be pursued using a variety of available policy frameworks (such as lifelong learning and sectoral policies, workplace health and safety regulations and HRD policy frameworks), the study indicates that the most effective way to reach out to trainers is through awareness raising at the company and management level. As the company is the most important framework of reference for trainers in companies, reaching out to companies and management is one effective means to support trainers' continuing professional development, the development of their pedagogical and social competences and the sharing of experiences and innovative training tools. Here, a horizontal exchange and cooperation between companies might be very promising.

Recommendation 2: Support the continuing professional development of trainers to optimise their skills and competence profile

Three levels of competences are of relevance to trainers: vocational competences (to train work-practice related, basic vocational and technical skills), pedagogical and social competences (to facilitate didactic processes, the work with young people, the integration function of training, mentoring, corporate learning and the effective transfer of knowledge) and management competences (to support secondary training-related processes such as quality monitoring and assurance, project management, cooperation with different company departments and external training institutions). The study has shown that the vocational competences of trainers are well developed throughout Europe and are in almost all European countries a prerequisite to become a trainer. By contrast most trainers lack pedagogical, social and management competences. While most countries have realised the increasing demand for pedagogical and social competences and are struggling with strengthening the pedagogical component in trainers' basic and further education, management competences, which anticipate the future role of trainers, do not yet form part of trainers' training agenda in most countries.

Recommendation 3: Develop, share and ensure accessibility to effective and innovative training tools

In all countries we found that trainers in companies need to be supported in their work with new tools and ideas for delivering innovative training, coaching, training assessment and engaging young people in the learning process. The majority of trainers have not been trained and still work quite traditionally, applying instruction methods which are based on their own experience. Innovative tools and materials are most commonly found in large and multinational companies since those organisations have more resources to invest in developing their own training programmes. Overall, innovative training tools are scarce and where developed, accessibility was a major issue of concern. While some countries are engaging in e-learning and on-line learning and networking initiatives (such as France, Italy, Poland, Denmark, Spain, Germany), it can be expected that only a mi-



nority of trainers will be able to use such tools. Thus, the development of alternative training materials and their easy distribution, exchange and application should be one priority in the future

**Recommendation 4:
Support for SMEs**

In almost all countries large companies often have developed good practice in training and have the resources to employ full-time, well qualified trainers and to support the continuing learning of their training personnel. Many large companies operate their own training centres and develop their own training materials and methods. In other cases, large companies contract external professional training personnel and training providers for delivering in-company training. SMEs, by contrast, were mentioned as disadvantaged at many levels, partly due to lack of resources, but also due to pressures of rationalisation, staff shortages, lack of knowledge and know-how when it comes to training, lack of young motivated trainers and lack of time for training. Very small companies can only offer basic training if they cooperate with other companies. Thus, SMEs would largely benefit from more support for inter-company cooperation in the area of training and the training of trainers and exchange with large or even multinational companies, which were often cited as good practice examples. In such kinds of exchange, cooperation and knowledge transfer external trainers and training providers should also be involved.

**Recommendation 5:
Support research and data generation on trainers and training providers**

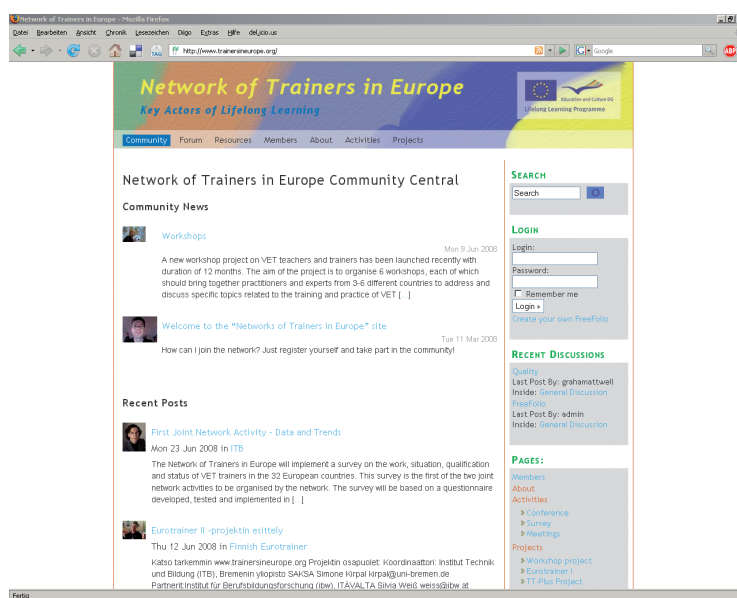
Research addressing the situation of trainers is largely underdeveloped in all European countries. In addition, hardly any statistical data are being generated on trainers, which could specify their socio-economic characteristics such as employment status, social background, educational level, age or gender. The main reason why statistical data on trainers are not being generated is because trainers are not recognised as a distinct category, neither in terms of their function nor as an occupational group. Even full-time trainers may not be recognised as a particular employee category by legislation or the company. Lack of background information and data makes it extremely difficult to assess the situation, status and qualification of trainers and plan and predict future developments and needs in the area of training and trainers. Thus, more research and data generation on trainers should be promoted, encouraged and supported at the regional, national and European level.

New Network of Trainers in Europe

The EUROTRAINER study and related activities have built the ground for further collaboration and partnership in the area of trainers. In order to provide a continuing framework for collaboration across Europe and beyond the partners and other interested institutions have started a new Network to Support Trainers in Europe. This Network is by 75 per cent funded by the European Commission through its Lifelong Learning Programme under the network strand of the Leonardo da Vinci programme.

The Network is for all those interested in training and the support of trainers. This includes researchers, policy makers, managers and practitioners. Its aim is to bring together and share research and ideas and develop a pool of resources and expertise to inform policies and practice at different levels. The Network provides:

- Access to people and ideas about research and training practice;
- Practical materials and tools to support the professional development of trainers;
- A web-site packed with information and a communication platform for exchanging ideas.



What exactly will the Network do?

- Provide an opportunity for exchanging experiences and knowledge through an easy to use web portal.
- Enable policy makers, managers and practitioners to access ideas, materials and opportunities for professional development.
- Undertake a small-scale survey of the work of trainers and their professional support.
- Provide access to research and ideas through the organisation of workshops and on-line conferences.
- Enhance the quality of support for trainers by sharing effective practice.
- Stimulate new approaches to the training of trainers related to the concept of lifelong learning, knowledge sharing and peer learning.
- Bring together research and practice from different projects and initiatives throughout Europe. This also includes further results of the EUROTRAINER study, which can be accessed through the new platform.

How can I learn more about the network?

Go to www.trainersineurope.org. If you would like to become a member of the network you can register and set up your profile.

In 2000, the European Union agreed on a new agenda, which sets clear targets for Europe to become the most competitive economic area in the world. In this process, vocational education and training have been identified as key strategic areas. Lifelong and continuing learning in particular were acknowledged to be vital in order to boost the competitiveness of Europe as it is only with a skilled workforce that economic growth can be achieved.

With its work programme »Education and training in Europe: Diverse systems, shared goals for 2010«, the EU formulated concrete steps for the next years to achieve these goals. Thereby are the EU member states required to enhance the quality of their national vocational education and training programmes and to develop cohesive strategies for the effective implementation of lifelong learning policies.

These initiatives have underlined the strategic role VET teachers and trainers play in enhancing the quality of vocational education and training. As a result, increasing the status and attractiveness of the profession as well as the competences, motivation and commitment of trainers have become key priority areas of the EU agenda.