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Who trains in small and medium-sized enterprises

Characteristics, needs and ways of support



CEDEFOP

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Foreword

Learning at the workplace is an important means of ensuring that European enterprises have a workforce with high and up-to-date skills and competences. This is crucial for their competitiveness, growth and innovation. Work-based learning continues to be a focus of the EU lifelong learning and vocational education and training (VET) agenda; the Riga conclusions in June 2015 set work-based learning in all its forms as one of the key priorities for 2015-20 (Latvian Presidency of the Council of the EU, Ministry of Education and Science of the Republic of Latvia and European Commission, 2015). Training at the workplace also contributes to achieving the EU 2020 target of 15% adult participation in lifelong learning.

This increased focus on workplace and work-based learning, its quality and expected outcomes leads to the need to understand better the significant role of those who provide formal and non-formal learning in companies, either on a full-time basis or as part of their tasks, and provide a systematic approach to supporting their competence development. These various employees who train and facilitate learning for others in companies, often termed with one word 'in-company trainers' are crucial to ensuring quality. Moreover, there is no unified approach across EU countries to defining a trainer in VET, even less so an in-company trainer. At the same time, supporting in-company trainers at all levels and through different channels is likely to bring higher returns in terms of the companies' productivity, competitiveness and innovation. Workplace learning is the main form of training and skill formation in small and medium-sized enterprises (SMEs) though they also tend to depend greatly on external support instruments and policies and on SME-friendly environments (Cedefop, 2010f).

In recent years, Cedefop has paid special attention to adult learning, work-based learning, continuing vocational education and training (CVET) and learning in enterprises. This publication complements the work done so far by providing insights into the reality of the work of in-company trainers in micro, small and medium-sized enterprises. The focus on small and medium-sized enterprises is important for us as they comprise the backbone of the European economy but face most challenges, especially, in ensuring necessary skills.

The publication brings forward the views of in-company trainers and their employers with regard to competence needs, opportunities and preferred ways of learning. Some countries have invested considerable amounts of EU funding into training of VET teachers and trainers and therefore to increase the returns on such investments, the study sought information on whether and how in-company

trainers benefit from these measures for their continuing professional development and what can be done to bring them to these measures.

The study's findings and recommendations can contribute to making these measures more effective at all levels or designing targeted opportunities to develop and update the professional, pedagogical and transversal competences of in-company trainers. They will be useful to policy-makers, project promoters, employers and in-company trainers as well as to researchers.

The mid-term priority of introducing systematic approaches to teachers and trainers' professional development among other measures refers to knowledge gathering, analysing needs, providing learning opportunities, creating and expanding opportunities for the validation and certification of trainers' prior learning and competences acquired at work and incentives to support companies to invest in their trainers' professional development (Latvian Presidency of the Council of the EU, Ministry of Education and Science of the Republic of Latvia and European Commission, 2015). I believe that this publication, together with other past and forthcoming Cedefop publications, is a valuable contribution to achieving quality training in enterprises.

Joachim James Calleja
Director

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Executive summary

Learning at the workplace is being promoted in the context of several European and international policy initiatives, emphasising the need to utilise learning environments outside the formal education system. Given that about one third of an individual's life span is spent in working environments, the workplace must be considered an indispensable component of any lifelong learning strategy. More recently, the Riga conclusions set work-based learning in all its forms as one of the key priorities for 2015-20 and specifically called for systematic approaches and opportunities for the professional development of VET teachers and trainers in schools and work-based settings (Latvian Presidency of the Council of the EU, Ministry of Education and Science of the Republic of Latvia and European Commission, 2015). Actually, the key to quality of learning at the workplace is trainers and employees who facilitate and act as learning multipliers in enterprises.

This publication is a final report of the study conducted in 2014 on the role of in-company trainers and their competence development in small and medium-sized enterprises (SMEs). It adds to the still fragmented but evolving knowledge base on training and learning taking place in enterprises, including a number of existing and upcoming Cedefop studies, by looking specifically at those who train in small and medium-sized enterprises. The study aims to contribute to a better understanding of this diverse group of employees with a view to develop recommendations on how to design effective support to develop and update in-company trainers' competences. The study focuses specifically on SMEs, including micro enterprises that face specific challenges due to their size and whose approaches to securing a skilled workforce and skill formation are based primarily on non-formal and informal learning.

For the purposes of this study, in-company trainers are defined as internal trainers (employed by the company) who provide internal training (training organised and carried out in and/or by the company for their staff) and support learning of adults (CVET) in non-formal and informal learning environments within the company. Hence, the study covers both a comparatively small group of in-company trainers who perform training and training-related tasks as the major part of their occupational role (such as training managers, training specialists, or instructors), and a comparatively larger group of employees who fulfil training functions in addition to their other duties (such as managers, supervisors, or skilled workers).

First, recent developments in the 28 Member States concerning policies and practices at national, regional and sectoral levels related to competence requirements and the provision of opportunities for competence development of in-company trainers were examined. A survey was then conducted to collect the views of in-company trainers and their employers on their competence needs; opportunities and preferred ways of development and updating them. The survey also investigated their awareness and use of available public and sectoral support mechanisms aimed at trainers' continuing professional development. The analysis of the survey of enterprises is based on responses from a sample of 254 SMEs from eight countries (Belgium-Flanders, Bulgaria, Denmark, Germany, Spain, Lithuania, Poland and Portugal) in four sectors (automotive, construction, computing services, and hotels and restaurants). Three questionnaires were used: one for employers, one for in-company trainers in the same company and one merged questionnaire in cases where an employer or an owner was also an only trainer.

Key findings

The study provides valuable insights into the following key questions. Most of them are consistent with and complement the findings of the Cedefop's study on work-based learning in CVET (Cedefop, 2015).

Who trains in SMEs?

Employees who facilitate and support learning at the workplace are a diverse group with different backgrounds, levels of qualification and training needs. They do not constitute an occupational group either. At least three groups were distinguished in the sample:

(a) in-company trainers in the narrower sense, possibly closest to the idea of trainers usually used in policy documents; these are workers for whom training is their main task and who devote at least 30% of their working time to training. However, even this group is comprised of various types of employees, such as training managers, line managers, instructors and trainers and others;
(b) employees with training functions who occasionally provide training to colleagues and/or facilitate the learning of others, but not as their primary work task or major responsibility;
(c) managers with training functions.

Their engagement with training and facilitating learning for others varies. Some of them provide little training, for example one hour per week, while for

others, training colleagues is their primary work task and they devote more than half of their working time to it. Job profiles are not good identifiers of in-company trainers either: there are in-company trainers providing substantial training who either do not have the respective job profile, or do have this but training is not listed among their responsibilities; while for others training responsibilities comprise part of their job description but in practice they dedicate little or no time to training.

How many in-company trainers are there (per company and overall)?

To develop appropriate support measures for trainers in enterprises, the scope of trainers' population matters. There are rarely full-time trainers in SMEs but training colleagues constitutes common practice in enterprises. Employees working in micro or small enterprises are more likely to be involved in facilitating the learning of others than their counterparts in medium-sized and large enterprises.

On the basis of the data from the study and from the programme for the international assessment of adult competences (PIAAC) ([2]), it can be estimated that at least one out of five employees in SMEs is regularly involved in training or supporting learning of colleagues, and one out of 10 employees is intensively involved in this activity (on a daily basis). However, the data do not allow estimating a number of in-company trainers in the narrower sense.

In the sample, factors such as intensity of training in the enterprise, formalisation of training (for example, training needs analysis, training plans, training budgets) and the use of external trainers do not show direct effects on the incidence of internal in-company trainers.

What are characteristics of in-company trainers?

The three groups of in-company trainers share some sociodemographic characteristics but differ in tasks and perceptions. This is an important aspect to consider when designing support measures. More specifically:

(a) in-company trainers in the narrower sense typically assume a broad range of activities, including organisational activities related to training (for example, designing, planning, supervising, organising, or evaluating training);

(b) employees with training functions mainly focus on one-to-one instruction and facilitating small group trainings without being involved in managing training tasks;

([2]) Programme for the international assessment of adult competences (PIAAC): http://www.oecd.org/site/piaac/

(c) managers with training functions perform a broad range of training-related activities; alongside their management tasks, they spend less time on the delivery of one-to-one group training.

The higher the skill level (in terms of ISCO occupational-skill profiles) the higher the likelihood of being engaged in learning facilitation and training: managers or supervisors are more likely to fulfil training functions than professional or skilled workers in the sample, while a small number of unskilled workers do so.

What are their main tasks and activities?

Induction of new employees is a major task for in-company trainers. All trainer groups in the sample point out as the most important target groups of their training activities new employees and employees from their unit. It is only in-company trainers in the narrower sense who do not focus on one target group, but train several learner target groups.

Providing feedback and advice to others in the work process, and one-to-one training or demonstrations were identified as the most frequent training activities undertaken by the in-company trainers in the sample. Most training activities reported are short technical trainings lasting between a few hours and one to two days; induction of new employees mainly organised as on the job training or in one-to-one situations; and health and/or safety training sessions or brief instructions.

Prevailing tasks also differ by sector. For example, assessing employee skills and competences was reported to be more frequent in the hotel and restaurant sector while chairing workshops and quality circles is more common in the IT sector.

How do employees become in-company trainers? What skills and formal qualifications do they need and have?

With regard to the motivation to take over the responsibility for training and learning facilitation, the survey data indicate that willingness to share one's knowledge and skills with others and to train are more important than instrumental aspects such as the expected economic benefit; one in five trainers assumed learning facilitation responsibilities on their own initiative (followed by employers' designation). The potential for career advancement does, however, play an important role. The majority of in-company trainers consider their work as trainer attractive.

Competence requirements for trainers in CVET, approaches to competence development, and quality assurance processes for trainer competences, are

diverse across the EU and this area is largely unregulated in EU countries. The survey confirmed that there are almost no mandatory qualification requirements for in-company trainers in CVET in the countries surveyed.

The survey results pointed to the fact that, most often, employees are entrusted with training tasks or responsibilities based on their substantial experience in the field in which they train, and are less likely to have training-related certificates. The most important competence for in-company trainers was reported to be professional or technical experience while pedagogical competences or formal training qualifications are considered less important. Fewer than half of in-company trainers have a training-related certificate and if they do, it was usually not a mandatory requirement for their current job. Validation and recognition of competences acquired non-formally and informally is rarely used.

Regarding the possible establishment of an officially regulated profession of in-company trainer in CVET, both employers and in-company trainers found this measure to be the least appropriate compared to other support measures. Measures designed to professionalise in-company trainers seem to be more relevant for those in-company trainers who devote a substantial part of their working time to training or for whom training is their primary task.

How do in-company trainers develop their competences?

With regard to in-company trainers' competence development, most in-company trainers in the sample have participated in training courses extensively in their working life, and therefore have substantial experience of taking part in training themselves. The majority of the respondents participated in job-related training courses up to 10 times since entering their working life (the average respondent has been active in their current professional field for 13 years). At the same time, only one third of trainers participated in training aimed at improving training-related competences.

The results also suggest a clear dichotomy between more informal learning activities directly embedded in or closely linked to the respondents' professional work, namely learning from colleagues, learning from supervisors or senior professionals, learning by doing on the basis of one's professional tasks, and self-directed learning, and relatively formal or organised activities such as training courses, workshops, guided on-the-job learning, and formal education or studying for a formal qualification.

In-company trainers benefit from general support provided by companies to their employees. More than half of companies surveyed support arrangements for learning from colleagues, pay for working time spent on training and pay fees,

travel expenses and other direct costs of their employees' training. A much lower number of companies reported applying support targeted at in-company trainers; however, it should be mentioned that the most frequently used measures are support strategy for in-company trainers, support to those trainers who go for certification of training-related competences, and explicit reference to learning facilitation tasks in job profiles. Other measures were providing in-company trainers with methodological and technical literature and training material, sending in-company trainers to various fairs or exhibitions, and providing wage premiums, bonuses, or other financial incentives. Some companies argued that their senior workers receive higher salaries based on their performance of mentoring or training functions as one of their work tasks.

To what extent are employers and in-company trainers aware and use public support measures to companies, especially the ones targeted at in-company trainers? What sort of public support would they embrace?

In recent years, following the increased attention to adult learning and CVET, political support at all levels has been provided to raising awareness of the importance of training in enterprises. This brought about various programmes to support training in SMEs in Europe addressing financing and management; support for internationalisation, research, development and innovation, and networking. There are also measures particularly targeting individuals, such as educational leave.

The overview indicated that existing programmes supporting training in enterprises and in SMEs in particular tend to support the co-funding of (accredited) external trainers rather than targeting internal trainers; it is usually external training expenditures which are funded, i.e. costs for individual participation in external training courses or costs for external trainers, coaches, or consultants. Networking and cooperation projects (between companies, but also between companies and external training providers) were identified as a preferred support activity by the respondents, as was a reduction in the volume of formal requirements that often inhibit the accessibility of training projects offered to SMEs by national and European institutions.

Survey respondents (both employers and in-company trainers) demonstrated rather modest levels of awareness and use of such measures. The use of EU subsidies was one of the most frequently cited measures and was interestingly reported more frequently than the use of government subsidies. At least one quarter of the surveyed companies implemented (internal or external) projects designed to improve the competences of their trainers. The respondents generally preferred co-funding instruments over the introduction of greater

regulation and standards to which trainers are required to comply, or certificates they are obliged to obtain or update.

Lack of information (though not on the list of options) was mentioned by many as a significant barrier to continuing professional development. In-company trainers pointed to the lack of information on different measures for the skills development of company trainers, including training courses; of methodological literature suitable for in-company training that focuses on the specificities of learning in the workplace in national languages as well as on the changes to sectoral standards and requirements.

Suggestions for action

The findings of the study lead to suggestions for policy-making and for further research:

(a) policy-makers and other stakeholders should better acknowledge in-company trainers, their work and needs in policy formulations and refer to them in official documents taking into account the diversity of this group, the different types and their organisational context;

(b) in-company trainers' potential as important multipliers of lifelong learning and skill formation should be recognised. Public support measures to learning in enterprises should be assessed with a view to the possible prioritisation of this group. For instance, measures focusing on professionalisation (such as professional standards, certificates, validation of prior learning) should primarily be addressed to training specialists and training managers in medium-sized enterprises. General managers, line managers, and skilled workers in smaller enterprises are best addressed by financial incentives such as co-funding of training activities or specific support projects;

(c) effective support measures should take into account specific needs but more importantly ways and methods used by trainers to acquire new or update the existing competences as well as their choice among formal, non-formal and informal learning. Projects that specifically address in-company trainers would be the most effective and efficient way to support their competence and professional development;

(d) additionally, to get more comprehensive and reliable data and a better estimation of the size of this important target group for its improved support, the training function can be included in European education statistics, for example in the continuing vocational training statistics (CVTS), or adult education survey (AES).

CHAPTER 1.
Introduction

1.1. Context and aim of the study

Learning at the workplace is being promoted in the context of several European and international policy initiatives, emphasising the need to utilise learning environments outside the formal education system. Given that about one third of an individual's life span is spent in working environments, the workplace must be considered an indispensable component of any lifelong learning strategy. This was acknowledged in the early communication on the realisation of a European area of lifelong learning (European Commission, 2001), as well as in the current Europe 2020 strategy (European Commission, 2010). Adult learning, including learning at the workplace, is viewed as key to employability, safeguarding an adequate supply of skills (Cedefop, 2011) and social inclusion (Council of the EU, 2011).

The key to quality of learning at the workplace are trainers and employees who facilitate learning in enterprises. The Bruges communiqué encourages countries participating in the Copenhagen process to improve the initial and continuing training of VET teachers, trainers, mentors, and counsellors and identify good practices and guiding principles with regard to their changing competences and profiles (Council of the EU and European Commission, 2010, p. 8). In relation to CVET in companies, Member States are expected to set up an appropriate framework to encourage companies to (continue to) invest in human resources development (ibid., p. 11). Further, in its communication entitled *Rethinking education: investing in skills for better socioeconomic outcomes* (European Commission, 2012a), the European Commission referred to the need to set up a competence framework or professional profile for trainers in initial (IVET) and continuing VET (CVET). In response to these requirements, some EU countries (for example, Denmark and Germany) have increased and created new financial incentives for companies that provide and/or invest in training (Cedefop, 2012b, p. 34). Besides, several European countries have launched initiatives to set up a more coherent professional profile for trainers working in continuing VET (for example, Greece, Cyprus, and Romania) (Cedefop, 2013, pp. 11-44).

In June 2015, the Riga conclusions called for systematic approaches and opportunities for the professional development of VET teachers and trainers in schools and work-based settings. They also set work-based learning in all its forms as one of the key priorities for 2015-20 (Latvian Presidency of the Council

of the EU, Ministry of Education of the Republic of Latvia and European Commission, 2015).

However, the effectiveness of initiatives designed to improve the competence of trainers and the overall quality of competence development remains debateable. Despite some recent activities (Cedefop, 2010c; 2013; European Commission and Cedefop, 2014) in-company trainers have received little attention so far (Käpplinger and Lichte, 2012) and their potential multiplier and leverage effect on participation in and quality of training remains unrealised. The main focus both in policy and research is on increasing training participation rates. But if the argument that most skills needed at work are acquired through the work process itself holds true, it is high time to ask: Who is facilitating this learning process at work?

This study investigates the role of in-company trainers and their continuing professional development (CPD) in small and medium-sized enterprises (SMEs). The aim of the study is to improve the understanding of policies and practices that support the quality of training in enterprises through the development and updating of in-company trainers' competences in EU Member States.

In-company trainers are defined in this study as internal trainers (employed by the company) that provide internal training (training organised and carried out in and/or by the company for their staff) and support learning of adults (CVET) in non-formal and informal learning environments within the company. Trainers employed at training centres or colleges, self-employed trainers, or in-company trainers for IVET, are not examined in this study. However, the concept of what constitutes a trainer is rather broad. Hence, the study covers both the comparatively small group of in-company trainers who perform training and training-related tasks as the major part of their occupational role (such as training managers, training specialists, or instructors), and the comparatively large group of employees who fulfil training functions in addition to their other duties (such as managers, supervisors, or skilled workers).

The study seeks to answer the following key questions: who trains in SMEs; how can these 'in-company trainers' be characterised; how many in-company trainers are there (per company and overall); what are their main tasks and activities; what sort of skills and formal qualifications do they have; how do they assess their own skills needs; what sort of public support do they wish to have for their competence development; what sort of public support do their employers wish them to have?

To address these questions, a thorough review was undertaken of recent developments of policies and practices to advance the competences of in-company trainers in the Member States (EU-28). This was supplemented by

conducting a survey among SMEs, covering both employers and in-company trainers in eight countries (Belgium-Flanders, Bulgaria, Denmark, Germany, Spain, Lithuania, Poland and Portugal), and four sectors (automotive; construction; information and communication; accommodation and food service activities). Several key messages and policy recommendations on how to support the continuing professional development of in-company trainers better were derived from the results of the review and survey.

This report is structured as follows:

Chapter 2 describes the methodological framework of the study and provides background information on the selection of countries and sectors.

Chapter 3 presents the population of in-company trainers and their organisational context. In this chapter the results of the survey are related to data from the continuing vocational training survey (CVTS) and the programme for the international assessment of adult competences (PIAAC).

Chapter 4 explores the primary characteristics and types of in-company trainers.

Chapter 5 examines the main tasks and activities of in-company trainers in SMEs.

Chapter 6 presents professional biographies and qualifications of in-company trainers.

The results of the analysis with regard to skills needs and competence development of in-company trainers in the companies surveyed are outlined in Chapter 7.

Regulations and support measures for in-company trainers are the subject of Chapter 8.

Finally, Chapter 9 synthesises the study's key messages and proposes several recommendations on how to support the professional development of in-company trainers on the basis of the analysis of the findings of the review and survey.

1.2. Broader policy context: lifelong learning and innovation

Socioeconomic developments affect teaching and training practices both inside and outside companies in various ways. In particular, demographic shifts and economic pressures in globalised, competitive markets can be seen as overarching variables to which many structural changes in vocational education and training in Europe provide a response. These changes interrelate with the implementation of lifelong learning strategies and advancing knowledge-intensive

economies which, in turn, also induce changes in the role and responsibilities of in-company trainers across countries.

The need to develop a workforce with high-level skills and competences to sustain and improve competitiveness has long been a priority in European policy-making and has become more prominent in the face of the economic crisis. For instance, in its 2012 communication on investment in skills with a view to improving socioeconomic outcomes, the European Commission commented that economic growth will only return through higher productivity and the supply of highly skilled workers (European Commission, 2012a, p. 17). The need to safeguard an adequate supply of skills also necessitates the continuous development of employees' skills through lifelong learning and further qualification.

However, one of the challenges European countries now face is determining how to respond to competition from countries that no longer solely offer cheap and low-skilled labour, but also more highly skilled workers (European Commission, 2012a, p. 2). At the same time, European enterprises face the problem of skills shortages, i.e. that education and training systems in Europe often do not provide the skills actually required by enterprises. To address this challenge, the European Commission has identified some crucial areas in which Member States are advised to increase their efforts with a view to improving skills supply and competitiveness. These areas include: the development of high-quality vocational education and training; the promotion of work-based learning; the improvement of cooperation between public and private institutions in the provision of skills; and improvement in the mobility of learners (European Commission, 2012a, p. 3).

Innovation is a key element to competitiveness and growth. The European Commission's Europe 2020 strategy (European Commission, 2010) highlights knowledge and innovation as drivers of economic growth and advocates the strengthening of research and development activities as well as making improvements to education and training. In the Commission's communication on the Europe 2020 strategy, the development of 'an economy based on knowledge and innovation' is explicitly stated to be one of the three priorities that make up the core of the strategy (European Commission, 2010, p. 10). Two of the five headline targets for 2020 directly refer to innovation and education (European Commission, 2010, pp.10-11). A specific programme to support innovations in SMEs was set up within Horizon 2020 ([3]).

([3]) Horizon 2020, the EU framework programme for research and innovation: http://ec.europa.eu/programmes/horizon2020/en/h2020-section/innovation-smes

Work organisation and the opportunities for learning in the workplace have an impact on the overall levels of innovation generated within companies, and therefore on the levels of innovation found within a country as a whole (Cedefop, 2012a). As far as trainers and learning facilitators in enterprises are concerned, the expectation is that they will play a crucial role in supporting organisational learning and innovation processes by emphasising the autonomy of employees and by helping individuals to adapt to new work processes or to fulfil new or more demanding job tasks. Conversely, employees are also drivers of innovation which is primarily mediated through employee learning (Høyrup et al., 2012).

The notion that lifelong learning, including learning at the workplace, is a crucial element for stimulating innovation and economic growth is also reflected in Cedefop's studies on workplace learning in Europe (Cedefop, 2011, 2012a). The need for highly skilled workers is expected to grow over the next decade and these types of employees are anticipated to comprise a 42% share of the total European workforce in 2020 (Cedefop, 2010e). However, this does not mean that all jobs will require a higher qualification. Instead, it is expected that European labour markets will become increasingly characterised by a polarisation between high-skilled and low-skilled jobs, which will be accompanied by a tendency for employment to become more insecure and precarious (Oesch, 2013). The challenge, therefore, is to enable workers to participate in processes of change in the labour market by continuously developing and updating their skills. The development of skills through adult learning is a process which in-company trainers may facilitate and accelerate.

Adult learning figures prominently within the concept of 'flexicurity' that has been advocated as a strategy that can increase the flexibility of workers and enterprises with a view to responding to dynamic market environments, while concurrently sustaining and improving social security (European Commission, 2007). Rather than safeguarding jobs, the flexicurity concept aims to protect individual workers by enabling them to improve their economic security by flexibility and adaptation, achieved through various processes including continuous learning (Viebrock and Clasen, 2009). Accordingly, adult learning is regarded as one of the core pillars of the flexicurity strategy. The concept builds on the idea that employees develop their skills to be able to respond to structural changes. This requires the development of appropriate support mechanisms such as labour market policies and models of work organisation that support the learning activities of employees (Cedefop, 2011, pp. 15-16). Complementary lifelong learning policies based on comprehensive skills strategies (within enterprises) and cooperation schemes between employers and employees should stimulate investment in the personal development of workers (European

Commission, 2007, pp. 16-17; Cedefop, 2014a, pp. 7-8). In-company trainers may play a mediating role in such schemes.

1.3. Training in SMEs

Within the European Union SMEs represent the main form of business organisation. In 2013, 99.8% of all enterprises fell into this category in the business sector that includes automotive, construction, trade, and services where they employed around two thirds of the overall workforce engaged. The vast majority of SMEs are micro enterprises (92.4%) that employ fewer than 10 employees. Workers in these micro enterprises account for about one third of the European workforce (European Commission, 2014). SMEs are most affected by global economic pressure and are the central players when it comes to skills and competence development in companies.

Studies on human resource development in small and medium-sized enterprises (SMEs) underline the importance of workplace learning and the crucial role of in-company trainers to workforce skills development (Cedefop, 2009, 2010b, 2010f; European Commission and Institut Technik und Bildung, 2008; Kirpal, 2011a; Haasler and Tutschner, 2012; OECD, 2013). The supply and updating of skills via internal training and competence development, rather than through the external recruitment of new staff, will become increasingly relevant in the future. As knowledge-intensive occupations will become the segment of the labour market with the highest employment growth rates in the next 10 to 15 years, SMEs will find meeting skills needs through external recruitment more difficult (OECD, 2013, pp. 18-19). Thus, European enterprises will increasingly have to rely on internal training and developing their own resources to ensure they have up-to-date skills and competences of employees.

The approaches taken by European SMEs to secure a skilled workforce and ensure the competence and skills development of employees are primarily based on non-formal training activities and informal learning. Most common training methods applied in SMEs are on-the-job training and self-directed learning (EIM, 2011, p. 14). ‘Formal’ instruments to manage training activities (for example, a training plan, training budget, future skills assessment) are used to a lesser extent by SMEs than larger companies (Cedefop, 2010b, p. 39f). However, this does not necessarily mean that SME-training organisation is any less effective than that of larger companies. Low average figures should not obscure the fact that many SMEs outperform larger enterprises with regard to training activities, training culture, and training innovation (Hefler and Markowitsch, 2008; Hefler, 2013). Some of the benefits identified for SMEs that invest in training include:

positive outcomes at the organisational level and in the production process; adoption of new technologies; innovation and better quality of products and services; and increased competitiveness and internal staff mobility.

The importance of skills development in SMEs was also underlined in the European Small Business Act (SBA), adopted in 2008. One of the priorities of the SBA is that 'the EU and Member States should promote the upgrading of skills in SMEs and all forms of innovation' (European Commission, 2008, p. 14). However, in practice SMEs face several external and internal barriers to improving the skills base of their workforce (for example, how to identify skills and competence needs/gaps; how to organise training, especially in micro companies where it is more difficult to allocate time to training). In addition, financial constraints and organisational factors hamper training in SMEs (for example, obtaining the financial resources required to offer training, an inability to send staff on longer training courses or to develop skills development plans) ([4]). Structural challenges are another barrier faced by SMEs. These include, for example: demographic shifts and an ageing workforce; difficulties attracting young and qualified employees; and competence development in the context of internationalisation (for example, seizing different opportunities in foreign markets or adapting to global competition) (European Commission, 2009, pp. 16-17; p. 60). As SMEs face multidimensional challenges when it comes to human resource development and CVET, they need to develop approaches that fit their particular needs, and should be supported (Cedefop, 2014a, pp. 51-54).

With regard to the amount of training provided in SMEs (measured by direct costs spent per employee in enterprises providing training, based on CVTS data ([5])) three major country groups can be identified (Table 1). The first group is the Southern and Eastern Europe countries in which only a small proportion of SMEs provide training, and where generally enterprises invest little in their staff. The introduction of a new training obligation in Portugal sets it apart from its geographical neighbours in terms of its training patterns in SMEs ([6]). The second

([4]) Notably, at an aggregate level, no differences can be observed between small and large enterprises with regard to their reasons for not providing training (Cedefop, 2010b, p. 80).

([5]) Within the CVTS framework, direct costs refer to tuition fees and fees for external training, travel costs and daily allowances for participants, personnel costs for internal trainers, and costs for company-sponsored training infrastructure. Costs for working time lost through participation (indirect of personnel absence costs) are not included.

([6]) As stated under de law in the '*Código do Trabalho, Lei n.º 7/2009, de 12 de Fevereiro*' (Labour Code, Law nº 7/2009, of 12 February), enterprises became obliged to provide a minimum of 35 hours of training per employee per year. Cost

group is comprised of Central and Northern European countries in which a greater proportion of SMEs provides training and invest more in it. A third and diverse group consists of countries with a high proportion of SMEs that provide training, but training that is limited or provided at lower cost, which may result in lower quality. The amount of training provided by enterprises to employees ranges from half a week to one week per participant per year depending on company size and sector. There are no noteworthy differences between smaller and larger enterprises with regard to this indicator (based on CVTS).

Table 1. **Country differences for SMEs providing and investing in training**

		Percentage of training enterprises	
		Low	**High**
Investment in training	**High**		Austria, Denmark, Germany, Luxembourg, Netherlands, Portugal, Slovenia, Sweden
	Low	Bulgaria, Greece, Croatia, Italy, Lithuania, Hungary, Poland	Czech Republic, Estonia, Spain

NB: In this table, 'Low' refers to both a low proportion of enterprises active in training, and low SME investment in training per employee. Conversely, 'High' refers to both a high proportion of training SMEs, and high levels of investment in training per employee. Countries cited are examples – the lists are not exhaustive.

Source: Based on CVTS4, data for 2010.

1.4. Research on in-company trainers

The term 'in-company trainer' was initially introduced in VET studies in the framework of a Cedefop project to identify people who support the learning of young workers in the workplace, in informal as well as formally regulated settings (Evans et al., 1990). The term is now used as an overarching category for a diverse set of professional roles and functions related to training in enterprises, mainly within policy-driven, cross-country comparative research. Alternatively, scholars speak of the 'training professional in enterprises' (Cedefop and Germe, 1990) or more generally of 'in-company training personnel', as the extent to which this group can be referred to as professional is highly debateable (Büchter and Hendrich, 1996; Büchter 1998; Peters, 1998).

As highlighted in early cross-country comparative literature (Maurice et al., 1986; Koike and Inoki 1990; Billett, 2001; 2011), incidental and informal learning opportunities in the workplace are often created on purpose as organisations are

figures for Portugal in CVTS4, however, are not unconditionally comparable with figures of earlier waves and with figures for other countries, as information on costs is taken from newly established registers and is not provided by the enterprises.

in a position to deliberately design work practices to support and facilitate learning. Hence, enterprises raise or limit the learning opportunities available by how they organise the work, assign tasks, and move workers around. Through the way in which work is organised and workers are moved between jobs, a 'curriculum for workplace learning' may be implemented in the organisation by formal and/or non-formal training, prior to the development of specifically planned support initiatives. Thereby, workplace learning still occurs in a planned way, but with little or no use of traditional forms of on-the-job or off-the job instruction (Billet, 2001). Within this interlinked process of work practice and skill development, various groups of employees (managers, senior skilled workers, professionals, experts, etc.) are assigned specific tasks to support the learning of others and, thereby, become in-company trainers with a particular profile.

A recent Cedefop study on work-based learning (WBL) approaches in CVET confirms that especially SMEs are often less likely to offer structured and intentional learning to their employees, but they seem to provide more informal, unstructured and unintentional WBL forms and opportunities. The study calls for a better understanding and use of informal in-house learning in enterprises and recommends supporting initiatives aimed at learning more about these informal WBL practices (Cedefop, 2015).

Beyond informal learning in the workplace, training is a key instrument of skill formation at the company level. Training is typically defined as a planned intervention for the systematic acquisition of skills, competences or attitudes designed to improve performance in a predefined environment (altered from Landy and Conte, 2010, p. 317). Apart from taught courses, where instructors work with groups of participants, various other forms of interventions are also used frequently, including: (a) structured on-the-job training; (b) workshops and seminars; (c) secondments and job-rotation; (d) quality circles; and (e) planned phases of self-study with traditional or new media, including e-learning (Cedefop, 2010d). Employees that support these various forms of learning and training are all covered by the concept of 'in-company trainers'. Therefore, many groups of employees aside from the comparatively well-defined group of corporate trainers, who provide training courses as their primary responsibility, also deliver 'planned interventions'. For example, senior colleagues often provide structured on-the-job training to newly hired employees (induction).

Competence requirements for trainers in CVET, approaches to competence development, and quality assurance processes for trainer competences, are diverse across the EU and this area is largely unregulated in EU countries. Nevertheless, good practices that improve the professional development of trainers can be found at national, sectoral, and company levels (Kirpal, 2011b). A

review of examples of good practice in 13 EU countries identified various measures to support the continuing professional development of trainers, including certification programmes, training initiatives, and online resources and networks (Cedefop, 2010a). However, one of the key conclusions of the Eurotrainer study was that the continuing learning of trainers in enterprises is underdeveloped, and it estimated that around 40% of in-company trainers do not participate in this kind of learning at all (European Commission and Institut Technik und Bildung, 2008). However, these studies do not adequately distinguish between in-company trainers and other types of trainers such as adult educators in training centres, or initial vocational education and training (IVET trainers). Other comparative European studies on adult learning professionals (for example, Research voor Beleid and Platform opleiding, onderwijs en organisatie, 2008; Research voor Beleid, 2010) make no reference to in-company trainers at all.

To address this information gap, a thematic working group on professional development of trainers in VET ([7]) examined the changing roles, competence requirements and opportunities for professional development of trainers in VET and developed the guiding principles to support their professional development. Among other recommendations, the group suggested raising awareness of stakeholders, especially companies, of the benefits of training and trainers and increasing and targeting the support to companies, especially SMEs. It stressed that support to trainers should be part of a broader agenda of skill development and social inclusion and also a shared responsibility (European Commission and Cedefop, 2014).

This study attempts to provide an overview of national and sectoral approaches to professional development of trainers in EU-28, which can contribute to the mid-term deliverable set by the Riga conclusions of systematic approaches to professional development of VET teachers, trainers and mentors. The study also presents empirical evidence and further insights on the basis of findings in eight Member States.

([7]) The group was launched by the European Commission in cooperation with Cedefop within the framework of European cooperation in education and training, ET 2020 and worked between February 2012 and March 2014. The main activities of the group were research and peer learning activities.

CHAPTER 2.

Definition, scope and methodology

2.1. Defining in-company trainers

The target group of this study are 'in-company trainers' defined as internal trainers providing internal training (training organised and carried out in and/or by the company for their staff) and support learning of adults (CVET) in non-formal and informal learning in SMEs.

To distinguish between internal and external training the study follows the framework outlined by the continuing vocational training survey (CVTS) that defines internal training as training that is 'principally designed and managed by the enterprise itself'. It is important that the responsibility for the training lies with the enterprise. Training that is, for example, designed and managed by the internal training department of the enterprise is pertinent, although the training may physically take place either within or outside of the enterprise, i.e. the geographical location in which the training occurs is not the main issue (Eurostat, 2012, p. 26).

In this definition it is crucial that the enterprise determines the goal and the content of the training, thereby implying that typically only employees of the enterprise participate ([8]). Neither the location where the training takes place nor the status of the trainer is defined. Training can take place at various locations combining the workplace (a hotel, a car workshop, for example) and the premises of external providers (for example, training centres) (Cedefop, 2015) while a trainer could either be employed by the enterprise, catering only to that particular enterprise irrespective of his/her working contract, or provide training to various organisations. He or she could provide training as a primary job task (his/her main role), or as a minor task in the framework of other responsibilities. Internal training could therefore be provided by internal or external part-time or full-time trainers. Internal trainers are typically employed by the enterprise and work for one enterprise only. External trainers engaged in internal training are not employed by the enterprise but by another party. Table 2 illustrates this distinction and highlights the focus of the study on full- and part-time internal trainers, managers, and colleagues.

([8]) Alternatively, the employees of a network of employers, collaborating in the particular training activity, participate in this definition. However, the training is not advertised to other external participants.

Table 2. **Internal and external trainers and internal and external training**

	Internal trainers …employed at the enterprise**.**	**External trainers** …employed at schools, colleges, universities; public or private training institutions; trade unions; employer's associations; sector bodies; etc.
Internal training …principally designed and managed by the enterprise itself.	Full and part-time in-company trainers; managers; colleagues.	Coaches; external trainers in corporate programmes.
External training …principally designed and managed by organisations which are not part of the enterprise**.**	Not applicable or unlikely; in case in-company trainers provide external training (e.g. as suppliers for other enterprises) they would count as 'external trainers'	External trainers providing external training within or outside the enterprise; the most common case one thinks of when enterprise training is concerned.

NB: The target group of the study is highlighted in darker shade.
Source: Eurostat (2015).

Other lines of division are drawn between IVET and CVET, and between formal and non-formal or informal learning. The specific boundaries vary from country to country. In some countries IVET is synonymous with formal education, but this is not a hard and fast rule across the whole of Europe (Hefler, 2013). Table 3 shows the demarcation of the target group of the study by providing examples of the variety of trainers in the diverse fields (internal vs external trainers in formal or non-formal/informal learning in IVET or CVET).

It must be noted that the group of in-company trainers defined above is not homogenous and does not constitute an occupational group (Chapter 4). In some cases it can be difficult to distinguish in-company trainers from 'ordinary' employees, particularly if they are part-time and devote little time to training – the above definition does not really account for this case. To solve this problem this study suggests a minimum threshold: in-company trainers are individuals who either regularly (on a weekly or daily basis) provide training or learning facilitation related activities for at least one hour of working time, and/or have training tasks explicitly mentioned in their job profile. However, it became evident in the course of the research process that the latter indicator was not reliable in the empirical survey (Section 4.2).

Table 3. **Examples of internal and external trainers in IVET and CVET, and formal and non-formal/informal learning**

		Internal trainers	External trainers
Formal	IVET	Such as tutors/trainers for apprenticeship; tutors for internships	Such as VET-school teachers (dual part); Trainers in training centres for apprenticeships
	CVET	Such as tutors/trainers for apprenticeship for adults	Such as teachers and trainers at schools for adults, colleges and universities
Non-formal and informal learning	CVET	'In-company trainers', such as full-time and part-time in-company trainers, colleagues.	Such as teachers and trainers at training providers; professional organisations, trade unions, employer organisations; trainers in ALMP measures
	IVET	'Trainers' for informal apprenticeships (*)	Such as teachers and trainers in preparatory courses for external examinations

(*) See for example: International Labour Office (2011). *Upgrading informal apprenticeship: a resource guide for Africa*. Geneva: ILO.

NB: For the sake of the argument a further distinction between informal and non-formal learning is not made here. Further VET-HE could be added either to IVET or CVET as this also differs from country to country. Tutors/trainers for apprenticeships for adults are also part of the target group. Although this group was not directly targeted by this study a question on whether adult apprenticeships were offered in the respective company was included in the questionnaire and in some cases companies stated that they were. These cases were also considered in the analysis of this study but not analysed separately. The target group of the study is highlighted in darker shade.

Source: Cedefop.

2.2. Research approach and methodology

This study involved two primary research activities. A thorough review of recent developments in policies and practices relating to the competence development of in-company trainers at national, regional, and sectoral levels in the Member States (EU-28) was undertaken. Also, an employer-employee/trainer linked survey was conducted in SMEs ([9]) in eight EU Member States (Belgium-Flanders, Bulgaria, Denmark, Germany, Spain, Lithuania, Poland and Portugal) and four sectors (automotive, construction, computing services, and hotels and restaurants).

For the overview of the main trends in the EU-28 Member States, relevant national, regional and sectoral provisions, programmes, approaches, and initiatives were considered with priority given to developments that have occurred since 2007. The most fruitful sources explored include various Cedefop studies (Cedefop, 2010a; 2010b; 2010c; 2010f; 2011; 2013), the 'Eurotrainer studies' (European Commission and Institut Technik und Bildung, 2008; Haasler and

([9]) SMEs are sub-classified as follows: micro enterprises have up to 10 employees; small enterprises have up to 50 employees; and medium-sized enterprises have up to 250 employees (European Commission, 2003).

Tutscher, 2012), material produced by the thematic working group on the professional development of VET trainers (Thematic working group, 2012; 2013a; 2013b; European Commission and Cedefop, 2014), data from the continuous vocational training survey (CVTS) and the programme for the international assessment of adult competences (PIAAC), and desk research conducted by individual country experts.

Countries included in the survey were chosen on the basis that they represented different parts of Europe, specific characteristics of the VET system, different labour market policies (for example, dominating forms of work organisation), and different skill formation systems (Busemeyer and Trampusch, 2012) and welfare state systems (for reviews see Arts and Gelissen, 2010; Cook 2010). To ensure that the countries chosen met these requirements a country typology was used which integrated these institutional aspects into a comprehensive framework (see Saar et al., 2013; Roosmaa and Saar 2012; Saar and Roosalu, 2011). Also taken into account were differences in the observed average training activity at country level (Markowitsch et al., 2013). The aim of the country selection was that both a Most Different Systems Design (MDSD) and a Most Similar Systems Design (MSSD) could be applied (Anckar, 2008; Otner, 2010).

The sectors were selected on the basis that they were representative of the main types of sector (secondary and tertiary respectively), with high and low company-provided training intensity (Table 4), and with a positive employment outlook. For the industry sector 'motor vehicles' or automotive (NACE Section C29) and 'construction' were selected (NACE Section F); and for the service sector 'computing services' (NACE Section J) and 'hotels and restaurants' were selected (NACE Section I).

Table 4. **Selection of sectors**

		Training activities	
		High	**Low/Medium**
Type of sector	Secondary sector (industry)	Automotive industry	Construction work
	Tertiary sector (services)	Information technology services	Hotels and restaurants

Source: Cedefop.

The implementation of the survey was achieved through the use of three questionnaires:

(a) an employer questionnaire to generate information on the organisation, the provision of and support for training, and the recruitment of and requirements for in-company trainers;

(b) a trainer questionnaire exploring the activities and responsibilities of in-company trainers, their professional biography, skills, and competence development;
(c) a merged questionnaire, for companies in which the owner or employer is the only person that provides in-company training (for example, in micro and small enterprises). The questionnaires were pre-tested in two countries, translated into the relevant national languages and finally implemented as CATI-survey (computer assisted telephone interviews) that took place between March and May 2014.

A total of 254 companies from eight countries participated in the survey: in 102 cases both the employer and an in-company trainer answered the questionnaire; in another 107 cases the manager was the only person who fulfilled the role or function of a trainer so a merged questionnaire was filled; in 14 cases only an in-company trainer replied and in 31 cases it was only a manager (See Table 5 for the distribution of interviews by country and type). Of the 254 companies, 13.8% belong to the automotive sector; 30.3% to accommodation and food services; 24.0% to information and communication; and 31.9% to the construction sector. The companies interviewed employ an average of 56 staff and the total number of workers employed in all the companies surveyed is around 13 000, with construction being the most labour-intensive sector. There is great diversity in the number of employees in each company in the sample, ranging from 1 to 249 ([10]). In the sample, on average micro enterprises employ six members of staff, small companies 25 to 32 workers, and medium-sized companies 98 to 138 employees. In terms of numbers of employees, volume of turnover, and profits and investments, the majority of enterprises in the sample were either stable or had even begun to expand recently.

([10]) Three companies with 250 to 300 employees have been included in some analyses, but not taken into account for questions relating to company size.

Table 5. **Distribution of interviewees by type and country**

Country	Type of interviewee				
	Both manager and trainer	Manager as the only trainer	Only in-company trainer	Only manager	Total
Belgium-Flanders	7	7	2	5	21
Bulgaria	22	16	-	-	38
Denmark	8	10	2	4	24
Germany	6	7	-	2	15
Lithuania	13	11	-	18	42
Poland	14	41	7	2	64
Portugal	14	10	2	-	26
Spain	18	5	1	-	24
Total	102	107	14	31	254

Source: Cedefop.

The training intensity (i.e. the percentage of employees participating in CVET courses) of the companies in the sample is comparable to the EU average as reported by CVTS (48% on average for the EU-28 countries, 49% for the countries in this sample). Indicators used to measure professionalisation (for example, planning of training activities, having a training budget, reviewing individual training needs; Section 3.2) prove that the sample companies match the EU averages reported by CVTS. However, the country samples in this study are too small to accurately reproduce the differences between countries indicated by CVTS and a full comparison is not possible for various reasons ([11]). Therefore, identifying common trends across countries and sectors proved unfeasible in many instances.

Several limitations must also be noted when comparing the survey to PIAAC data (as is the case in Chapters 3 and 4). One might expect the figures for the number of employees conducting training for colleagues to be higher in the study sample than in the PIAAC because only enterprises willing to take part in a survey on training, and which provide training, participated in the survey. However, the narrower connotation of 'training' used in the Cedefop survey in comparison to the skills use concept in PIAAC may delimit the figures. Further it can be assumed that the employer selected employees who most closely matched the profile of an in-company trainer. Hence, the Cedefop sample may not describe the 'average in-company trainer', but the 'average of the most involved in-company trainers' as seen by the employer. Finally, in cases in which

([11]) Aside from the fact that the sample in the current survey was too small to be fully representative, it nevertheless covers micro enterprises, which were not part of the CVTS.

the employer stated that they were the only trainer, this perspective could originate either from a lack of insight into the actual activities of his/her staff, or a reluctance to allow a member of staff to be interviewed on that subject. Needless to say, a survey targeted at enterprises (in particular SMEs) will include more managers than a household survey. These factors may explain the over-representation of managers in the final sample when compared to the PIAAC and may also explain why the highest ISCED levels are over-represented. However, this could also be caused by the sampling methods applied.

Aside from that, however, the overall quality of the data is high, and only a small number of more sensitive questions (for example, on the amount of money in training budgets) remained unanswered. Interviews were not interrupted or ended prematurely. The primary reasons reported by SMEs for non-participation in the survey were a lack of time, a lack of interest, no CVET in the company, and/or not enough resources to participate. Some companies had also just been set up, while others were closing down. Finally, there were country and sector specific reasons for a lack of participation. In the construction sector SMEs commented that it would have been better to implement the survey in the winter season. In the accommodation sector the large proportion of informal non-standard employment (some of which is undocumented work) and family-run businesses made it difficult to convince companies to participate in the survey. In Denmark some SMEs reported that they received an excessive number of inquiries to participate in surveys and that they were unable to take part in all of them. In Lithuania and Poland it was reported that in some cases it was necessary to explain what was meant by CVET caused by the narrow understanding of continuing training in those countries, which is related primarily to formal education. In Spain, the survey was greatly influenced by a CVET fraud revealed in the beginning of 2014.

CHAPTER 3.

In-company trainers and their organisational context

The survey allows for the development of a clearer understanding of the population of in-company trainers in Europe, which is discussed in this chapter. First, the chapter presents an overview on the population of in-company trainers derived from international statistics and the current sample. Second, the chapter looks at the organisational factors that may influence the probability of encountering in-company trainers, such as the size of the company, the training intensity and external and internal provision of training, and the professionalisation and formalisation of training. Finally, the support provided for training and trainers by companies is discussed.

3.1. Probability of encountering an in-company trainer

To develop appropriate measures of support to trainers in enterprises, it would be useful to have a better idea of the scope of trainers' population. On the basis of the data from this study and PIAAC, it can be estimated that at least one out of five employees in SMEs is regularly involved in training or supporting learning of colleagues, and one in 10 employees is intensively involved in this activity (daily).

There is currently no survey available which provides European or cross-country comparative information on the numbers of employees delivering in-company training. Employment statistics based on the international standard classification for occupation (ISCO), such as the European labour force survey (LFS), could in principle be used to develop an estimate for the size of the occupational group 'Training and staff development professionals'. However, due to the specific definition of this category ([12]) and the fact that employees with

([12]) The corresponding ISCO Code is 2424 and the description reads: 'Training and staff development professionals plan, develop, implement and evaluate training and development programmes to ensure management and staff acquire the skills and develop the competences required by organisations to meet organisational objectives; Tasks include (a) identifying training needs and requirements of individuals and organisations; (b) setting human resource development objectives and evaluating learning outcomes; (c) preparing and developing instructional training material'.

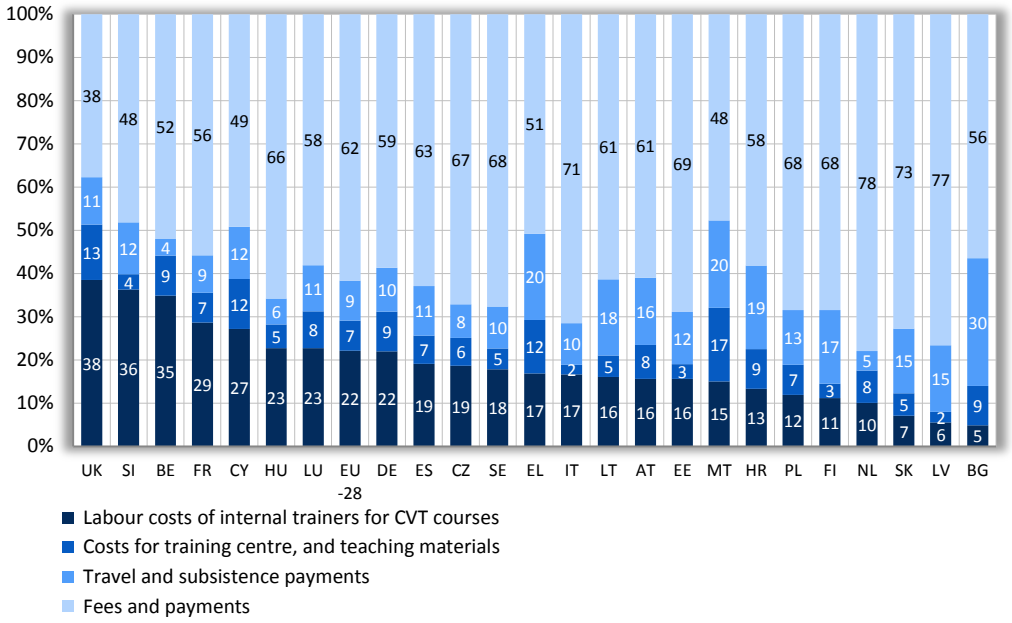
training functions often do not perceive themselves as trainers, the data would underestimate the population of in-company trainers as defined in this study. Complementary, non-representative surveys (such as those conducted as part of the two Eurotrainer studies (European Commission and Institut Technik und Bildung, 2008; Haasler and Tutscher, 2012)) provide a valuable insight into the current European trainer population. However information on the specific target group of in-company trainers in CVET in SMEs is scarce.

Despite the lack of reliable data, two international surveys make it possible to derive some notion of the numbers of in-company trainers in Europe. These are the Continuing Vocational Education Survey (CVTS) and the Programme for the International Assessment of Adult Competences (PIAAC).

CVTS provides information on the costs of internal trainers in relation to overall direct training costs (such as fees, travel costs, etc.), and on the ratio of full-time to part-time in-company trainers (Figure 1) ([13]). The results of the survey indicate the relative importance of internal trainers in training courses – not to be confused with their overall importance – which differs greatly between countries. In the UK, costs for internal trainers accounted for 38% of all direct training costs for reported training courses, while in Bulgaria they accounted for only 5%. In the majority of European countries between 10% and 25% of the direct costs to enterprises of implementing training courses are accounted for by internal training staff. This indicates that there are in-company trainers within enterprises that offer courses to their employees.

([13]) A previous wave of CVTS also conducted head-counts on internal full-time and part-time trainers. However, the data was not published by Eurostat. Reported figures are available for Austria from a previous project using Austrian CVTS2 micro data (Markowitsch and Hefler 2003). SMEs (approx. 23 000 organisations with 10-249 employees) have reported 7 300 full-time internal trainers (in 13% of all companies with courses) and 6 000 part-time trainers (in 14% of all companies with courses).

Figure 1. **Percentage of direct costs of CVT courses by type of cost (including costs for internal trainers, 2010)**



NB: Own calculation based on data of Eurostat 2013a, tables. Data for RO and PT excluded for limited comparability. Data for DK not available.

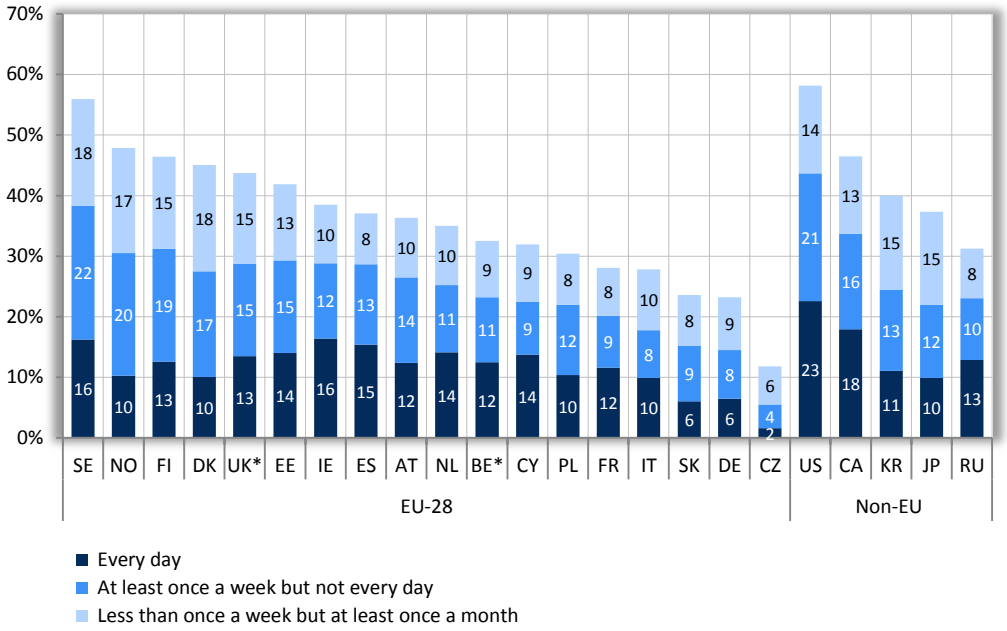
Source: Cedefop (forthcoming).

PIAAC data are another source which may be used to estimate the incidence of in-company trainers ([14]). The analysis presented below only includes adults (16-64 years old) employed in SMEs ([15]), while some sectors such as agriculture, public administration, education, health, arts, expatriate organisations and services in private households are excluded.

([14]) Data is available for 14 of the EU-28 Member States, and for two regions of Member States (England and Northern Ireland (UK); Flanders (BE)). Moreover, data is available for five other OECD Member States. The data was collected between 2011 and 2012.

([15]) As participants are asked for the number of employees at their place of work (D_Q06a) they report on their local unit, rather than the overall number of employees of the enterprise. As individuals are often unaware of the total number of employees or the legal boundaries of the overall enterprise, it has become usual to ask for the local unit (for example, this is also the case with the European LFS and the Adult Education Survey (AES)). However, individuals may nevertheless refer to the number of employees in the whole organisation. Overall, the PIAAC considerably underestimates the number of workers in large organisations and blurs the boundary between large organisations and SMEs. Analysis is conducted on the basis of the public use file provided by the OECD (version November 2013).

Figure 2. **Adults employed in SMEs (local unit with fewer than 250 employees) providing training to colleagues – 2011/12**



(*) Data for BE refer to Flanders; data for UK refer to England and Northern Ireland.
Source: PIAAC public use micro data set (November 2013) – own calculations.

Across the 16 EU Member States an average of 32% of adults employed in SMEs stated that they provide training at least once a month (Figure 2) ([16]). The proportion of employees who perform training activities at least once a month ranges from 12% of employees in the Czech Republic to 58% in Sweden. On average between 2% (Czech Republic) and 16% (Sweden and Ireland) of all respondents claimed that they provide training daily. With the exception of the Czech Republic, Germany, and Slovakia, more than 10% of all respondents reported that training of colleagues occurs daily. In most European countries between 20% and 30% of all employees provide training at least once a week, but not every day. Although these figures are likely to represent the upper limits of the numbers of trainers present and the amount of training conducted in the countries surveyed, they allow for an estimation of the likelihood of encountering in-company trainers. One can assume that at least one in five employees in SMEs could be regarded as an in-company trainer according to the definition

([16]) Respondents were asked how often they usually provide training to colleagues, selecting one of the following five answers: (1) never; (2) less than once a month; (3) not every week but at least once a month; (4) not every day but at least once a week; (5) every day.

applied in this study (Section 2.1), and one in 10 employees could be seen as an 'in-company trainer in the narrower sense' (Section 4.2).

Employees in SMEs reported that they provided training at least once a month less frequently than their counterparts in large enterprises. However, the difference between SMEs and large enterprises is small in most countries. Given that the majority of employees in Europe work for SMEs (local units with fewer than 250 employees), it is no surprise that the vast majority of employees providing training at least once a month are located in the SME sector.

The survey confirms that PIACC results that suggest that providing training to colleagues is a common practice in enterprises; however, it also suggests that there are rarely full-time trainers in SMEs. In the sample, employers estimate ([17]) that:

(a) 25% of their employees train or facilitate the learning of colleagues in one way or another;
(b) 15% of all employees spend at least 10% of their working time on training activities;
(c) only 3% spend more than 50% of their working time on training.

3.2. Organisational factors influencing the likelihood of encountering in-company trainers

This chapter explores various characteristics of enterprises that may impact on the proportion of in-company trainers to the total number of employees, such as company size, training intensity, and professionalisation of training. Is it simply a case of the more internal training offered, the more in-company trainers within the SME? Although this kind of principle may seem obvious, there are good reasons to avoid hastily jumping to conclusions. Internal training could also be provided by external trainers, and the efforts of in-company trainers do not necessarily directly relate to the number of training participants and the intensity of the training. The following sub-chapters will show that size matters: in micro and small enterprises it is more likely to be engaged in learning facilitation and training provision than in medium-sized. The analysis conducted in this study found no direct relationship between the intensity of training, the professionalisation of training, and the use of external trainers on the prevalence of in-company trainers.

([17]) The data is based on responses from 112 companies where managers provided this information. These 112 companies employ a total of 5 560 employees.

3.2.1. Size of enterprise

An important organisational factor that influences the incidence of in-company trainers is the size of the company. A weighted indicator was developed to address this factor, based on the question of how many employees are engaged in learning facilitation and training. More weight was given to the number of employees engaged in training for more than 50% of work time to training than to those devoting more than 10% but less than 50%. Thus, this indicator provides a rough ratio of working time of in-company trainers in relation to the overall working time. Table 5 shows the mean values for this indicator by company size. Interestingly, smaller companies show a higher degree of highly engaged employees, as a share of total employees, than larger companies (smaller and larger SMEs). Results indicate that in micro enterprises 10% of the overall working time is devoted to training colleagues, while in medium-sized enterprises it is only 3%. Therefore, employees of smaller enterprises are more likely to be involved in the training of co-workers than employees of medium-sized or larger companies. If confirmed by representative data, this finding poses an interesting paradox: while employees in micro and smaller enterprises are less likely to participate in training than those in medium or larger ones, they are more likely to be engaged in learning facilitation and training provision. This may be explained by the different work organisation characteristics of smaller companies, such as operating as smaller team units and having fewer opportunities to distribute or delegate tasks. In this kind of work structure it is more difficult to take time off for training, but the chance for (or duty of) the individual worker to pass on knowledge to colleagues is higher.

Table 6. **Share of in-company trainers in the overall number of employees per company by company size**

Company size	Mean	N (*)	Standard deviation
Micro enterprises (0 to 9 employees)	10%	12	0.111
Small enterprises (10 to 49 employees)	6%	40	0.075
Medium enterprises (50 to 249 employees)	3%	43	0.029
Total	5%	95	0.069

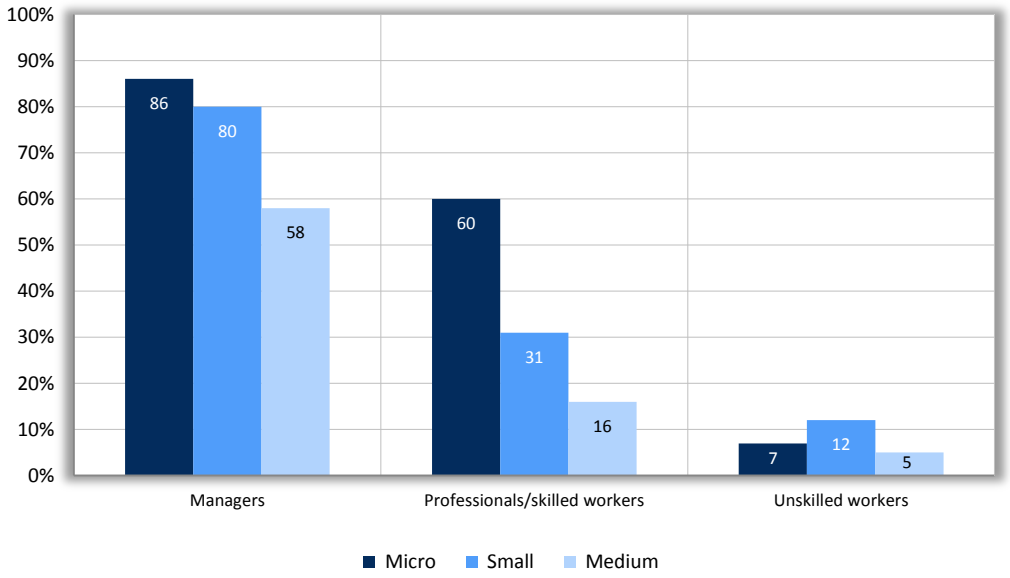
(*) As the number of micro enterprises is significantly smaller compared to small and medium-sized enterprises, the data should be read with caution.

Source: Cedefop.

This size effect is also visible for the different types of employees or skill levels. The survey distinguished between three categories: managers and supervisors, professionals and skilled workers, and unskilled workers and helpers. In smaller enterprises managers and skilled workers are more frequently

engaged in learning facilitation than in larger ones (see Figure 3, for more details see also Section 4.1).

Figure 3. **Overview on the share of employees engaged in learning facilitation and training of colleagues by occupational group and enterprise size**



NB: N = 112
Source: Cedefop.

When examining individual countries, one has to bear in mind the small size of the sample. Nevertheless, some differences are striking. In some countries (Germany, Spain, Lithuania) almost no unskilled workers were engaged in learning facilitation, while in one country (Bulgaria) the share of unskilled workers involved in training was even higher than the share of skilled workers. Portugal and Spain reported the highest share of employees engaged in learning facilitation, Lithuania the lowest.

Comparing sectors, the information and communication sector shows the highest share of in-company trainers, and Construction the lowest. Only 6% of unskilled workers in the construction sector were engaged in the learning facilitation, compared to 27% in the Information and Communication sector. ICT also appears to have the highest proportion of managers engaged in training, 44%, compared to 30% in automotive. This pattern corresponds with the general training intensity of the sectors and possibly indicates a positive relationship between training intensity and the likelihood of in-company trainers. This is explored further below.

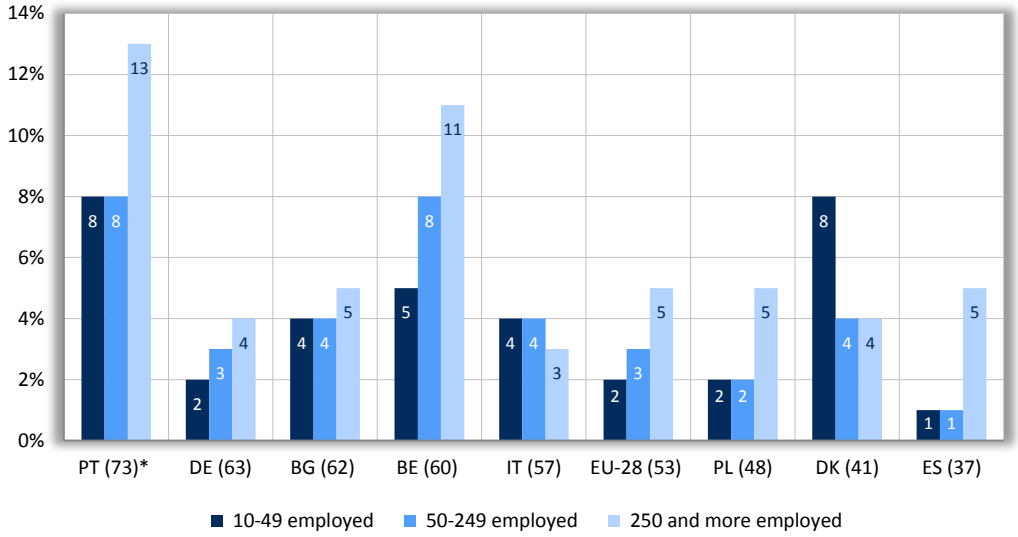
3.2.2. Training intensity and external and internal provision of training

In general, enterprises in Europe provide slightly more internal training courses than external courses ([18]). Internal training can be assumed to be the main field of activity for in-company trainers. According to CVTS data, the proportion of internal training in relation to training as a whole varies widely between the EU Member States ranging from 88% in Romania to 32% in Hungary, and comprising 73% of training in Portugal but only 37% of training in Spain (see also Figure 4 for the countries studied). The differences can be determined, on the one hand, by the type of work organisation prevailing in the country (with more internal hours where an organisational approach is dominant and fewer internal hours in systems dominated by occupations) and the service capability of the training markets catering for enterprises. Also, differences in local understanding of what represents a training course may add to the complexity of the picture (for example, the rather narrow understanding of training courses primarily targeting blue collar workers in Hungary, or the absence of a clear demarcation between 'courses' and various other forms of support for learning found in the UK).

The characteristics relating to the intensity of training identified in the CVTS data are reflected in the Cedefop survey with the pattern reproduced for SMEs: Almost half of all enterprises in the sample use internal courses for more than 50% of their staff, and use external courses for only up to 20% of their staff (Figure 5). Only 8% of the surveyed enterprises do not use internal training courses. 19% of the enterprises do not use external courses. The prioritisation of internal courses over external ones can also be observed in each of the different size classes of enterprises. However, only a weak link between the proportion on in-company trainers in an enterprise and the likelihood of using either external or internal or other training measures can be identified. Therefore, the survey data could verify neither the proposition that 'the higher the training intensity the more internal trainers', nor the proposition that 'relatively more internal training results in more internal trainers'.

([18]) Here and in the rest of this report we follow the statistical definition of courses in the CVTS framework: 'CVT courses are typically clearly separated from the active work place (learning takes place in locations specially assigned for learning like a class room or training centre). They exhibit a high degree of organisation (time, space and content) by a trainer or a training institution. The content is designed for a group of learners (for example, a curriculum exists).' (Eurostat 2012) For internal courses, enterprises determine the content and the mode of delivery of training.

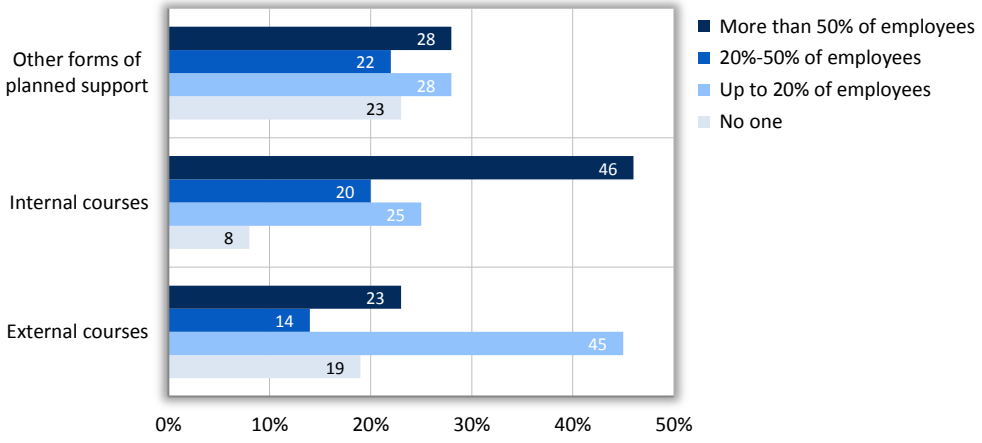
Figure 4. **Training intensity in European countries**



(*) Portugal is not fully comparable (overestimation caused by a different methodological approach). Own calculations based on hours in CVT courses per 1 000 hours worked (only enterprises with training), by size classification [trng_cvts78] and percentage of hours spent in internal courses (in brackets) for the selected countries and size classifications [trng_cvts70], Version: 2014-07-22 (Extraction by 2014-10-10).

Source: Eurostat dissemination database. CVTS4, data 2010; sorted by the share of internal training hours as a percentage of all hours in training.

Figure 5. **Training intensity by type of training (external courses, internal courses, and other forms of training)**



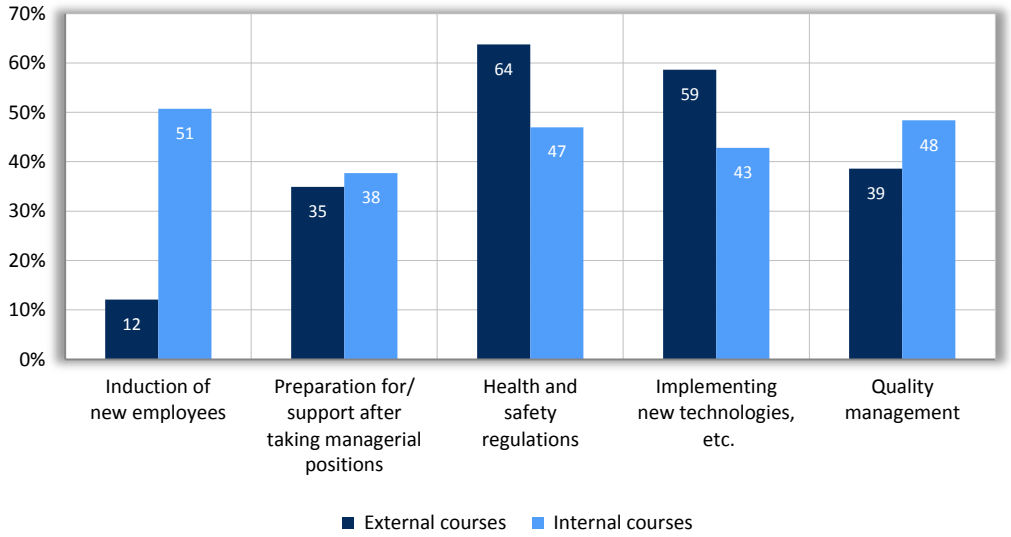
NB: N = 220-226 ([19])

Source: Cedefop.

([19]) In some tables and charts throughout the report, the number of respondents is indicated as a range. This is in the cases where items summarised were answered by different respondent numbers.

According to the survey results internal training is used primarily for the 'induction of new employees', 'preparation for/support after taking managerial positions', and 'quality management' purposes' (Figure 6). These results suggest that companies rely on internal courses if the knowledge and competence is available within the companies' human resources. In terms of the areas of human resource development and in-company training where the influence of external providers is particularly high, the survey results suggest that the outsourcing of training provision is most likely when the training requires specialised knowledge and expertise: 'Compliance with health and safety regulations' and 'implementing new technologies/ways of providing services' are the areas for which enterprises rely more heavily on external than internal courses. The percentage of enterprises that identified that external courses were one of the most frequently used methods to provide training in these two areas was higher than that of companies that indicated that internal courses were used most frequently to provide training in these areas. Specific regulations which require training to be undertaken externally may explain a high percentage of external training in health and safety fields. For all other training areas, however, the percentage of internal courses was higher. It should be noted that survey respondents were given the opportunity to provide multiple answers to this question.

Figure 6. **Most frequently used methods by training purpose (% of valid cases)**



NB: N = 225
Source: Cedefop.

The preference for the use of external rather than internal courses for ‘Health and safety regulations’ and ‘Implementing new technologies, etc.’, while relying on internal courses over external courses in other areas appears to be the case across all SMEs in the sample, regardless of their size. The frequent use of internal courses is generally high among medium-sized enterprises. In particular, medium-sized companies are in a better position than their smaller counterparts to cover training requirements in ‘health and safety regulations’ with internal courses. The proportion of enterprises in this size classification frequently using internal courses for this purpose is 62%, compared to the average of 47% across the total of all companies of all sizes. In general, Figure 6 suggests a potential profile for in-company trainers compared to external trainers: namely, in-company trainers primarily provide training directly related to internal company-related issues. External trainers are engaged when specialised knowledge and expertise is required.

3.2.3. External trainers providing internal training

The use of external trainers for internal courses is another important indicator which must be considered when examining the tasks and activities of in-company trainers. However, the employment of external trainers for internal courses is also an indicator of the influence of training markets and external providers on the training activities in companies. When asked whether their companies hired external trainers for internal training courses, the majority of companies (57% of valid cases, N = 226) responded that they did. This proportion increases as company size increases, rising from 39% among micro enterprises to 65% among medium-sized enterprises.

At the same time, the overall proportion of external trainers delivering internally organised training decreases as the company size increases. This is to say that while more medium-sized companies employ external trainers for internal training than micro or small enterprises do, the relative influence of external trainers in these companies is still lower than in smaller enterprises (Table 6). More specifically, while in small enterprises the average proportion of external trainers carrying out internal courses is above 50%, for medium-sized enterprises it is 37%. This suggests that the latter have at their disposal enough in-house training capacity to have the majority of internal training delivered by internal trainers.

Table 7. **Average proportion of external trainers delivering internal courses**

Size of enterprise	Mean	N	Standard deviation	Minimum	Maximum
Micro enterprises	47%	21	33.19	5%	100%
Small enterprises	52%	52	33.06	2%	100%
Medium enterprise	37%	50	24.26	5%	90%
Total	44%	123	30.36	2%	100%

Source: Cedefop.

The use of external trainers for internal courses does not, as one might expect, correlate to the share of employees engaged in learning facilitation, but does correlate to the level of professionalisation (Section 3.2.4) and level of support measures available in a company (Section 3.3). For instance, companies which possess a special unit for training and/or human resource development, or where a training strategy is in place, show a correlation with the use of external trainers.

3.2.4. Professionalisation and formalisation of training

Professionalisation or more precisely the formalisation of training activities, and its influence on training participation and training intensity in firms is a recurrent research topic. Indicators used to measure professionalisation include, among others: possession of a training unit/specialist responsible for training, the presence of a yearly training budget, a training plan, regular reviews of training needs and the like. Whether a company assesses the skill and training needs of its employees and the application of external quality assessment procedures, were identified as some of the key factors that influence training participation in SMEs (Pauli and Radinger, 2004; Mytzek-Zühlke, 2007; Rudolphi, 2011). Käpplinger and Lichte also found a positive link between the degree of professionalisation of in-company training and the participation of employees in training. They discuss this in relation to the role of in-company trainers. However, they are not able to prove a direct link between in-company trainers and training professionalisation (Käpplinger and Lichte, 2012. p. 5).

In the survey sample, neither a positive relationship between the professionalisation of training and the amount of training participation (the share of employees participating in training), nor a direct relation between professionalisation of training and the population of in-company trainers, could be verified. Although this does not disprove that professionalisation of training may be an important direct or mediating factor influencing in-company trainers, it seems evident that other factors (type of work organisation, type of business,

etc.) also have a strong influence over the frequency and use of in-company trainers.

Table 7 shows how the SMEs of the various sample countries measure up against different indicators of professionalisation. On average, 35% of the companies surveyed have a yearly training budget. Companies in Spain (22%) and Portugal (23%) reported less frequently than companies in other countries that they allocate a yearly training budget, while 68% of companies in Belgium-Flanders stated that they had a fixed yearly training budget. With regard to the formal planning of training activities, companies in Denmark (24%) and Germany (20%) were below the average (39%). Spain showed an exceptionally low proportion (13%) of companies using training plans. 62% of all companies surveyed reported that they regularly conduct training needs analyses for the organisation as whole and on an individual level.

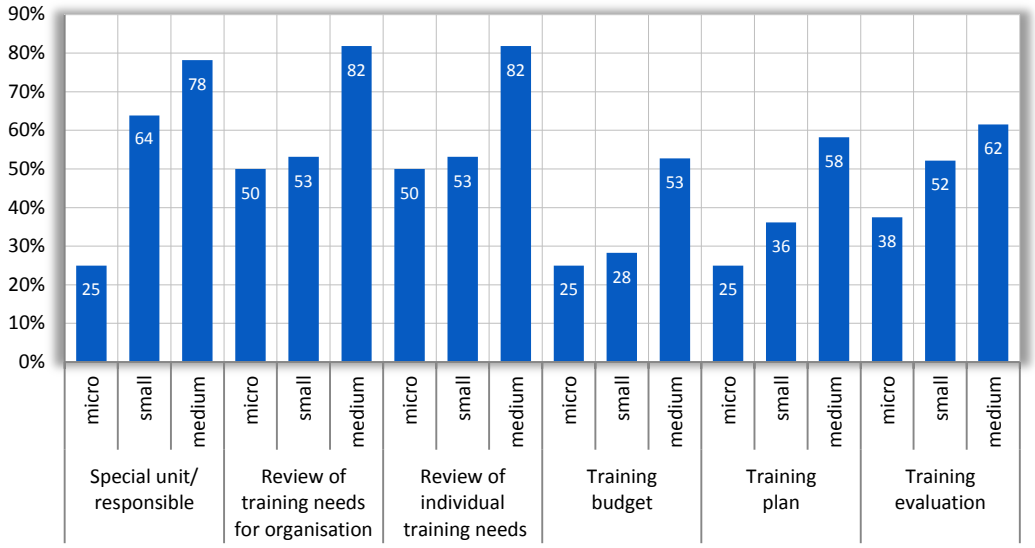
Table 8. **Indicators for the formalisation or professionalisation of training in the companies surveyed**

Country	Training budget (%)	Training plan (%)	Training needs analysis (%)	N
Belgium-Flanders	68	84	89	19
Bulgaria	45	39	47	38
Denmark	29	24	59	21/22
Germany	40	20	67	15
Lithuania	38	48	59	29
Poland	23	37	68	56/57
Portugal	33	50	67	24
Spain	22	13	43	23
Average	35	39	62	225-227

Source: Cedefop.

When looking at training professionalisation controlled for company size (Figure 7), unsurprisingly a strong contrast becomes clear between micro and medium-sized entities. Only 25% of micro enterprises have an individual or unit dedicated to training compared to 78% of medium-sized entities. Larger companies are also more likely to review the training needs of the organisation and its employees, although the percentage difference with micro enterprises is smaller in this regard. Generally, allocating training budgets, developing training plans, and projecting the evaluation of training activities is not common practice in small and micro enterprises. One reason for this may be that in small and micro enterprises, these elements are typically demand-driven and flexibly adjusted rather than strategically planned in advance. This is due to the smaller staff numbers.

Figure 7. **Indicators for the formalisation or professionalisation of training by size of company**



NB: N = 226
Source: Cedefop.

These differences between small and medium-sized enterprises can be observed in CVTS and are also confirmed by the Eurotrainer study, which suggests that regular quality assessment and monitoring of training is not commonly set up within SMEs. This means that neither the competences of trainers, nor the training that the companies provide, is assessed (European Commission and Institut Technik und Bildung, 2008).

Similarly to the issue of professionalisation, one would expect that the existence of employee representatives would have positive influence on the incidence of in-company trainers. Training agreements, collective agreements, and union density have been frequently reported as determinants for participation in enterprise training (Brunello, 2001; Livingstone and Raykov, 2005; Mytzek-Zühlke, 2007). However, the influence of employee representation could not be tested with the current data.

Companies that provide IVET can be expected to employ (relatively) more in-company trainers. The provision of IVET in companies usually requires a member of staff responsible for and qualified to train apprentices. Although apprenticeships could theoretically be organised separately from CVET, the most common practice in the majority of enterprises is to combine these tasks. Even if the activities are separated, the organisation of IVET may serve as a model for the organisation of in-company training in general. Hence, one would expect that the existence of IVET training schemes would also support the prevalence of in-

company trainers. This could be confirmed by the survey data, though the correlation for this proposition was weak ([20]).

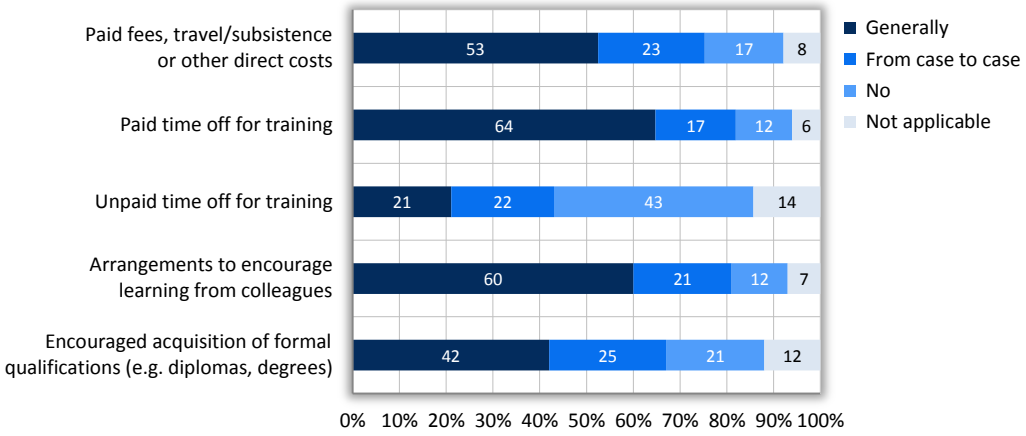
3.3. Company support for training in general and specific support for in-company trainers

Company support for training (for example, by paying employees throughout their training) has been scrutinised as a potential driver for increased participation. For example, Mytzek-Zühlke's study (2007) found that the company support for training activities strongly influences the training participation rates of employees. Also, the author found evidence of the major influence of certain aspects of national, institutional, and financial frameworks such as training funds, public subsidies, and tax concessions on training participation rates. While the survey data gathered in this study provide some support for the first proposition, they do not verify the second thesis. Also, a direct influence of measures that companies apply to support the training of their staff on the existence of in-company trainers could not be identified. However, all in-company trainers benefit from general support measures provided by the company and at least one third of all in-company trainers are addressed by specific measures.

The majority of companies surveyed offer many support measures for training: 42% of all companies stated that they encourage the acquisition of formal qualifications such as diplomas, degrees, or master craftsman qualifications; 60% support arrangements to facilitate learning from colleagues; and 64% pay for working time spent on training (21% generally offer unpaid time off to participate in training activities). 53% of all companies cover fees and travel or subsistence costs related to training activities (Figure 8). In-company trainers equally benefit from these support activities.

([20]) 60% of the companies surveyed provide initial vocational education and training (IVET) with the majority of companies (87%) employing either one or two young people (under 25 years of age). Bulgaria and Spain employ the lowest number of young people in formal initial vocational education, while Germany and Lithuania employ the highest. In Germany, these are mostly apprentices. In Lithuania they are VET school students undertaking their final practice in companies and usually not employed by the company.

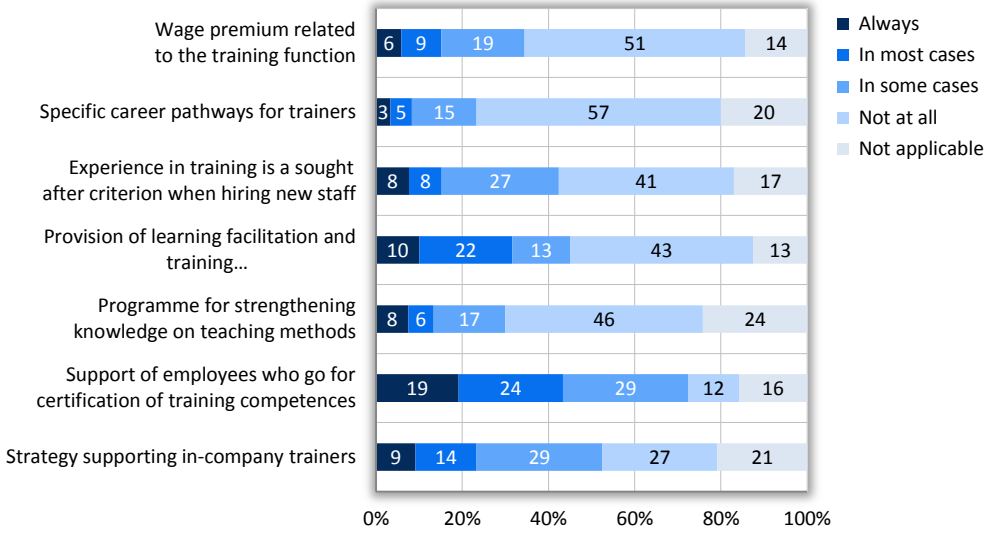
Figure 8. **Measures that companies apply to support training of their staff**



NB: N = 223-227
Source: Cedefop.

Further, some companies use various corporate HRD strategies specifically aimed at in-company trainers in addition to the general measures used to support the learning and competence development of all employees. For the companies surveyed (Figure 9), the most important trainer-specific HRD strategy is the provision of support to employees who attempt to certify their training competences. In 19% of the valid cases, enterprises 'always' support the acquisition of a certificate related to training functions, while 24% do so 'in most cases'. Only 12% of SMEs indicated that this kind of support is not provided at all. The definition of specific career pathways for in-company trainers, however, does not play a significant role in the corporate human resource development strategies of the companies surveyed. More than half of the enterprises (57%) indicated that they had no such policy. These priorities are relatively stable across the different company size classifications.

Figure 9. **Corporate HRD strategies for in-company trainers**



NB: N = 118-120
Source: Cedefop.

One third of the companies surveyed reported additional specific support for in-company trainers. The most frequently mentioned measures were: providing in-company trainers with methodological and technical literature and training material; sending in-company trainers to various fairs or exhibitions; and providing wage premiums, bonuses, or other financial incentives. Some companies argued that their senior workers receive higher salaries based on their performance of mentoring or training functions as one of their work tasks. Several companies stressed that they compensated or reimbursed in-company trainers for all costs relating to train the trainer programmes including fees for examinations, certifications, or the prolongation of certifications. Various more informal support activities were sporadically mentioned by several respondents including, for example, one company which gives a gift to internal trainers who provide training after normal working hours, and another one which organises dinner or lunch at their restaurant for the purpose of an informal discussion.

At least a quarter of the surveyed companies implemented (internal or external) projects designed to improve the competences of their trainers. For example, one project organised by a sector organisation was targeted at the training of trainers in small and medium enterprises in the construction sector. The European Social Fund (ESF) was also mentioned in this respect: One company reported participation in an ESF-funded project specifically designed for in-company trainers, while another one reported that 60 of their workers, including those employees responsible for internal training, participated in an ESF project for competence development (Section 8.5). Train the trainer courses

leading to certification were also mentioned as examples of external projects, as were external courses with subjects particularly relevant for trainers, such as personality development, leadership training, and training methods for work organisation, labour law, or human resource management. With regard to the internal projects identified, these could be summarised as talent or competence management projects in which trainers were involved.

Turning to the research issue of the modalities of trainers' continuing professional development – especially the question as to whether continuing professional development aims predominantly at updating specific skills or whether it also involves the opportunity to acquire an advanced professional qualification – these findings suggest that as far as the organisational environment of trainers is concerned, the focus is on the development of specific skills for training rather than the definition of a complete professional profile, be it in terms of a specific career pathway or explicit job descriptions.

CHAPTER 4.

Primary characteristics and types of in-company trainers

The results described in the previous chapter show that providing training to or facilitating the learning of colleagues is a likely phenomenon in SMEs. One out of five employees in SMEs provides training to colleagues in one way or another, and almost every second manager in SMEs is involved in training. But can all of them really be termed in-company trainers as defined in this study? In the literature several terms are used for people engaged in training in enterprises: trainers, coaches, instructors, training specialists, training and development officers, HRD specialists, etc. These and similar terms were also used by participants in the survey, although a great deal of respondents described themselves as managers or skilled workers and referred to the particular skill. This points to the fact that a mix of different employees are involved in internal training, and that it would be difficult to get them identified under one umbrella term.

While previous studies in this area (Kirpal and Wittig, 2009; Kirpal 2011b) asked 'Who are the trainers in companies and what do they do?', the approach taken in this study is to ask 'Who trains in companies?' and subsequently ask 'How could these "trainers" be characterised?'. Therefore, the study attempts to categorise the various groups of people engaged in facilitating learning in enterprise by starting from the bottom. This chapter first describes the common characteristics of the overall population of in-company trainers and then discusses the differences between different members of this population. A typology able to distinguish broad groups of in-company trainers is suggested. Finally the chapter focuses on what may be called in-company trainers in the narrower sense, demonstrating that even this more narrowly defined group consists of people with remarkably different profiles.

4.1. Characterising in-company trainers

PIAAC data not only allow for an estimate to be made of the number of employees in SMEs who train colleagues daily or at least once a week, but also enable the further characterisation of this specific group of people (Table 8). The fact that two thirds of them are male indicates a clear gender bias (though in general there is an overrepresentation of men in the PIAAC sample with the

exception of the public sector: 63% men in all enterprises and 60% in SMEs). The majority of members of this group are between 25 and 45 years old. While it is evident that younger employees (aged below 25) are less likely to provide training, it is astonishing that older employees (aged over 55) are also less likely to train. While in some occupations and companies it is common practice for older workers to be 'rewarded with training duties' by partly releasing them from the production process, the tacit and company-specific knowledge of older workers is not sufficiently valued (DeLong, 2004).

In the survey sample, the majority of employees providing training to colleagues (more than two thirds) either have an academic degree, a master craftsman's diploma, or have at least completed upper secondary education. While most PIAAC indicators (for example, age, gender, migrant background) show similar results for employees with training functions in SMEs as compared to all enterprises, there appears to be a remarkable difference with regard to qualification levels. Almost 30% of all employees providing training to colleagues in SMEs indicated an ISCED level below 3 in PIAAC. Looking at the whole workforce and all enterprises this share decreases to 16%. That means that in SMEs less (formally) skilled workers are more likely to be engaged in learning facilitation than their counterparts in larger enterprises.

Managers or supervisors are more likely to fulfil training functions than professional or skilled workers in the sample, while few unskilled workers or helpers do so (Figure 10). Almost half of all managers (including line managers, supervisors and the like) and only 14% of professionals or skilled workers, the largest group in the sample, are engaged in learning facilitation more than 10% of their working time.

Hence, the survey data confirm the obvious, but rarely tested assumption, that the higher the skill level (in terms if ISCO skill levels) the higher the likelihood of being engaged in learning facilitation and training. This is also supported by the PIAAC data (Table 9): Almost every second manager in a SME trains and instructs colleagues on a regular basis; one in three professionals, associate professionals, or technicians provide training to colleagues; while only one in five service workers or craft or trade workers provide training (i.e. skilled workers). With regard to plant and machine operators, assemblers, or various elementary occupations (i.e. unskilled workers), still one in 10 provides training to colleagues (Figure 10). Although these are substantial differences, the probability that someone within an SME will provide training to colleagues is remarkably high, underlining the importance of the workplace as a learning place and its potential to support skill formation processes.

Table 9. **PIAAC data (EU-16 average) and Cedefop survey**

	PIAAC data				Cedefop survey
	From all … employees …% are in-company trainers (e.g. 24.4% of all male employees in SMEs provide training to colleagues)		…% of employees providing training to co-workers ([a]) are … (e.g. 68.8% of employees providing training to colleagues in SMEs are male)		% of in-company trainers are … (e.g. 65% of in-company trainers in SMEs are male
	All (%)	SME (%)	All (%)	SME (%)	SME (%)
Gender					
Male ([b])	25.3	24.4	70.5	68.8	65.0
Female	18.1	17.0	29.5	31.4	35.0
Age					
16-24	17.0	16.5	8.3	10.4	0.5
25-34	25.3	24.3	27.1	28.4	32.5
35-44	24.7	23.4	29.1	28.4	36.8
45-54	22.4	20.9	24.4	22.7	18.9
55-64	18.6	18.0	11.1	10.1	11.3
Highest educational attainment ([c])					
ISCED 0-2	16.2	14.2	16.2	29.4	1.4
ISCED 3-4	21.2	16.4	46.8	44.9	18.7
ISCED 5-6	30.4	26.8	37.0	25.7	79.9
Occupational group					
Legislators, senior officials and managers	44.9	47.0	15.5	13.2	65.5
Professionals	29.4	29.3	15.0	11.7	22.6
Technicians and associate professionals	28.9	29.6	17.9	18.6	
Clerks	19.0	17.3	9.5	10.5	10.8
Service workers, shop and market sales workers	18.5	18.3	14.1	16.6	
Skilled agricultural and fishery workers	14.2	18.8	0.4	0.5	
Craft and related trades workers	21.8	22.1	16.8	17.3	
Plant and machine operators and assemblers	12.4	11.8	6.2	6.4	1.2
Elementary occupations	11.3	10.7	4.5	5.2	

NB: N = 220

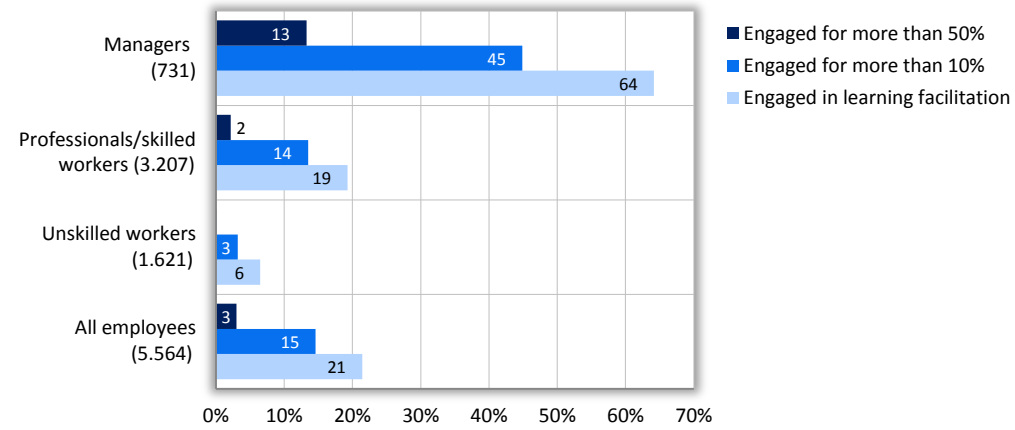
([a]) Persons stating that they provide training for colleagues at least once a week or daily.

([b]) In the Cedefop survey 65% of all employees are male.

([c]) Excluding foreign degrees.

Source: PIAAC 2013; Cedefop.

Figure 10. **Training provision by employees in the survey population**



NB: Overview on share of employees engaged in learning facilitation and training of colleagues by occupational group and the degree of engagement (in terms of working time). N = 5 564.

Source: Cedefop.

Despite limitations in comparability (Section 2.2), the two surveys (Table 8) lead to describing a typical trainer as male, aged between 30 and 44 years old, holding a tertiary level qualification (or at least a qualification equivalent to ISCED 3-4), and belonging to the occupational group of managers, professionals, or skilled workers. The following additional characteristics of in-company trainers will be described in detail in the subsequent chapters:

(a) fewer than half of in-company trainers have a training-related certificate and if they do, it was usually not a mandatory requirement for their current job;

(b) most have extensively participated in training courses in their working life, and therefore have substantial experience of taking part in training themselves;

(c) only 8% of the respondents are members of professional organisations, such as a nationwide association of safety professionals, a psychological association, or a trade association (those networks which most closely resembled a particular trainer network). Respondents did not report trainer network membership; this indicates that a common in-company trainer community does not exist, and that in-company trainers in SMEs do not belong to other trainer communities as many freelance and/or management trainers do.

Although a number of common characteristics (for example, in terms of gender, age, highest education) can be identified between in-company trainers, the survey shows that their training engagement, and in particular their self-perception as a trainer, manager or skilled worker, varies considerably and it would therefore be misleading to speak of a single group. Some of them provide

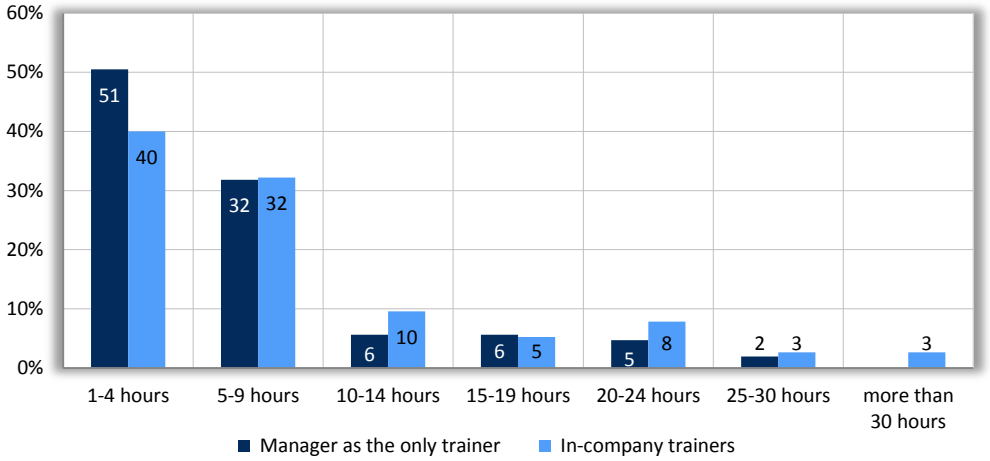
little training, for example, one hour per week, while for others training colleagues is their primary work task and they devote more than half of their working time to facilitating the learning of colleagues. The following chapter outlines some fundamental distinctions to enable a better understanding of the heterogeneous group of people who provide training to colleagues.

4.2. Types of in-company trainers: managers, employees with training functions, and in-company trainers in the narrower sense

Internal training (including on-the-job training) and learning facilitation are provided mainly by employees for whom training is not their main work activity (see also Haasler and Tutschner, 2012). Beyond IVET, only a small part of in-company training is provided by specialists who focus on skills transfer and facilitating the learning of others. Groups of employees that typically have a distinct training function include: general managers; supervisors; and skilled workers and professionals. Since the members of these groups are rarely only responsible for providing training, they typically do not perceive themselves as ‘in-company trainers’. However, their training-related skills, often stemming from particular experience and traditions of workplace learning in the respective occupations and professions, represent a key resource for learning in enterprises. To effectively support their teaching and training activities these ‘part-time in-company trainers’ have to be identified and made visible. Thus, to understand the role of in-company trainers in SMEs, one has to study both the comparatively small group of in-company trainers who assume training tasks as a major part of their occupational role, and the comparatively large group of employees whose occupational roles include a particular training function. In micro and small enterprises, in particular, there is little space for the division of labour that would allow the role of the in-company trainer to emerge.

Figure 11 shows that the majority of trainers in SMEs devote up to 10 hours per week to training, and that only a small minority of in-company trainers spend more than half of their regular working time on training or related activities.

Figure 11. **Hours per week devoted to the delivery of training**



NB: This chart refers to the two questionnaires used: one questionnaire was only aimed at managers or owners from companies in which they are the only trainer in the company (as is the case in many micro enterprises). However, in some cases this questionnaire was also used by interviewers for companies where only one person agreed to take part in the survey, even though this person was not the only in-company trainer.

Managers: N = 107; trainers: N = 115. Time devoted to training by managers (as the only trainer) and in-company trainers as part of their regular working week.

Source: Cedefop

The majority of managers interviewed devote less than five hours per week to training. Interestingly, however, a few managers in the sample spent a substantial amount of time on training. This included, for example, an education manager and the director of a training department in two medium-sized companies (around 250 employees), and one person responsible for recruitment and training in a larger hotel with 100 employees. One fast food restaurant manager also reported that she devoted 30 hours (out of a 40-hour week) to training and facilitating the learning of others.

The proportion of in-company trainers (including those with some management responsibilities) who spend a substantial amount of their working time on training activities (more than 20 hours per week) is substantially higher than that of managers operating as the only trainer. Nevertheless, the probability of finding a full-time trainer in an SME is low and the data suggest that only one out of 100 SMEs employ someone in this role. In any case the question remains as to how the small group of in-company trainers for whom training is their primary work task can be distinguished from the large group of employees who provide training to colleagues as a supplementary function.

In relation to the survey, a reference to training in the job profile does not help in this respect. There are in-company trainers providing substantial training who either do not have the respective job profile, or do but training is not listed

among their occupational responsibilities. Further, training responsibilities are sometimes part of an employee's job description (and in theory the employee has been recruited specifically to provide training and holds a respective training qualification), but in practice that worker dedicates little or even no time to training. Thus, the job profile itself is not a reliable indicator of whether an individual can be defined as an in-company trainer.

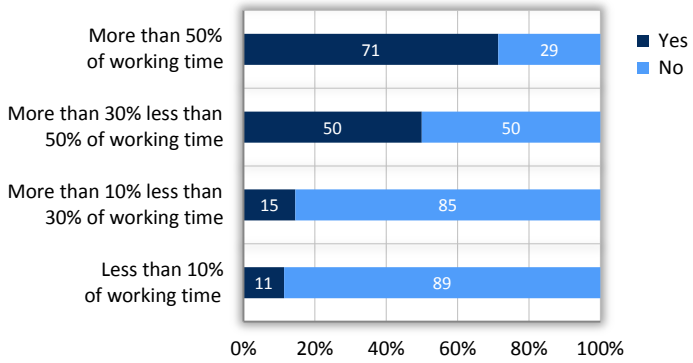
The answer to the question 'Is training your main task?' finally helps to classify the group of in-company trainers in relation to the relative amount of working time devoted to training. The data suggest ([21]) that a threshold of 30% of working time devoted to training is sufficient to distinguish those for whom training can be considered to be their main task. However, in some cases respondents who devote more than 50% of their working time answered that training is not their main work task, while a few respondents perceived training to be their main function despite the fact that they spend less than 10% of their working time on it (Figure 12). Therefore, in practice there is a gap between what employees perceive to be their primary role and the relative working time devoted to this task. Working time is thus a reliable, but not a perfect indicator.

In any case, devoting more or less than 30% of the regular working time to training and training-related activities is an appropriate threshold to distinguish the large group of employees with training functions from the small group of in-company trainers in the narrower sense. For the subsequent analysis we therefore define the group of 'in-company trainers in the narrower sense' as those trainers who spend more than 30% of their regular weekly working time on learning facilitation and training.

Finally, the large group of employees with training functions can be further distinguished according to their role in relation to their colleagues, for example, in terms of management or supervisory functions. By applying these considerations we propose a typology of three types of employees with training functions (Table 9): managers; skilled workers with training functions; and in-company trainers in the narrower sense. In the survey sample the managers are the largest group, while in-company trainers in the narrower sense (for whom training or training-related activities are their main task) are the smallest. However, the relative size of these groups may not be fully representative of the broader picture, but caused by the particular survey method.

([21]) By optimal binning algorithm.

Figure 12. **Proportion of training in job profile**



NB: Answers to the question 'Is training (i.e. in the wider sense 'facilitating the learning of others') your main task?' according to working time devoted to training.

N = 113

Source: Cedefop.

Table 10. **Types of in-company trainers in the wider sense and their share in the survey sample**

	Centrality/scope of training activity	
	Low (function): less than 30% working time devoted to training	**High (role): more than 30% working time devoted to training**
With management/supervising function	Managers/supervisors (in the sample: 55%)	In-company trainers in the narrower sense, with/without supervising function (in the sample: 17%)
Without management/supervising function	Employees/skilled workers with training functions (in the sample: 28%)	

NB: N=191

Source: Cedefop.

The necessity of distinguishing between different types of persons providing training in enterprises is also confirmed by the descriptions of the job positions of the respondents. Few of the respondents (fewer than 20) described themselves as trainers or coaches. These individuals are found only in the category of in-company trainer in the narrower sense. Those who are referred to as in-company trainers in the narrower sense typically see themselves either as skilled workers or professionals (caused by the sample sectors in this survey these are either technicians such as automotive technicians, engineers, web developers, or service workers such as receptionists, head waiters, head chefs, or kitchen managers). The largest group is managers, either HR or general managers, but also environment and quality managers or health and safety inspectors who usually spend less than 30% of their working time on training. The gender gap is

the greatest in the manager group, and more or less disappears for the in-company trainers in the narrower sense. Almost half of the 34 in-company trainers in the narrower sense are female (N = 16).

The types of in-company trainers outlined above are exemplified in Box 1, which shows examples taken from the survey data (the names are fictitious).

Box 1. **Examples of types of in-company trainers**

Manager/supervisor with training function

Maria is responsible for housekeeping in a newly opened medium-sized hotel in Bulgaria which forms part of a larger rapidly expanding hotel chain. The training organised at the site benefits from the parent organisation and is highly professionalised and standardised in terms of training budget, early appraisals, etc. The quality of both external and internal training (half of internal training is provided by external trainers) is above average in the tourism sector. All senior managers are required to undertake training tasks and act as mentors for younger employees. Training and supervision of other members of staff, in particular the chambermaids, is part of Maria's job profile. Providing one-to-one instruction and assessing the skills of colleagues are her primary training tasks, requiring an average of one day per week of working time. Maria has more than 10 years of training experience but does not hold any certificate that acknowledges her training skills. She was appointed by her employer to take responsibility for training and accepted the role due to the increased salary, improved job prospects, and because she likes training. In the past she has participated, and still participates, frequently in job-related training and as such also has substantial experience as a 'learner'. However, currently she does not see a need to improve her present skills to cope with the demands of her job better. She describes a typical example of a training activity as follows: 'Newcomers first spend a night in the hotel to experience the client side, and then the requirements, expectations, and experiences are discussed. At the end of each year employees undertake a series of tests, the results of which inform decisions on what courses employees need to participate in to improve their professional skills.'

Employee with training function

Rimantas works as a welding specialist in a company operating in the metal industry in Lithuania. The company has about 60 employees and produces stainless steel for the energy, chemical, agricultural, and building industries, with its product used to make items such as industrial heating boilers, barrels, containers and the like. The company was established in the 1960s and has not experienced any fundamental changes in recent years. The organisation of training in the company is underdeveloped in so far as no particular person is allocated responsibility for training and there is no training plan or budget. The general management alone determines training provision and representatives of the employees play no part in the planning or implementation of training. The company offers IVET and has currently two young people in the basic training programme. The training engagement is below average with less than 20% of the employees participating in external or internal training courses. However, those who participate in training are well supported in that the company covers the costs of the courses. Three of the 10 total employees in management roles are engaged in training, while four of the 50 skilled workers are

engaged in providing training to colleagues (taking up more than 10%, but less than 50% of their working time). Training tasks are usually assigned by the general management. Rimantas has worked for the company for more than 20 years, and in his occupational field for over 35 years. Training is not his primary task and is not listed in his job profile, despite the fact that he provides one-to-one instruction and advice to others every day or at least once a week. In total this equates to around three hours per week of his full-time job. The training he provides is targeted towards new employees and employees in his unit, and also partly towards young people or adults in basic training. Rimantas loves to train and share his experience with others, but has never attended any course to improve his training skills. Instead he draws on both his vast experience gained over the years and his participation in more than 20 general training courses, which equates to more than 100 days of training in total. Unemployed individuals sent by the Labour Exchange and trainees from a VET school participated in a recent training course he conducted on welding. The training was organised jointly by the company and the Labour Exchange Office, lasted three weeks (120 hours), and was compulsory for those unemployed persons sent by Labour Exchange. The company provided the workplace and materials, and the quality of training was evaluated by representatives of Labour Exchange.

In-company trainer (in the narrower sense)

Helmut works in the training department of a medium-sized manufacturer specialised in joining techniques and cold forming parts in Germany which was founded in the early 1970s. The enterprise can be described as stable in terms of turnover, profit, and number of employees, and has highly professionalised training (conducting reviews of training needs, operating with a training budget, etc.). The company also provides a dozen apprenticeship places and the work council plays a role in the planning of training. In 2013 about 20% of the staff participated in external courses, and 20-50% in internal courses and other forms of planned training. The company supports training in a moderate way by generally paying fees for courses and travel costs, and occasionally paying employees for working time spent for training. External trainers conduct around 30% of the training organised internally. The internal training which utilises no external resources is provided by five out of a total of 40 supervisors or staff members with management functions. None of the company's skilled workers engage in any form of training provision. Helmut has been in the same role for 10 years, having worked in the company for a total of 14 years. He has more than 20 years of experience in his field. He applied for his current position with the aim of increasing his career prospects and because he likes to train others. He works full-time and devotes half of his working time to training, much of it to the design and planning of training activities. In addition, training groups and providing feedback and advice to others is a regular task undertaken once or twice a week. The training he designs and delivers is mainly addressed at regular members of staff, but some is also addressed at new employees and apprentices. An example of a typical training activity is a mandatory two-hour group-training session provided to four participants on the shop floor, focusing on health and safety procedures and maintaining a secure environment in the workplace. Helmut holds a Master craftsmanship qualification and in obtaining this he passed the trainer aptitude exam, which is a mandatory requirement for his current position. He also holds a certificate of vocational pedagogy issued by the Chamber of Commerce. Despite his broad experience he sees a need to further improve his skills and wishes to develop his social skills, in particular in relation to communication with younger employees.

Source: Cedefop.

4.3. In-company trainers in the narrower sense

The survey data do not allow for further categorisation within the group of in-company trainers in the narrower sense for the purpose of quantitative analysis. Nevertheless when the members of this group are examined on an individual basis, it is evident that it remains quite heterogeneous and there may certainly be some value in analysing it more closely to determine whether subgroups can be identified.

The group of in-company trainers in the narrower sense contains general managers and HR managers, HRD or training specialists, line managers, professionals, master craftsperson, and skilled workers. Some have extensive professional experience (10+ years) while others have more limited experience. Some acquired their knowledge and skills primarily through professional experience, others by participating in formal educational programmes in pedagogy and related fields (for example, group dynamics, etc.). For some, the provision of training is seen as part of their occupational identity, while for others it is viewed as a particular function associated with a narrow job-position on the shop-floor level.

Once again an important line of division that can be drawn between groups relates to whether the individual has management duties. While all of the individuals have supervisory tasks in one form or another (for example, supervising new entrants, colleagues in their learning process) some also have a team to manage. Another important aspect is whether a particular HRD or training unit exists in the enterprise and whether the person belongs to that unit or instead to the production or service departments. Although the presence of a training unit correlates with the size of the company there is no clear threshold with regard to the number of employees in this respect. The number of employees in a unit depends on the type of business, type of work organisation, number of apprentices, and many other factors. Taking these two dimensions into account one can identify at least four different types of in-company trainers in the narrower sense as illustrated in Table 11 and characterised in further detail below: (a) general managers, HR, or training managers; (b) managers at shop floor level or line managers; (c) instructors and trainers; (d) HRD and training specialists ([22]).

([22]) Germe (Cedefop and Germe, 1990, p. 16 et seq.) in his study of five large EU-Member States, which was based on a narrower understanding of training in enterprises and included larger enterprises and IVET, proposed a comparable grouping. He distinguished between: training managers and training specialists (which the present study splits into two groups); trainers and instructors; and

Table 11. **Main types of in-company trainers in the narrower sense identified in the study**

	Enterprises with an HRD/training department	No particular unit for training available
Managers or supervisors	General managers, HR and training managers	Managers at shop-floor level and line managers
Specialist or master craftsperson or skilled workers	HRD or training specialists	Instructors and trainers

Source: Cedefop.

4.3.1. General managers, HR and training managers

Supporting skill formation and developing team members has always been part of the management task: managing and developing people are interrelated activities. However, traditions of management differ in the extent to which the training function of managers is explicitly outlined in their job description ([23]). There are two sides to manager learning facilitation: managers can provide input for learning processes: but on the flip side they are also entitled to demand behavioural change and enforce directives. Through their ability to assign tasks, managers hold a key responsibility for requiring and allowing for learning. By showing how things should be done, managers present a learning opportunity and by the same token also apply their authority. Managers are required to deal with employee reactions to assigned learning tasks by moderating resistance against the assignments, clarifying misunderstandings, and providing feedback on the steps taken. The authority of managers is therefore an instrument which can be used to effectively facilitate learning of employees. On the downside, however, it poses particular risks as employees may comply with directives, but still fail to learn the intended lesson. Also, the particular conscious and unconscious emotions involved in any asymmetric relationship add to the complexity. Balancing the dual role of defining authority and learning 'coach' is a particular challenge faced by managers, and one which requires considerable reflective skills to overcome.

The survey data show that HR and training managers are primarily engaged in organising, coordinating, or evaluating training and working with external providers, but spend less time instructing colleagues. They are to be found mainly in medium-sized enterprises. They almost exclusively have a training-

temporary and part-time trainers (a group which in the survey sample probably best corresponds to in-company trainers devoting less than 30% of their working time on training).

([23]) Management is understood here as the guidance of and disciplinary authority over subordinates within an organisational hierarchy.

related certificate and often an academic degree. For an example from the survey see the case of Pedro in Box 2.

4.3.2. Managers at shop-floor level and line managers (in service or production)

Employees proficient in one particular station in a distributed (tayloristic) work process may, as part of their overall job profile, teach novice workers how to do the job in a sustainable, effective, and efficient way. They pass on the required skills following the example of their own induction process. Learning methods to support skill acquisition thereby form part of the socialisation process of workers. Typically, skill formation is supported and overseen by line managers or craft masters, who not only possess the relevant knowledge but also have some disciplinary authority. Nevertheless, novice's skills are developed mainly by colleagues who have an intrinsic interest in turning the newcomer into a fully productive team member in a short period of time. Experienced workers are typically motivated to pass on their skills when they are offered an opportunity to move to more demanding, better paid work positions. Organisations sometimes also require their employees to take on training functions to become eligible for promotion. Finally, the boundaries between training and supervisory functions are blurring to some extent (Grollmann, 2010).

The pattern is found in all countries and in all company size classifications, but is more common in tayloristic work organisations. In the survey sample this was found most commonly in the service sector (accommodations). Individuals in this group rarely possess training-related certificates, unless specific regulations (such as those covering health or safety) require their acquisition. For an example from the survey see the case of Dimitar in Box 2.

4.3.3. Instructors and trainers

Learning how to pass on skills to colleagues and apprentices often forms a constitutional element of occupational training, notably in occupations with a craft tradition. For members of an occupation knowing how to perform a task correctly, and the ability to show how things should be done and explain why, forms part of their occupational identity. Thereby, they participate in the shared stock of knowledge and experience safeguarded and further developed by the occupation. Typically, formal and informal ladders of competence are available within an occupational field, marking the progress from basic to advanced levels of occupational expertise (Benner, 1984; Eraut, 1994). The ability to show and explain things might even be seen as a key criterion of demarcation between the fully skilled (and trained) worker, and the amateur who may be an effective practitioner but lacks the systematic underpinning and ability to teach the

principles of the trade. Typically, various forms of certification (such as the craft master examination) are available which indicate the achievement of higher levels of occupational competence and the ability to pass on knowledge and skills. Traditionally, the craft master position expresses the recognition of outstanding occupational skill within a group of peers, making the master primus inter pares as colleagues informally accept his/her competence as a legitimate basis of authority, while the management of the organisation passes formal disciplinary authority to the position.

Box 2. **Examples of in-company trainers in the narrower sense**

Pedro is HR manager in a medium-sized ICT enterprise in Spain. He has a diploma in pedagogy, some additional training-related certificates, and eight years of work experience. 35 hours out of his 40-hour week are devoted to training, including a wide range of training activities (group training, designing, organising and evaluating training, assessing skills, etc.).

Dimitar is a manager in a recently opened fast food restaurant in Bulgaria with nine employees. In his estimation three quarters of his working time is spent on training, which includes the provision of detailed instruction and monitoring of the work, as well as performance evaluation after the training period. Usually this involves one-to-one instruction and feedback, but he also undertakes some training for the group as a whole. He does not possess any training-related certificates.

Darius works in a small construction firm in Lithuania with around 60 employees. Alongside another employee he is responsible for training (for example, on the job training, giving feedback, supervision of training activities) new employees and adults in education. Half of his working time is devoted to training. He does not have a training-related certificate but has frequently participated in training seminars on different topics in construction technologies, trade fairs and the like, and has more than 35 years of experience in construction and 15 years in training.

Magdalena works as an internal coach in a small IT consulting firm in Poland which also offers IT training to their clients. The company invests heavily in the training of its staff and the training organisation is highly professionalised. Magdalena sees herself as a professional and has both an academic degree and a train the trainer certificate alongside several years of work experience. She spends most of her working time to train (one-to-one or group training) colleagues, for example teaching task management or training strategies.

Source: Cedefop.

Master craftsperson and foremen who act as instructors and trainers can be found both in small and medium-sized enterprises. They are mainly engaged in providing on the job training or taking new employees through induction. Their training-related competence is primarily experience-based, and although some of them possess relevant certificates, this is not the rule compared to training managers and training specialists in companies with a training unit (see Box 2, the case of Darius).

Depending on the organisation of the company, master craftsperson or skilled workers with training responsibilities may either belong to the production and service departments, or to a central training unit. Their organisational unit and career path affects whether they perceive themselves as skilled workers (or foremen) who provide training in the production and service departments, or as coaches, trainers, or training specialists. If part of a training unit they may liaise with other training specialists that have a background in training or HRD, rather than a particular trade or craft.

4.3.4. HRD or training specialists

The training specialist group is found primarily in medium-sized enterprises (and certainly in large enterprises which were not part of this survey). Depending on their expertise, which can be skill-based (derived from the practice of a particular skill) or education-based (skills acquired through a formal education programme), they are more engaged in technical training or in the organisation of training. Beside master craftsperson, skilled workers in this context often hold a certificate which allows them to train apprentices, and as such they are also responsible for IVET. In contrast, training specialists often possess a diploma in pedagogy, a train-the-trainer certificate, or a similar qualification. For an example from the survey see the case of Magdalena in Box 2 or the previous case of Helmut in Box 1.

Of all the groups, the term ‘training professionals’ (Germe, 1990) applies to this group most appropriately. However, even this group cannot be regarded as professionalised: there is no common occupational profile or collective awareness of being part of a community of practitioners (Meyer, 2008; Käpplinger and Lichte, 2012). Though they may have common educational backgrounds, once these individuals enter their specific job in a particular SME with a particular training organisation they appear to encounter few common challenges which would justify sustainable exchanges. The main criteria required to be considered professionals are not fulfilled by this group: Professionals are to ‘control the production of producers’ and thus control access to and socialisation of newcomers into the professions (Larson, 1977; Freidson, 2001). Full members of the profession are expected to contribute to the process of social reproduction of the members of the profession and to the preservation and renewal of its defining body of expertise. They are expected to informally support novice professionals by passing on knowledge and providing feedback and supervision.

As the examples taken from the survey indicate, there are remarkable differences between the various people engaged in training in SMEs which cannot be explained by one factor alone (for example size or training

organisation only). Although most cases could be assigned to one of the above suggested types, there are cases in which classification is extremely difficult. For example, how should a master craftsperson who spends half of the work time in the production department providing some training to direct colleagues, and the other half of the work time as an internal coach in central training processes providing training to workers from other units, be classified? Should the unit they work for be the decisive factor or the fact that they are master craftsperson? Although time devoted to training is an important factor, practice also shows that individuals may not perceive training as their primary task, even if they devote considerable time to training. For the development of appropriate public support measures it is essential to carve out the particular needs of these different types of in-company trainers in the narrower sense.

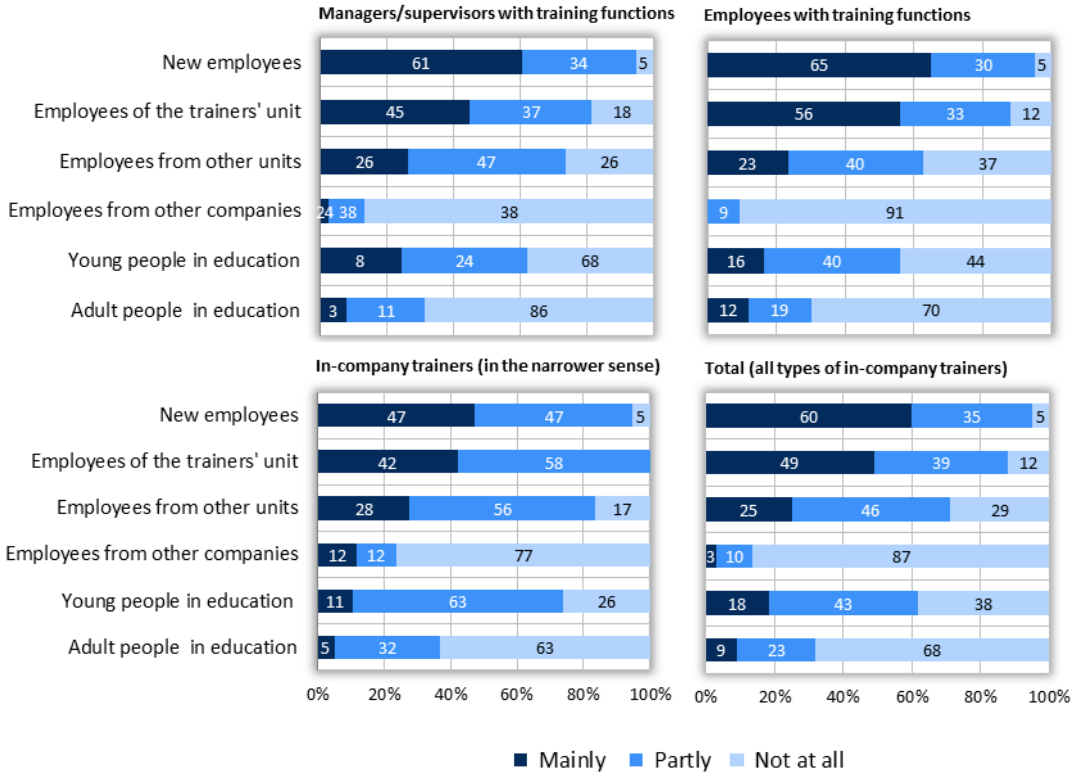
CHAPTER 5.

Tasks and activities of in-company trainers

The professional role of in-company trainers can be characterised by the target groups that are addressed by their activities and by the content and frequency of these activities. The review and analysis of the survey results indicates that the most important target groups are new employees and employees from the trainers' unit/department. The proportion of those who indicated that their training-related activities primarily address new employees is 60% across all types of trainer. Another 35% indicated that their work 'partly' addresses new employees. The share of trainers who 'mainly' address employees from the same unit is 49%, while the share of trainers whose activities 'partly' address this group is 39%. Employees of other companies, young people in education, such as internships or apprenticeships, and adults (over 25) in formal education are less significant target groups. Figure 13 displays the target groups of training according to the different types of in-company trainer.

Compared to other types of trainers, in-company trainers in the narrower sense are the only type who do not focus the majority of their activity on a single target group, but address several groups of learners equally. For example, slightly more than half of the respondents (N = 19) indicated that their training-related activities partly address employees from their own unit, while others stated that they mainly addressed this group. It is particularly interesting to note that in-company trainers in the narrower sense are also more frequently involved in the delivery of training activities for young people in education, for example, apprentices, than other types of trainer. Here the share of trainers whose training activities partly address these learners is 63% (N = 19). The proportions are similar for the other target groups. Besides, managers and supervisors, as well as employees with training functions, are primarily engaged in the training of new employees (between 61% and 65%) and the training of employees from their unit (45% to 56%). These two groups participate less frequently in the training of employees from other units and other companies. Thus, managers and supervisors, and employees with training functions tend to be involved in continuous professional development of employees within their units, while in-company trainers in the narrower sense tend to be more frequently engaged in training of employees from other units, other companies, and different age groups, alongside new employees and employees from their unit.

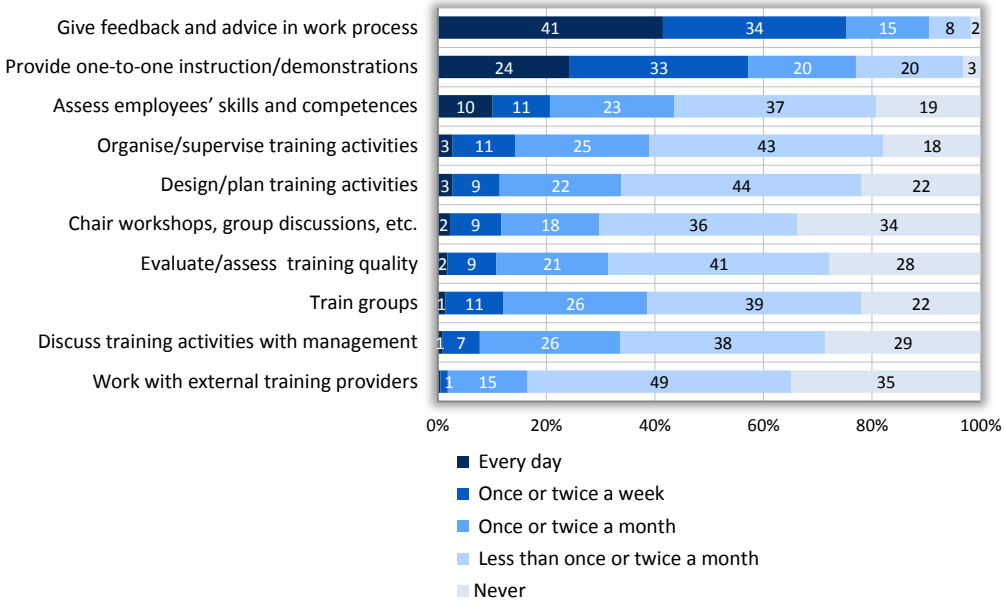
Figure 13. **Target groups addressed by training measures according to type of trainer**



NB: N = 97-100
Source: Cedefop.

The type of training activity was also analysed in terms of frequency. As Figure 14 shows, providing feedback and advice to others in the work process and one-to-one instruction or demonstration were the most frequent activities. Training groups of employees or chairing group discussions and similar activity was far less frequent. Designing, planning, and organising training activities is only a frequent activity for a minority of in-company trainers, primarily in-company trainers in the narrower sense. More than one third of all respondents never work with external training providers and those who indicated that they do only do so occasionally. This could be either because the company has a policy of not working with external providers, or because other persons than those interviewed are in charge of those contacts.

Figure 14. **Frequency of training-related activities**



NB: The opportunity to add activities not in this list has only been used very occasionally and the answers do not provide a great deal of new insight (either items already listed, for example, training in the workplace, were mentioned, or the answers provided were difficult to interpret in this context: for example, 'keeping deadlines'). 'Mentoring' and 'online workshop' were mentioned as possible additional items.

N = 219

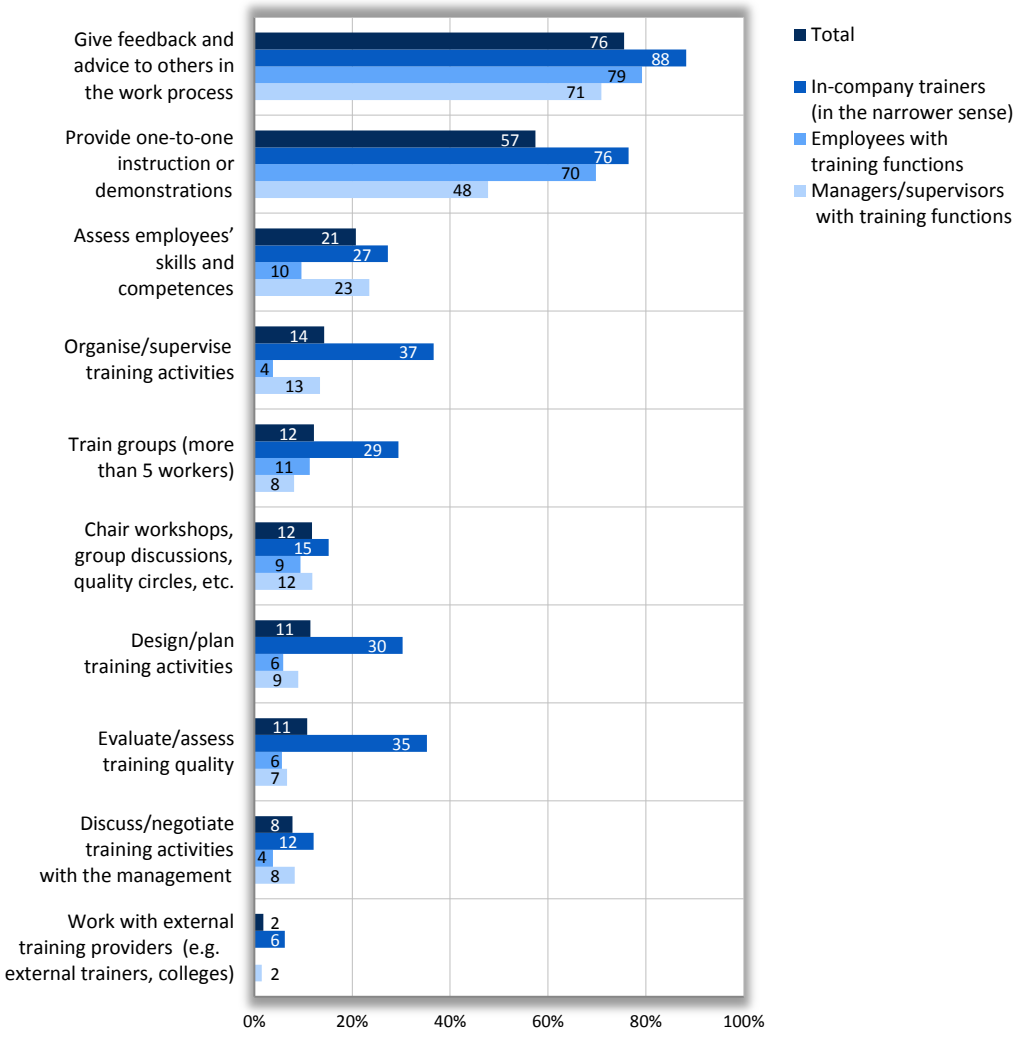
Source: Cedefop.

When acknowledging the distinctions between the different types of employees that provide in-company training one must also recognise the differences between these groups in their respective task profiles. In-company trainers in the narrower sense reported higher frequencies of training activity than average across all types of activity (Figure 15). When compared to employees with training functions in particular, it is clear that organisational activities related to training (for example, designing, planning, supervision, organisation or evaluation of training) are reported to be carried out more frequently by in-company trainers in the narrower sense. Employees with training functions do not appear to be deeply involved in the management of training, but do have a focus on one-to-one training situations or group training. Managers seem to have a more balanced profile in terms of the different training-related activities. However, the amount of actual training (one-to-one or in groups) they undertake is below average and far less than the other two types of trainer.

Prevailing tasks also differ by sector. For example, assessing employee skills and competences was reported to be more frequent in the hotel and restaurant sector than in the automotive sector. Similarly, chairing workshops and quality circles is more common in the IT sector than in the other sectors.

However, sectoral training differences are minor and difficult to interpret. With regard to the size of enterprises the data broadly confirmed the assumptions made: the bigger the enterprise, the more likely it is to implement group training (with more than five employees) and the more emphasis is placed on organisational aspects of training.

Figure 15. **Percentage of in-company trainers performing training and related activities every day or at least once a week**



NB: N = 222
Source: Cedefop.

The majority of the training activities reported in the survey were short technical trainings (presentations, seminars, workshops, simulations) of a few hours or one to two days duration, that address small groups of employees:

(a) in the food and accommodation sector, for example, trainers described a two-hour demonstration of the functioning of a new oven for all the members of the kitchen; also noted was training relating to the introduction of a new advanced menu, which required special techniques beyond what employees may have learned in basic training;
(b) in the construction sector, common examples included training small groups of welders and welding coordinators in topics such as welding with electrodes, welding process coordination, and work safety and environment protection in welding operations;
(c) in the IT sector, one example identified was providing training to employees of other departments on alterations to or new functionalities implemented in the software they produce.

Changes in work organisation, and adapting to new equipment (for example, computers, cashier systems) or procedures, were identified as reasons behind the implementation of training in these cases.

The induction of new employees was reported frequently and is primarily organised as training on the job or in one-to-one situations. However, no universal content can be identified for induction as a training activity because this of course depends both on the type of business and on the role the new employees will perform. For example, the induction of new employees to insulating ventilation plants is described by one interviewee in the following way: ‘I show them what they should do and they do it. This takes place at the construction site and is done in an ad hoc (informal) fashion. When they have been doing it for some time, I assess their work and the quality of it.’ Or take this example of the description of the induction of new chambermaids, and how they instructed on cleaning rooms: ‘An example is the bathrooms which need to be as clean as one would wish for oneself when one visits a hotel. First I show them how it is done and then they do it. I check afterwards to see if it’s done properly. This is carried out in the first two to three days of their employment. It is mandatory for new employees and helps ensure a certain quality and standard of their work and the hotel.’

Health and/or safety trainings or short instructions were also frequently reported, especially by those trainers working in the construction sector, such as the prevention of risks and work at heights or other specific risks. Health and safety training can also take quite different forms and range, for example, from general first aid courses to training on employee behaviour in the event of a chemical incident in a production facility. Enterprises and employees are typically obliged to undertake this kind of training according to work safety practice and legislation.

These three training activities (short technical trainings, induction, and health/safety training) comprise major fields of activity for in-company trainers. However, these areas must be treated as separate entities as they are induced by different factors (technology and innovation, new employees, and regulations respectively), and require different trainer profiles and competences (illustrated in the previous chapter).

CHAPTER 6.

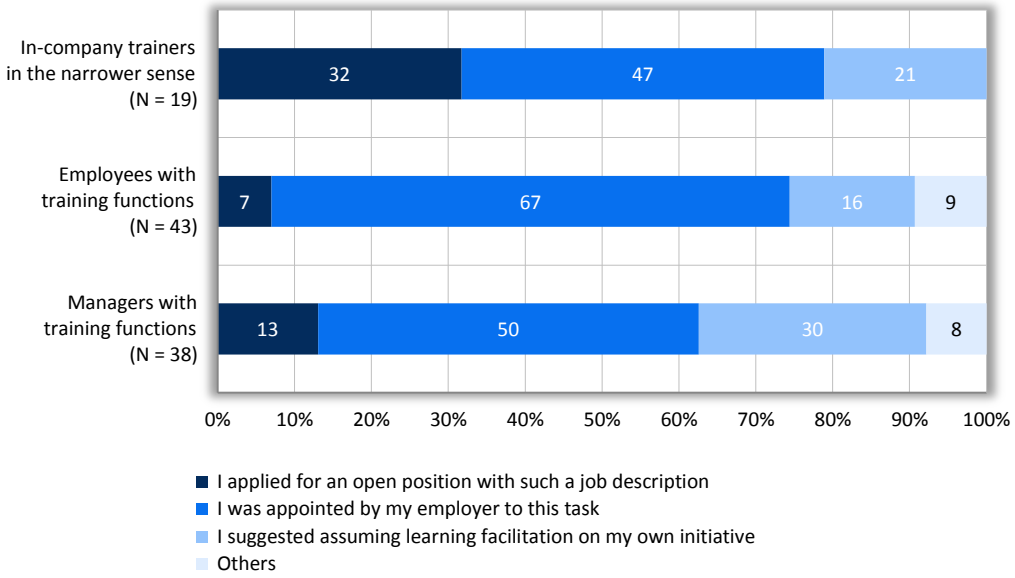
Professional biographies and formal qualifications of in-company trainers

6.1. Recruitment patterns and motivations for becoming in-company trainers

To design effective support measures, it is important to know why and how employees become in-company trainers. Examining professional biography and motivation to take the responsibility for learning facilitation and training need is a good way to do so. The extent to which the related training competences are backed by formal qualifications or certificates must also be determined.

In relation to the biography of trainers, the survey results suggest that training and learning facilitation functions within a company are typically carried out over an extended period of time and these functions may thus be regarded as a factor that not only characterises a trainer's career, but also defines their professional identity to some extent. The survey respondents had, on average, been involved in training and coaching activities and learning facilitation for a period of eight years (N = 116). No significant variation of this figure could be identified between the three main types of trainers categorised in this study. The majority of respondents (Figure 16) – 58% – were appointed by their employers to perform this task, while 21% indicated that they had suggested assuming the function of learning facilitation on their own initiative. 15% had applied for a position the job description of which included training functions (N = 116). This applies broadly across the three types, although the proportion who applied directly for explicitly advertised trainer positions was higher in the group of in-company trainers in the narrower sense than the other two groups (32%; N = 19). Employees with training functions were predominantly appointed to their role on the employer's initiative (67%; N = 43).

Figure 16. **Recruitment patterns**

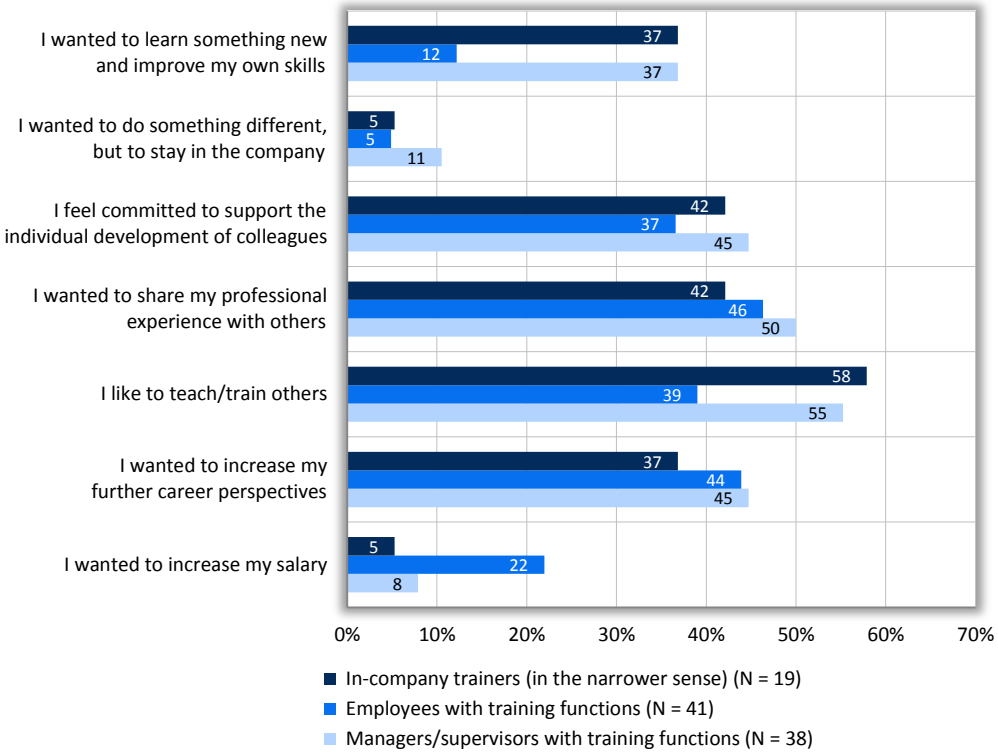


NB: N = 100
Source: Cedefop.

With regard to the motivation to take over the responsibility for training and learning facilitation, the survey data indicate that motives such as a desire to share one's knowledge and skills with others are more significant than instrumental aspects such as the expected economic benefit. The potential for career advancement does, however, play an important role. The motivations most frequently identified by respondents (N = 98) were 'I like to teach/train others' and 'I wanted to share my professional experience with others' (Figure 17). Other important motives were a commitment to supporting the individual development of colleagues (42%), and the desire to learn something new and improve one's own skills (26%), as well as the wish to improve one's further career prospects (42%). The desire to increase one's salary (13%) and the interest in doing something new while staying in the company (7%) are less significant. In principle these priorities are shared by all three trainer types, although employees with training functions are distinct from the other two groups in certain aspects. The percentage of those who indicated that a motivation was that they liked to teach or train others was lower among the employees with training functions than the other types (39%), as was the proportion of those who identified the wish to learn something new and improve their own skills as a reason for taking on a training function (12%, compared to 37% for the other two types). The motivation to increase one's salary plays a more important role for employees with training functions, demonstrated by the 22% of respondents in

this group who subscribed to this statement, far higher than in-company trainers in the narrower sense (5%), or managers/supervisors with training functions (8%). In general employees with training functions appear to be more extrinsically motivated than the other two groups. The fact that training is not the primary task of this group may explain this characteristic, as may the condition that the majority of these individuals were mandated to take on a training function by their employer, and did not necessarily choose to undertake these responsibilities of their own volition.

Figure 17. **Motivation to become a trainer (% of valid cases, multiple answers)**

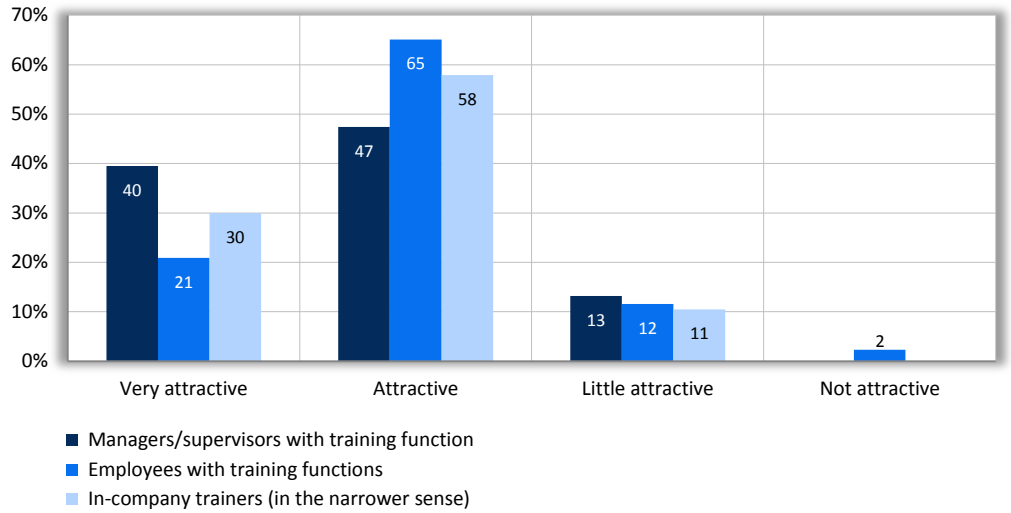


NB: N = 98
Source: Cedefop.

An aspect related to the issue of motivation is the overall attitude towards the position as a trainer. When trainers were asked to rate the attractiveness of working in this role, the majority (57%) responded that working as a trainer was 'attractive' in their view, while another 30% considered this work to be 'very attractive'. A breakdown of the results by trainer type reveals that managers with training functions have a slightly more positive attitude towards this work than the other two types of trainer. More specifically, the proportion of managers with training functions who regard working as a trainer as 'very attractive' is 40%,

almost twice as much as the share of employees with training functions who hold this view (21%).

Figure 18. **Attractiveness of being a trainer**



NB: N = 100
Source: Cedefop.

The relationship between the motivation to become a trainer and the overall attitude towards the role can be characterised as follows. In general, respondents that are motivated by intrinsic or altruistic aspects such as the wish to teach and train others or the desire to share their professional experience have a slightly more positive attitude towards their role and work as a trainer than those whose motivation is more oriented towards economic or financial incentives. For instance, those respondents who accepted a position as a trainer because they wanted to increase their salary expressed a lower esteem of training activity work, with 20% of these respondents indicating that they regard working as a trainer as 'little attractive' (N = 15). Among those who stated that they liked to teach or train others, the proportion of those who indicated they consider the work to be little 'attractive' was only 6% (N = 53). It should be noted, however, that on the whole the attitude of all of these groups towards working as a trainer was still positive.

6.2. Formal qualifications and trainer certificates

It is often considered that only those who have a training-related certificate, or even a formal trainer qualification, should train in companies. The study

examined whether trainers possess any formal proof of their training-related competences, such as a formal qualification or a certificate from a non-formal course. From the literature review, the majority of certification procedures at national and sectoral levels aim to achieve flexibility of access and provision. Flexibility is reflected in the structure of the courses (modular approaches, compulsory and optional elements), the methods of delivery (full-time, part-time or weekend courses, fast and regular tracks), and the various learning methods, including blended learning, preparing assignments, project-based learning, and simulation exercises (Cedefop 2013, pp. 25-27). Certification procedures may include combining formal learning and coursework with the validation and accreditation of prior non-formal and informal learning and work experience. This forms an integral part of the certification process for trainers in several countries (for example, in Austria, Belgium, Cyprus, Finland, France, Ireland, Greece, Malta and Romania; see Box 5). It may also involve the development of competence (e-)portfolios (Box 6).

For in-company trainers, obtaining a specific trainer certificate is voluntary in most contexts. As the review of the EU-28 Member States carried out as part of this study showed, the situation of in-company trainers therefore differs from that of trainers who work in training centres, or those who are self-employed. The latter groups are much more likely to require certification, either by law or caused by conditions of employment fixed by companies.

The majority of trainers, especially those who are self-employed, pay for their own certification. For those employed by companies, the employer may bear part of or all of the costs, award a grant, or release the trainer from work to enable them to participate in a training or certification programme (see Figure 8 in Section 5.3 where the measures applied by companies to support the training of their staff are discussed). In many countries, the training of in-company trainers is financed by the employer if it is in the interest of the company, for example when training is linked to the introduction of new products, services, or technologies. Short courses offered by technology suppliers, who act as key training providers in the training market by offering specific training seminars for their users and clients, are one source of continuing professional development for in-company trainers. Some of these training providers also award certificates, which may be valuable for the further career development of trainers.

However, it is far more common for in-company trainers to undertake self-directed learning, e-learning, and other forms of informal learning. Sometimes in-company trainers attend courses at their own expense (see Section 7.2 for information on their learning activities and Section 3.3 for more on the support they receive from employers). In some countries (for example, Austria, Germany,

Portugal), eligible candidates have the ability to request public funding for training through professional development provisions ([24]).

European countries do not use a unified approach to qualification and competence standards for in-company trainers who provide CVET, and mandatory qualification requirements to work as a trainer are rare. Only in two countries, Poland and Portugal (Box 3), training practitioners who provide either IVET or CVET in companies are subject to regulation that requires them to obtain a pedagogical qualification. In Poland, the type of pedagogical qualification required does not depend on the kind of training provided (IVET or CVET), but on whether the trainer is a full-time or part-time instructor.

Other countries such as Bulgaria, Greece, Ireland, Cyprus, Romania and the UK have also defined national competence standards and set up national regulations for trainers in adult education and continuing VET. However, none of these qualifications explicitly targets in-company trainers, nor are any of them mandatory for individuals working as trainers in companies.

The results of the survey substantiate previous observations that there are almost no mandatory qualifications for in-company trainers; at the same time, 46% of in-company trainers who responded hold a certificate or diploma related to training. There are some differences observed among the three types of trainers: in-company trainers in the narrower sense are the only group in which the majority of respondents (59%) hold a certificate of this type while employees with training functions have the smallest proportion of those with a training-related certificate (Figure 19). These certificates or diplomas were reported as mandatory or pre-requisite for their position by only 19% of in-company trainers in the narrower sense, by 14% of managers with a training function and by 5% of employees with training function (out of 42 who answered).

([24]) In Portugal, e.g. the Initial Pedagogical Training of Trainers (IPTT) courses were funded by the ESF under the Community Support Framework III (2000-06), but as these courses are no longer a priority for public funding they are now financed primarily by the trainers themselves (the exception being training with a specialisation in gender equality).

Box 3. **Pedagogical qualification as a requirement for in-company trainers**

In **Poland,** in-company training is provided by full-time or part-time practical vocational training instructors. These are defined in the legislation as employees (skilled workers who deliver training on a full-time basis or in addition to their regular tasks), employers, or private firm owners who provide practical vocational training as part of IVET or CVET at the workplace or in a firm (*Rozporządzenie Ministra Edukacji narodowej i Sportu, z dnia 1 lipca 2002 r.w sprawie praktycznej nauki zawodu*)(Dz. U. Nr 113, poz. 988) § 11c). Regardless of the level of training provided, practical vocational training instructors must hold both specific occupational qualifications and a pedagogical qualification (either a teaching qualification or qualification denoting the completion of a pedagogical course). The minimum duration of the pedagogical qualification course is 150 hours. The minimum requirements for pedagogical qualification courses (which are the same courses as those taken by practical vocational training teachers) were established by the 2002 regulation of the Minister for National Education and Sport. The regulation details qualification requirements for teachers and framework curricula, which were developed in 1993 by teacher training experts appointed by the Ministry of Education. Detailed curricula are developed by providers (in-service teacher training institutions). Full-time instructors must undertake pedagogical training for practical vocational training teachers in an in-service teacher training institution. Part-time instructors may complete either the same pedagogical training or a shorter pedagogical course offered by an authorised training institution. It is not possible to acquire the required pedagogical qualification through the assessment and validation of prior training experience and/or skills acquired in non-formal or informal education.

In **Portugal,** the legal regulations for the trainer occupation were established in 1994. To become a certified and recognised trainer, an individual is required to gain a Pedagogical Competence Certificate (PCC), obtained through attendance of an initial pedagogical training course for trainers (Curso de Formação Pedagógica Inicial de Formadores – IPTT) and issued by the Institute for Employment and Vocational Training (IEFP). The course has a minimum duration of 90 hours and a standardised structure covering nine thematic fields (*). It is only possible to obtain the certificate on the basis of prior work experience, and/or a process of 'recognition, validation and certification of pedagogical competences', and/or an academic degree that enables the development of pedagogical competences in exceptional cases. Final recognition is granted by the IEFP. Since 2010, it has not been necessary to update the certificate (Portaria No 994/2010, 29 September, www.IEFP.pt).

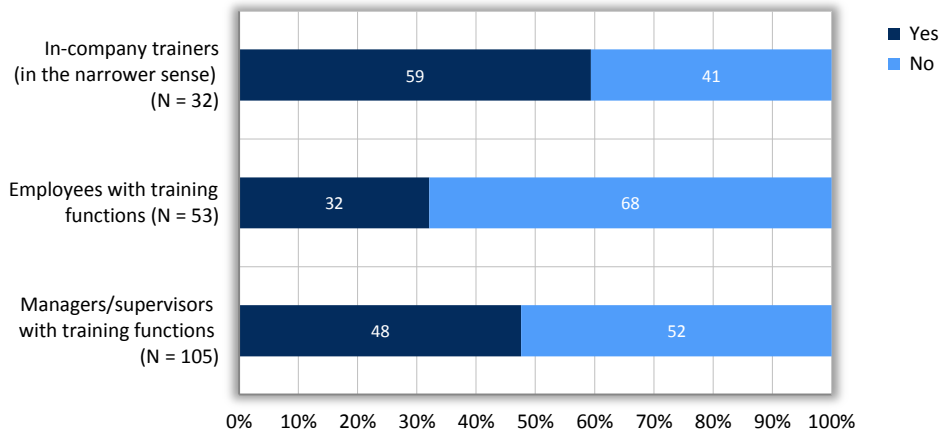
(*) The thematic fields include:

(a) trainer: system, contexts and profile; initial pedagogical simulation; communication and animation of groups during training; pedagogical methodologies and strategies;

(b) operationalisation of training: from planning to action; didactic resources and multimedia; collaborative and learning platforms; training and learning evaluation; and final pedagogical simulation.

Source: For Poland information was provided by the Polish subcontractor and www.ifep.pt [accessed 21.11.2014] for Portugal.

Figure 19. **Possession of trainer certificates by trainer type (% of valid cases)**



NB: N = 190
Source: Cedefop.

The certificates held by those who had obtained at least one certification were mainly train-the-trainer certificates, i.e. certificates targeted at training and pedagogical competences. Respondents also possessed health and safety certificates and certificates on various subjects aimed at skilled workers with a training function or responsibility. Managers with training function indicated a large number of academic degrees in pedagogy and related subjects (Box 4) and also of training-related certificates. The latter fact can be explained by the fact that this group reported several technical or job-related certificates that would not ordinarily be classified as 'training-related', for example, certificates in quality management that imply instructing others in quality issues.

Aside from formal qualifications and non-formal certificates or diplomas, the validation of informal learning is also an important element of qualification which is often embedded in broader policies for the recognition and/or accreditation of workplace learning. This principle is recognised in many European countries including Denmark, Spain, France, Luxembourg, the Netherlands, Portugal, Romania, Finland, Sweden, and the United Kingdom (European Commission, 2012b; European Commission, Cedefop and ICF International, 2014; Eurydice, 2011, p. 46 et seq.).

Box 4. **Examples of certificates reported (by trainers and managers)**

Train the trainer course/certified trainer

- train the trainer course;
- certificate for conducting an internal and external training;
- certification of pedagogical competences;
- certified trainer – soft psychological skills;
- course for trainers;
- course of tutor for Horeca;
- certificate proving the right to provide training (in the sectors under investigation);
- initial trainer aptitude certificate;
- initial pedagogical training for trainers;
- professional aptitude certification;
- certification of professional competences (CCP);
- ability to conduct computer trainings;
- trainer's certification of professional capacity;
- trainers course – *Grupa Trenerska;*
- course on management and coaching;
- course for business trainers – MARR;
- diverse training in education and adult training;.
- pedagogical aptitude certification;
- quality coach;
- mentor training;
- diploma training in internal communication;
- CBL, competence-based learning;
- training for project management.

Health and safety certificate

- diploma in occupational health and safety;
- health and safety at work trainings;
- medical, safety and hygiene in the work place;
- fire safety certificate;
- evacuation procedures;
- vocational certificates of training courses (e.g. on work safety and environment);
- asbestos removal.

Academic degree in pedagogy or similar

- diploma in pedagogy;
- initial pedagogical training for teachers;
- master pedagogy;
- guidance education (university college);
- tutoring certificate (university);
- bachelor's degree in management and coaching.

Skilled worker with training permission/IVET trainer

- certificate of welding coordinator permitting to provide training;
- IVET trainer qualification;
- trainer aptitude exam (part of course for master craftsman);
- agency for the energy (ADENE) – Functioning responsible technician;
- pedagogical aptitude certification;
- vocational pedagogue (certified by chambers of industry and commerce).

Other specific certificates

- ISQ – Institute for welding and quality – Heating and ventilation;
- certificate on horizontal drilling;
- certificate on logistics;
- certificate on software;
- HR management and payroll specialist;
- quality management diploma;
- internal auditor;
- certificate of negotiating;
- language certificate;
- ISO 14000 auditor;
- ISO 9001.

Source: Cedefop.

Box 5. **Examples of validation of prior learning forming part of a certification process**

In the **Flemish community of Belgium**, in-company trainers may obtain a 'proof of experience' (*ervaringsbewijs*) certificate as part of a larger initiative which allows individuals to certify their experience if they meet certain criteria. To be issued the certificate the in-company trainer must pass an examination which confirms that they possess certain competences related to their profession. However, the extent to which in-company trainers take advantage of these opportunities is unknown.

In **France**, the association for the vocational training of adults (AFPA) has developed a national certificate for CVET trainers within the system for the validation of acquired experience (VAE). In-company trainers obtain the certificate either through formal course attendance or through the validation of their informal or non-formal training experience. The trainer prepares a portfolio of achievements and work experience and presents this to a committee at an accredited institution. The committee then decides to validate the work experience on a partial or complete basis. Over a period of five years, the candidate is able to pursue further training and acquire new experience which can then be re-assessed (Cedefop, 2013).

Source: Desk research for Belgium and France; for France see also Cedefop, 2013.

Initiatives which acknowledge informal learning in the certification process take into account the fact that trainers generally, and in-company trainers in particular, are experienced employees with specialism in specific subjects who primarily acquire their pedagogical expertise on the job. This has been confirmed by empirical studies (and this review), which indicate that in almost all European countries trainers in companies need to be qualified to skilled worker level ([25]) (or qualified to the equivalent or a higher level than those receiving training), and demonstrate several years of practical work experience in their area of expertise (in some countries between three and five years) (Cedefop, 2010c). While not a legal requirement, these prerequisites can be identified as common practice by companies in their identification and recruitment of employees who are expected to undertake training functions or assume a trainer role (Haasler and Tutschner, 2012).

Box 6. **Certification processes that acknowledge competence portfolios**

In 2005 the Italian Ministry of Labour, Health and Social Affairs launched the permanent system of training online (SPE online), which provides online training services to improve the competences of teachers and trainers who work in various fields and settings. Trainers who utilise SPE online for professional development have their competences recognised through a certificate issued at the end of the course. The platform allows users to create a personal electronic portfolio detailing their acquired competences and skills obtained. SPE online also facilitates networking and information exchange between users (Cedefop, 2010d, pp. 94-101).

Source: Cedefop, 2010d; Desk research for Italy.

Procedures for the validation and recognition of competences are in principle viewed as a suitable method of supporting the competence development of trainers in enterprises according to the results of the company survey (Chapter 8). However, the results of the survey also suggest that in practice such recognition procedures are rarely used, at least as far as the initial certification of the competences of trainers is concerned. When trainers who possess some form of training-related certificate were asked about the way in which they had acquired the certificate that was most relevant for their current position, nearly three quarters (72%, N = 33) indicated that they had done so by attending a course programme. Only 9% indicated that they had used a validation procedure. Therefore, certificates are primarily acquired through attending a course, while

([25]) According to a European survey of 28 countries, over 80% of all in-company trainers were qualified at skilled worker level (Kirpal and Wittig, 2009, p. 16).

validation is rarely used. Future research should investigate whether trainers are aware of validation procedures. In this respect, it is also worth noting larger enterprises are far more likely than smaller ones to have experience of validation procedures that use external standards or predefined skill catalogues (Cedefop 2014b).

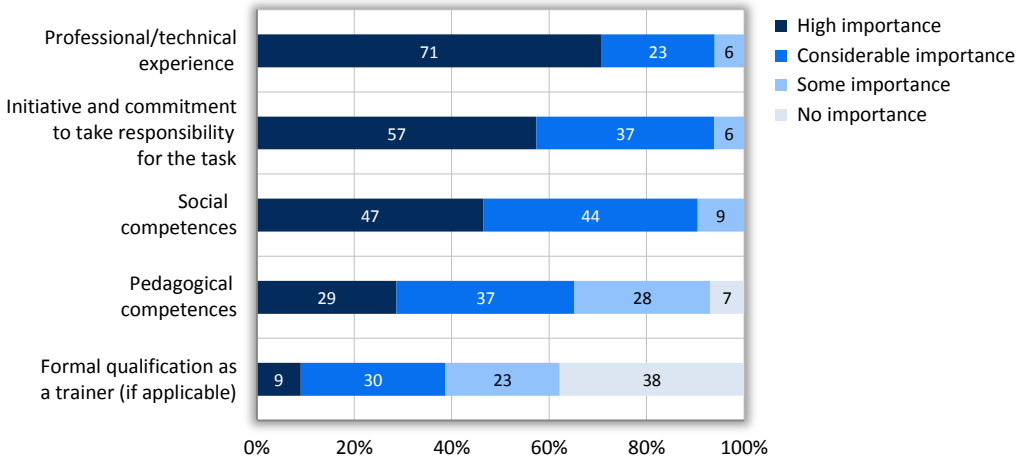
CHAPTER 7.

Skill needs and continuing professional development of in-company trainers

7.1. Skill needs as seen by trainers and employers

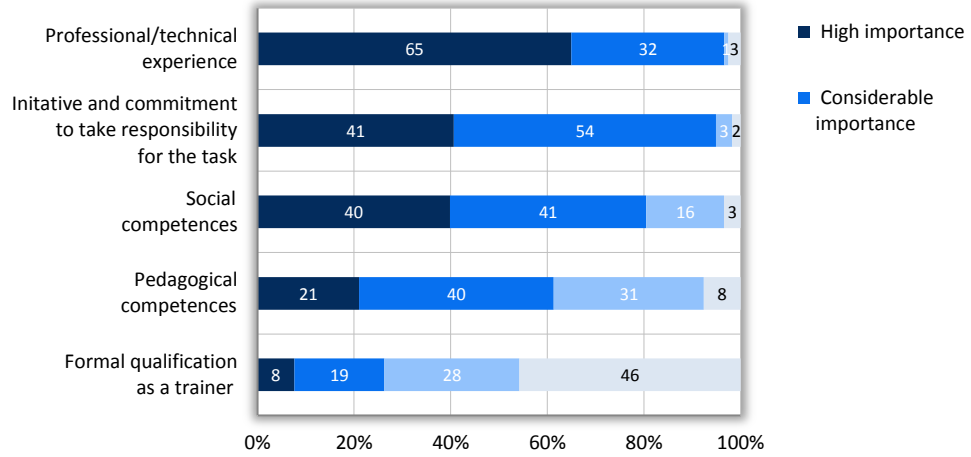
The survey investigated the competence needs of trainers in terms of the relevance of different types of skills and competences for their own training function. It also examined whether trainers see a need to improve one or more of these aspects and if so, which aspects. Trainers were initially presented with several aspects of professional and pedagogical competence and asked to rate their importance in relation to the exercise of their training functions. According to the results, the most important aspect is the 'professional or technical experience of the trainers': 94% of respondents (N = 116) considered this to be of high or considerable importance. Respondents also believe 'Initiative and commitment to take responsibility for the task' and 'social competences' to be very important. Pedagogical competences are considered less important, as is the formal qualification as a trainer (Figure 20). The employers rated 'professional/technical experience' and 'initiative and commitment to take responsibility for the task' as the most important competences for trainers while attaching less importance to pedagogical competences than trainers (Figure 21).

Figure 20. **Importance of competences by category (trainers' view)**



NB: N = 111-116
Source: Cedefop.

Figure 21. **Importance of competences by category (employers' view)**



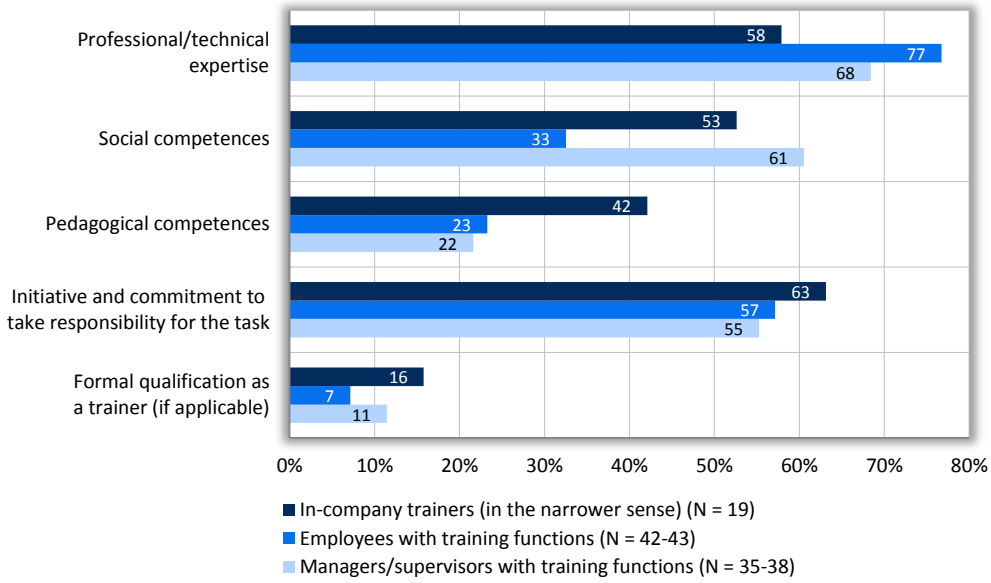
NB: N=118-120
Source: Cedefop.

A comparison between the results of this survey and corresponding findings of the earlier Eurotrainer study (European Commission and Institut Technik und Bildung, 2008) shows both similarities and differences between the two studies. The findings above accord with the earlier study in that social competences are considered more important than pedagogical competences. In the Eurotrainer study social competences were identified as the most important type of competence by 23% of the respondents, while only 10% identified pedagogical competences as most significant (see European Commission and Institut Technik und Bildung, 2008, pp. 50-51). However, the Eurotrainer survey and this Cedefop survey diverge in relation to the significance of professional and technical competences. While professional and technical experience have been identified as the most important type of trainer competences in this survey, as indicated above, the corresponding category of 'technical competences' ranked third in the Eurotrainer survey (17%). In the older study this category was beaten into third place by 'technical and pedagogical competences' which ranked as the second most important, with social competences identified as the most important (ibid.). However, it must be noted that in the Eurotrainer study only one third of the respondents worked in enterprises, with the majority drawn from training organisations, administration, or social partner organisations. Besides, in Eurotrainer the sample of enterprise respondents included individuals who worked in large enterprises, and people engaged in IVET.

Broken down by trainer type there is little variation between the three groups, although some differences can be observed in relation to the priorities of the three groups. Employees with training functions appear to consider social competences less important in terms of exercising their training task than the

other two groups, as only 33% of them rated this as highly important (N = 43). In-company trainers in the narrower sense place more emphasis on pedagogical competences than the other two types of trainers, with 42% of this group assigning high importance to this aspect (N = 19). This proportion is almost twice as high as the proportion found in each of the other groups (Figure 22). Employees with training tasks but with limited management or supervisory functions may find social competences less relevant because their focus is on technical training, and therefore they believe professional/technical expertise to be the crucial element (77%). In-company trainers in the narrower sense may rate pedagogical competences more highly because these competences are more relevant to both their biography and activities and to the structuring and conducting of training (in-company trainers in the narrower sense are those who primarily hold training-related certificates or degrees).

Figure 22. **Importance of competences by trainer type**



NB: N = 100
Source: Cedefop.

A little over half of the respondents (51%; N = 219) indicated that they believe they need to update one or more of their skills and competences to improve their ability to cope with their current or future tasks as a trainer. Similar proportions of managers with training functions (54%; N = 104) and in-company trainers in the narrower sense (48%; N = 31) feel this way. 38% of employees with training functions believe they need to update their training-related skills and competences (N = 53).

The respondents were also asked to name and prioritise up to three skills and competences they thought required updating: 'technical and professional competence (beyond training competences)' were identified as the top priority by 39% of the respondents (N = 92), and were mentioned as the second or third priority by 31% (N = 48) and 31% (N = 16) respectively. Another important category is 'communication and presentation skills', which was identified as the top priority by 15% of the respondents, with 10% and 19% indicating that these skills were their second and third priorities respectively. 'Knowledge about training methods' was identified as the top priority by 9% of the respondents, while the proportion of those who indicated that this competence was their second priority was 15%. There are no striking differences between the three groups of trainers in relation to their prioritisation of competences to be updated. It is interesting to note, however, that the only trainer type to identify 'knowledge about training methods' as their top priority were the managers and supervisors with training functions, 13% of whom (N = 53) selected this option while none of the employees with training functions, nor the in-company trainers in the narrower sense did so.

It can thus be concluded that the overall demand for continuing professional development among trainers in companies is relatively high, especially with regard to the improvement of technical and professional expertise (Cedefop, 2013; European Commission and Institut Technik und Bildung, 2008). This is consistent with the identification of this type of competence as the most important area for the exercise of in-company trainer tasks. Participation rates in learning activities specifically directed at the improvement of training-related competences appear to be rather low. When asked if they had ever participated in learning activities such as courses, workshops, programmes, or projects that were specifically designed to develop training-related competences, more than two thirds of the respondents (67%; N = 116) answered that they had not. This suggests either that there is a deficit of these particular kinds of training offers, or that in-company trainers are unaware of them, or they are not attractive enough.

7.2. Continuous professional development of trainers

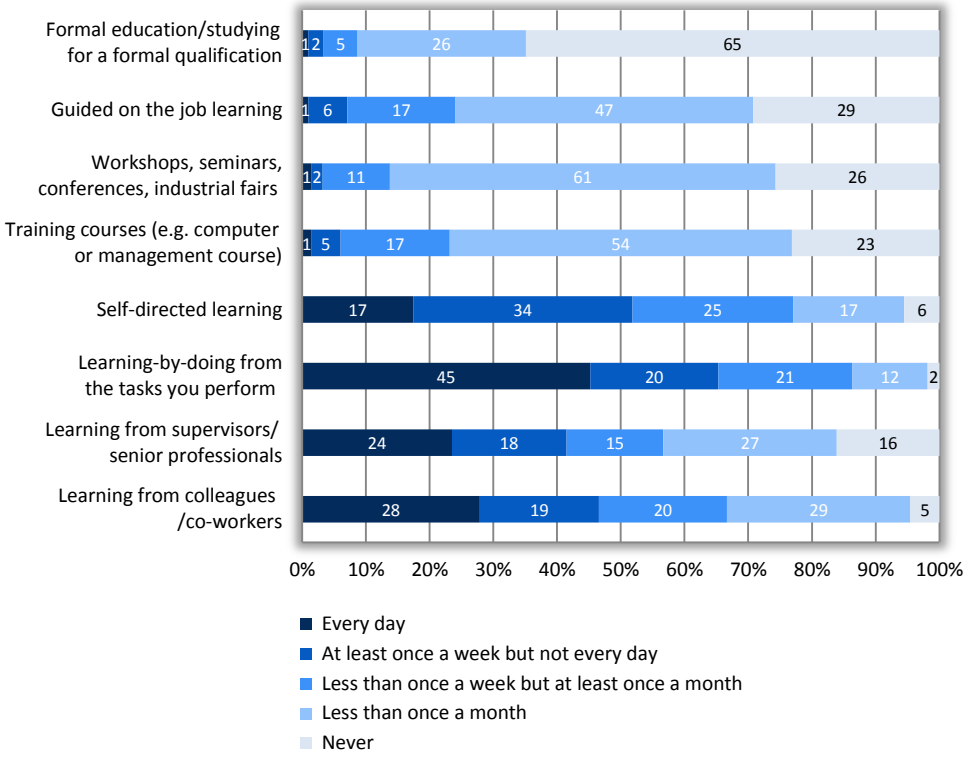
Effective support measures should take into account specific needs but more importantly ways and methods used by trainers to acquire new or update the existing competences as well as their choice among formal, non-formal and informal learning. One particularly interesting question is whether the learning activities of trainers in companies are concerned purely with updating specific skills or whether this is combined with the goal of acquiring some kind of

advanced professional qualification. Accordingly, the survey investigated how frequently trainers had been involved in various types of learning activities related to their work over the past 12 months. The results suggest a clear dichotomy between more informal learning activities directly embedded in or closely linked to the respondents' professional work – namely learning from colleagues, learning from supervisors or senior professionals, learning by doing on the basis of one's professional tasks, and self-directed learning – and relatively formal or organised activities such as training courses, workshops, guided on-the-job learning, and formal education or studying for a formal qualification. In-company trainers participate far more frequently in the former type of learning activities, i.e. those directly associated with the trainers' work routine than the latter.

More specifically, the most important learning activity identified by the respondents is learning by doing from the tasks performed as a trainer. A total of 45% of the respondents indicated that they had been involved in this type of learning every day over the past 12 months. Another 20% had undertaken this activity at least once a week but not every day, and 21% had participated in learning by doing at least once a month (N = 219). The other frequently used learning methods are self-directed learning, with a cumulative percentage of 77% for the three aforementioned responses (N = 218), learning from colleagues/colleagues (66%; N = 219), and learning from supervisors/senior professionals (57%; N = 217). Formal education or studying towards a formal qualification is the learning activity participated in least frequently, with 38% (N = 208) of respondents indicating that they had been involved in this type of learning in the past 12 months. An overview of the results concerning the different types of learning is provided in Figure 23.

When comparing the three main types of trainers in companies, the results indicate that, generally, in-company trainers in the narrower sense tend to be involved in all of the above-mentioned types of learning activities more frequently than the other two groups. For example, the percentage of in-company trainers, in the narrower sense, involved in 'every day' learning by doing from the tasks they perform is 58%, while the percentages for managers with training functions and the employees with training functions are 53% and 39% respectively. The group of in-company trainers in the narrower sense is also slightly more active in terms of the use of more formal or organised types of learning. 16% of these trainers, for instance, indicated that they attended workshops, seminars, conferences, and industrial fairs at least once a month, the highest percentage of any of the three groups of trainers.

Figure 23. **Frequency of different types of trainer learning activities (% of valid cases)**

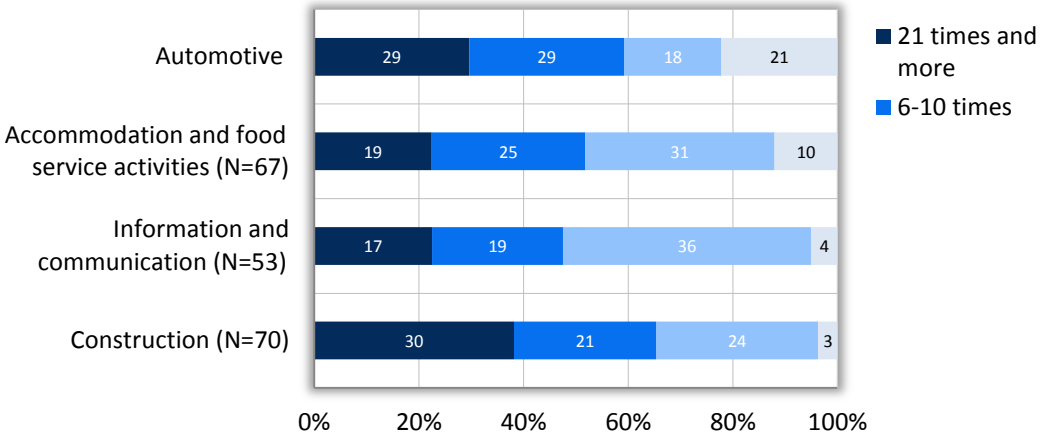


NB: N = 208-219
Source: Cedefop.

Most respondents had participated in job-related training courses up to 10 times since entering their working life (the average respondent has been active in their current professional field for 13 years). More specifically, 28% have participated in courses between one and five times, while 23% have done so 6 to 10 times. This indicates the willingness and motivation of in-company trainers to keep their knowledge, skills, and competence up-to date. There is also a considerable proportion of trainers who participated in such courses even more frequently, with 17% of respondents participating in courses between 11 and 20 times, and 23% more than 20 times. Only 8% of trainers indicated that they had never been involved in any job-related training course (N = 218). For most respondents, the total amount of time spent in this type of formal learning activity over their entire career is up to 50 days, with 41% of respondents having spent 11-50 days on such courses, and 18% having spent up to 10 days (N = 201).

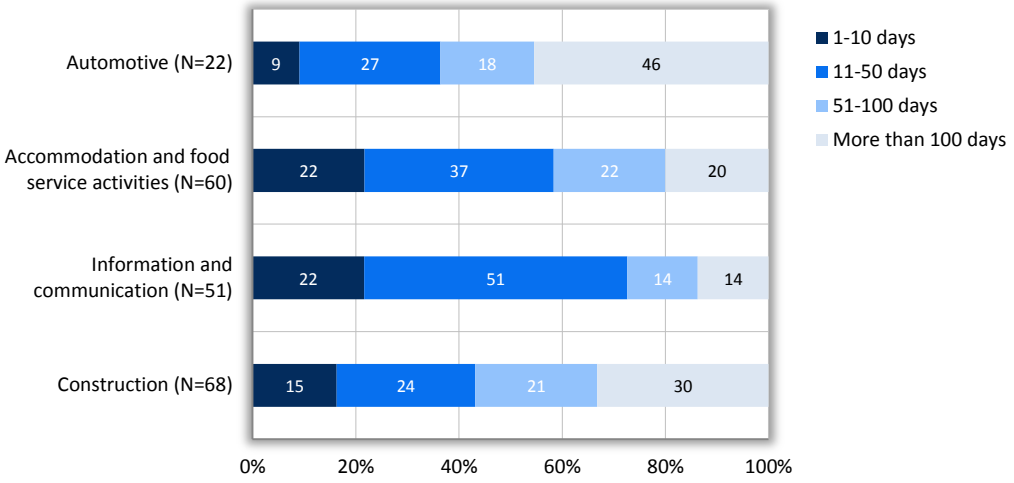
In this respect there is no considerable variation between the results of the three main types of trainers or between the countries covered by the survey. Some differences can be observed at the sectoral level (Figure 24).

Figure 24. **Participation of trainers in job-related courses by sector (% of valid cases)**



NB: N = 218
Source: Cedefop.

Figure 25. **Time spent by trainers in job-related courses by sector (% of valid cases)**



NB: N = 201
Source: Cedefop.

Trainers in the construction sector most frequently participated in job-related courses over their working life, with the proportion of those who participated 21 times or more at 30%. Another 21% of the respondents from this sector participated between 11 and 20 times. This somewhat contradicts the conventional wisdom about the general training behaviour of enterprises and individuals in this sector, in which both participation rates and the intensity of training is low, particularly in comparison to other sectors. However, this anomaly

may be caused by a distinct inequity in so far as better qualified workers and workers with management and supervisory functions receive a great deal of training, while the most unskilled workers receive little training. To some extent the sector-specific results may also be attributed to the respondents' age as the two sectors in which participation occurred most frequently over the working life, construction and automotive, are also the ones in which the respondents were older. More specifically, the average age of trainers in the automotive sector was 46 years old (N = 28) and the average age in construction was 45 years old (N = 69). Trainers in the other two sectors were considerably younger, the average age being 36 years old in accommodation and food service activities (N = 63), and 38 years old in information and communication (N = 55).

The automotive sector, by contrast, shows a relatively large proportion of trainers (21%) who had never participated in any job-related training courses (Figure 25). Paradoxically, the amount of time spent by trainers from the automotive sectors in training courses is higher than that of the other sectors in the survey, with 46% of the respondents indicating that they had spent more than 100 days in total on such courses over their entire career. This suggests that CPD courses in this sector are typically longer and less frequent while in the other sectors short courses which take place at more frequent intervals dominate.

CHAPTER 8.

National and sectoral approaches in support of in-company trainers' professional development

During the past decade almost all countries in Europe have reformed their education and training systems. Most reforms primarily targeted the formal education system, impacting in-company training above all where training forms part of regulated IVET or apprenticeship programmes (Kirpal, 2011b). In contrast, continuing training in enterprises remains an area less strongly regulated in most contexts (Cedefop, 2015), while the continuing professional development of trainers is often more motivated by personal interest than formal obligations or employer requirements (European Commission and Institut Technik und Bildung, 2008, pp. 54-58). One reason for this is that in SMEs in particular most workplace learning takes place informally and is based on facilitating learning on the job (Fuller et al., 2003). In addition, training – similar to other fields of enterprise development, such as innovation – is a diverse and complex professional field (in terms of target groups, learning methods and approaches, settings and contexts) ([26]).

However, this does not mean that continuing learning and training at the workplace is not supported. Indeed, lifelong learning policies, demographic shifts, and projected or actual skills shortages and/or skills mismatches have prompted the majority of European countries to develop legislative frameworks and/or guidelines to protect and support the skills development and continuing learning of the workforce in various ways. Adult learning in particular has been subject to legislative reforms in many countries in recent years. These reforms were motivated by a desire to gain more influence over fast developing training markets, to conform to European guidelines on lifelong learning policies, and to improve the quality of training provision. In most contexts these approaches have also had an impact on in-company trainers as training providers or learning facilitators, even if the legislative frameworks do not specifically address in-

([26]) The different degrees of formalisation and regulation between IVET and CVET is a result of the different approaches to the institutionalisation of 'instruction', commonly associated with the terms 'education' versus 'training'. For a pioneering text on this topic see Scott and Meyer (1994) and, for a more recent discussion, see Hefler (2013), p. 40 et seq.

company training but cover a broad range of adult education and continuing learning. Thus, in-company trainers may be affected by general regulations on training in various ways. First, as part of the workforce these kinds of regulations may affect their individual training behaviour (for example, obligations to participate in training or the legal right to access leave for training purposes). Second, their actual work as trainers may be affected by regulations. Training regulations may stimulate an increase in certain training activities, oblige trainers to address particular target groups, or impose new administrative or organisational procedures.

This chapter begins by describing the kinds of regulations found on the national level (Section 8.1) and the sectoral level (Section 8.2). Subsequently, public support measures are discussed; again distinguishing between those found at national and sectoral levels (Sections 8.3 and 8.4). Section 8.5 examines the extent to which measures that specifically address in-company trainers exist, while the concluding Section 8.6 compares the views of trainers and employers in relation to the suitability of different support measures.

8.1. Regulations targeting employees and enterprises on national level

The way learning at work and workforce skills development is supported at the national level is closely linked to training in enterprises. Overarching legislative frameworks that address the skills development of the workforce also have implications for the provision of and access to CVET at company level. Supporting and regulating learning at work, therefore, does not only affect employees. It can also have an impact on training strategy and practice of companies and, ultimately, on the qualification requirements they set for in-company trainers and on support they provide.

In some countries (Bulgaria, Czech Republic and Portugal) laws have been set up which oblige employees to undertake training. Regulations that require employers to provide skill development plans and/or training, typically regulated by labour codes (for example, in Bulgaria, Estonia, France, Cyprus, Portugal and Romania) ([27]) are more common. In some cases these regulations only apply to larger enterprises (for example, as is the case for companies in France with more than 300 employees) or do not apply to micro enterprises (for example, in

([27]) Eurofound: European restructuring monitor (ERM):database on support instruments: http://www.eurofound.europa.eu/observatories/emcc/erm/support-instrument

Portugal). In other contexts the extent and intensity of training to be provided depends on the size of the enterprise (for example, in Romania). Contrary to obligations on the provision of training or participation in training, regulations on the individual's right to training are less frequently applied in practice (for example, a new scheme of individual training accounts introduced in France since January 2015 ([28])).

Training leave schemes are quite common in Europe. They can be found, for instance, in Austria, Belgium, Denmark, France, Hungary, Luxembourg, the Netherlands, Poland, and Spain (Cedefop, 2012b). Although employer consent is usually a pre-condition for training leave, the instrument rarely forms part of company training strategies. In some countries the obligations for employers to provide workers with training may be set up alongside training leave schemes, as is the case for example in Bulgaria (Box 8). The Bulgarian example shows the fact that workforce skills development and labour market integration (partly through training activities) are often regulated by employment legislation. The case of Bulgaria also indicates that the presence of regulations and national strategies alone does not necessarily result in a change in practice and lead to more frequent and better quality training. Hence, even though there is a legal obligation to provide training, this does not necessarily mean that the development of skills does actually take place.

Box 7. **Regulatory provisions to support training and skill development, Bulgaria**

The Bulgarian Employment Promotion Act (2001, last amended in 2013) introduced incentives for employers that train both unemployed and employed workers to enable them to update their skills and increase their level of qualification. The Constitution of the Republic of Bulgaria (1991) defines the individual right to education. The Labour Code (1986, last amended in 2014) fixes the right to paid/unpaid leave for education and training and contains a special chapter on professional qualification and apprenticeships. More specifically in relation to CVET, the Law of Vocational education and Training 1999 (last amended in 2010) seeks to improve the quality of and access to CVET. The Bulgaria National Strategy for Lifelong Education 2014-2020 defines one area of activity as 'building the capacity of trainers in enterprises through upgrading their qualification'.

Source: Desk research for Bulgaria.

([28]) Compte personnel de formation (CPF): http://www.moncompteformation.gouv.fr/ [accessed 2.10.2015]

With few exceptions, when the provision of training is an obligation for employers, as illustrated by the above examples, incentives are more frequently used to support provision rather than imposing strict training regulations on enterprises. The Danish flexicurity model, for instance, follows this approach and some paid leave arrangement measures have been implemented under this initiative (for example, sabbaticals, continued and supplementary professional development and training, or grants for employers who hire an unemployed person to replace an employee on leave) (Viebrock and Clasen, 2009, p. 13). In few cases, policies to improve the training and skills development of the workforce also specifically address trainers.

Regulations that target training provided in enterprises are typically derived from the standards applied to formal education and are primarily geared towards regulating IVET. For example, many countries have set up regulations and minimum standards for companies that provide initial vocational education. This also applies to apprenticeship training as, in most contexts, apprenticeships form part of the formal education system. For instance, initial workplace training within the German dual apprenticeship system is subject to detailed regulation in terms of company requirements, training curricula, and trainer qualification, while CVET remains largely unregulated (Cedefop, 2010b, p. 85). Similarly, company-based CVET in Austria is not regulated, with the exception of certain qualifications such as the master craftsman's certificate (Cedefop, 2010b, p. 41). In the Flemish community of Belgium trainers in enterprises responsible for *leertijd* apprenticeship training must, among other criteria, be at least 25 years old (23 if they hold a diploma of entrepreneurial training or a certificate of special competence) and prove that they possess a minimum of five years of work experience. In SMEs, if a trainer is also the entrepreneur, this individual must have been a company director for at least two years (European Commission and Cedefop, 2014).

The survey results provide little support for the argument that national regulations affect the work of trainers. Legal requirements imposed on companies that impact the work of in-company trainers are rare. 65% of the responding enterprises stated that there are no legal requirements relating to in-company trainers with which the company is required to comply. 18% simply stated that they were not aware of any such regulations. Though the number of instances is low, there is some indication that legal requirements for in-company training are more common in Belgium and Germany than in other countries. In these two countries, half of the reported regulations refer to 'IVET Trainer certificates', while the other half refer to 'health and safety regulations'. Specific regulations for in-company trainers (for adults) were not reported in the sample.

Developing occupational profiles and linking them with competence descriptions is another approach to set up qualification standards for trainers. Competence requirements can be effective at various levels and countries typically use a number of different or combined approaches (Cedefop, 2013):

(a) 'occupational standards' (describing the skill requirements for an individual providing training);
(b) qualification standards (describing learning outcomes – knowledge, skills and competences – that an individual with a trainer qualification is expected to possess);
(c) practice standards of professional organisations (describing the activities and competence of a trainer as a member of the professional organisation);
(d) job descriptions (describing training-related tasks that an employee performs in the company and related competence requirements).

National regulatory frameworks can facilitate the provision of and access to CVET at the company level, and thus support the CPD of trainers in various ways (incentives or obligations to train for companies, training leave schemes, etc.). It must be noted, however, that trainers expressed some aversion to all kinds of training regulations or obligations. This feeling was even stronger among employers. One employer even commented that 'the most important thing for us is that governments do not interfere in the field of employee training by means of different regulations'.

8.2. Sector- and subject-specific regulations

Regulations in domains other than training or lifelong learning may also impact on in-company training and the qualification requirements of trainers. An example of these kinds of subject-specific but cross-sectoral standards is workplace health and safety regulations. Workplace health and safety is a highly controlled area in the majority of European countries, with regulations setting minimum standards with which companies, including SMEs, must comply. To ensure that their staff understand and meet these standards, companies typically require employees to undertake some training at the workplace. In some countries (for example, Belgium, Denmark, Greece, Spain) basic standards have been set up for training and in-company trainers in relation to workplace health and safety regulations (Haasler and Tutschner, 2012). A Cedefop study on the quality of VET in SMEs in the food processing, retail, and tourism sectors in Germany, Ireland and Greece also confirmed that, in all of these countries, 'stringent EU food safety

directives and national hygiene standards are powerful training needs' drivers' (Cedefop, 2009, p. 35).

The survey data indicate that the automotive and hotel and food sectors tend to have more legal regulations for in-company trainers than those companies operating in the construction and information and communication sectors. These findings can be partly attributed to the 'maturity' of the automotive sector, which not only manifests itself in an elaborated qualification system, but also in a (stronger in some countries, weaker in other countries) system of co-determination and/or social partnership involvement in setting training standards and regulations for training and trainers. Legal regulations in the hotel and food sector most often derive from health and safety regulations. The ICT sector, on the contrary, finds itself at the opposite end of the spectrum, with a limited number of health and safety requirements, low levels of interest representation and social partnership involvement, and a weak, highly diversified sectoral qualification system (Brown et.al, 2004).

When combined with sectoral regulations on training requirements, European, national, and sectoral work health and safety directives, are typically defined and implemented by professional associations and other sectoral actors such as Chambers of Commerce, Industry and Crafts. These actors have become powerful drivers of the definition of training needs and implementation of training programmes at company level. The influence of health and safety regulations on training enterprises is also evident in the results of the survey, as they were mentioned frequently as examples of a typical training activity of in-company trainers, or referenced as the subjects of particular certificates of training.

Box 8. **Impact of health and safety regulations on in-company trainers, Belgium**

In Belgium, safety policies and regulations on safety and health at work have an impact on in-company trainers and training. Each company is obliged to have a 'prevention adviser' (*preventie adviseur*) who is responsible for a broad range of issues including work safety, psycho-social aspects, industrial hygiene, ergonomics, and occupational health. This adviser may act as an in-company trainer and one of his/her tasks is to advise and instruct the employer and employees. For companies with more than 50 employees, the prevention advisor must become qualified for this position through mandatory training and attaining a certificate. SMEs, however, often rely on external services for most of the tasks attributed to the prevention adviser in the event that they are unable to fulfil this role themselves.

Source: Desk research for Belgium.

As an intermediate actor, the Chambers also commonly support cooperation between the state and the business sectors and have an interest in enhancing and protecting the skills of their respective clientele. Professional associations require their members to participate in continuing training and to update their skills accordingly. While in some countries the role played by social partners is marginal (for example, in the Baltic countries), they play a vital role in others (for example, Austria, Denmark, Germany, the Netherlands). Here, the social partners are involved in establishing and supporting strategies and policies for VET and in defining professional standards and examination requirements for different VET practitioners, including in-company trainers (Winterton, 2006; Winterton, 2007; Cedefop 2010a; Cedefop, 2013).

Sector and subject-specific regulations like workplace health and safety regulations issued at European, national, or sectoral levels do have a substantial impact on training. Such regulations can be a catalyst for the function of the in-company trainer to emerge. Further, training induced by regulations can be expected to be more prone to professionalisation. In general, there seems to be great potential to improve work quality and increase training via such regulations, and good practices could be transferred and disseminated to other sectors and countries. However, this is counterbalanced by the reluctance of employers to accept increased regulation (Section 8.6).

8.3. Supporting training in SMEs: public measures and funding schemes

Workplace training has been identified as a factor which can potentially enable companies to achieve better business results, particularly in terms of increased productivity, organisational outcomes, and so on (for example, Blundell et al., 1999; Bassanini et al., 2005; Aguinis and Kraiger, 2009). Political support for raising awareness on the importance of training in companies and the training of trainers can be found at all levels – national, regional, and sectoral. This has resulted in the development of various programmes to support training in SMEs in Europe, as illustrated below. These programmes address various needs, including financing and management, support for internationalisation, research, development and innovation, and networking. Alongside those measures (such as educational leave or scholarships), which are mainly aimed at individuals, there are other types of measures which can either be aimed at individuals or companies. These include tax incentives or public co-funding, for example vouchers or subsidies.

Box 9. **Public support for company training programmes**

In Romania, under Law No 76/2002 on unemployment benefit and employment stimulation, funds are available to employers who develop annual professional training programmes for their own workers (with the assistance of professional training programme providers). A legal provision stipulates that approval of the company programme by the National Employment Agency (ANOFM) ([29]) depends on the existence of an annual professional training plan. The labour code states that the employer is obliged to develop annual professional training plans following consultations with the trade union or, if no trade union is involved, with employee representatives. The professional training plan is written into the terms of the company's collective agreement and the employees have the legal right to be informed of its provisions. Financial aid is provided equating to 50% of the professional training expenditure for a proportion of employees, not in excess of 20% of the employer's total workforce.

The *formation professionnelle continue en entreprise* in Luxembourg is a well-established scheme which supports vocational training in companies. To be eligible for financial support, companies must develop a plan or project for training. The training plan must involve training activities that are closely related to those of the enterprise and which concern the adaptation, conversion, or promotion of employees. At least half of the training programme must take place within normal working hours. Periods of learning which take place outside normal working hours qualify either for compensatory time off, equal to 50% of continuing professional training hours, or financial compensation calculated at the rate of normal working hours.

Source: Eurofound (2015). European Restructuring Monitor (ERM); restructuring support instruments.

The support for training is often organised on a project basis and requires a training plan – as is the case in Romania and Luxembourg (Box 10) – which can be a significant obstacle for micro and small enterprises. Training voucher systems, typically used by individuals, also exist for SMEs ([30]), compensating for their lack of capacity to organise and finance training.

Well-established support measures often do not address in-company trainers specifically. In fact, in the majority of cases where training in SMEs is co-financed it is external – rather than internal – training costs which are funded: costs relating to individual participation in external training courses or costs for external trainers, coaches, or consultants. For example, Austrian SMEs are able

([29]) Romanian national agency for employment: http://anofm.md/en

([30]) For example, in Belgium training vouchers are granted with the aim of encouraging companies, particularly small and medium-sized enterprises (SMEs), to invest in the training of their staff.
http://www.belgium.be/fr/formation/formation_permanente/cheques-formation/
Examples also exist on a regional level, for example, since 2006, a voucher programme has been in place for SMEs in North Rhine-Westphalia (Stanik and Käpplinger, 2013).

to apply to the Austrian Public Employment Service for funding for training consultancy (making use of ESF funds, Box 11). The same instrument also supports the networking of SMEs or the establishment of a training network.

Box 10. **Consultancy and networking to support training in SMEs, Austria**

The qualification consultancy and qualification networks for enterprises in Austria programmes provide human resources development consulting services to employers with up to 50 employees. The maximum consultation period is three days. A review of the age distribution of employees is conducted, after which an assessment is made of the company's skill requirements. The aim of this process is to provide life-cycle oriented education plans for relevant target groups with regard to the labour market policy. If the consultation reveals that the qualification of employees is not the most relevant issue, consultation can be provided on other topics such as human resources management, work organisation, mobility, working time, 'productive ageing', workplace health and safety, and diversity. Within this framework, consultancy can also be provided on the implementation of qualification networks (*Qualifizierungsberatung zum Aufbau von Qualifizierungsverbünden*). This includes a consultation period of up to five days per company and is provided if a group of at least three companies, of which more than half must be SMEs, wish to set up a qualification network. The consultation period increases to six days if at least half of the participating companies are micro enterprises. Support involves the establishment of network management, an agreement on common statutes, and the development of a qualification plan.

Source: Public Employment Service Austria (AMS), Niederösterreich ([31]).

Training networks of companies are a common initiative used by enterprises to compensate for a lack of capacity to organise and finance training, an issue which is particularly pertinent to SMEs due to their size. Although in most of these networking activities the training does not take place within the company, organisation and administration forms part of a company's internal training activities, engaging managers or trainers who are required to motivate and select staff members to participate in the activities. In addition to the qualification networks in Austria (Box 11), the Skillnets initiative in Ireland and the *planes agrupados* in Spain provide examples of this type of support programme (Box 12).

([31]) Public Employment Service Austria (AMS). http://www.ams.at/noe/service-unternehmen/qualifizierung/qualifizierungsberatung-den-aufbau-von-qualifizierungsverbuenden

Box 11. **Training networks of companies**

The Skillnets initiative in Ireland is a further example of a training network enabling SMEs to implement training projects that would be impossible for single enterprises to undertake. In each Skillnet, three or more enterprises cooperate to carry out a training project that the companies would be unable to undertake individually. The Skillnets approach is built around training networks where companies collectively determine the training they wish to participate in, how it will be delivered, and who will perform the delivery.

In Spain, the so-called *planes agrupados* (merged plans) follow a similar approach: the joint needs of several companies are covered to form a single 'merged plan'. However, these plans have been used more commonly by public administration institutions (small municipalities) rather than private companies.

Source: Ireland: Skillnets initiative http://www.skillnets.ie/ [accessed 2.10.2015].
Spain: Planes agrupados http://formacion.diputacionalicante.es/default.aspx?lang=es&ref=cursos_agrup [accessed 2.10.2015].

In this study, programmes which only address in-company trainers and foster exchange between them would be particularly interesting initiatives that warrant further investigation. However, no such programmes were discovered in this analysis, neither in the desk research nor in the survey. An example which comes close is the PME-PLUS in Belgium (a networking and coaching programme for SME-managers, Box 13) – if one acknowledges that the majority of managers also have training functions ([32]).

In the survey, both in-company trainers (employees) and employers were asked about their experiences of public support measures. Around one third of employers have actively searched for public measures such as tax incentives, EU- or government subsidies, and receipts from training funds (Figure 26). Fewer employers, between a quarter and a third, have actually made use of such measures (with fewer people responding to the question on the use of these measures, thereby making direct comparison not possible). The use of EU subsidies was one of the most frequently cited measures and was interestingly reported more frequently than the use of government subsidies (32% compared to 24%). This might be caused by the fact that many EU-funded initiatives (ESF and LLP funds) were specifically addressed to companies and in-company

([32]) PLATO in Belgium (http://www.plato.be) and Ireland (http://www.platoebr.com/pages/index.asp?title=Plato_Ireland) are other interesting examples of initiatives that provide SMEs with a confidential support service including specialist expertise and advice, networking opportunities, and business development training [accessed 2.10.2015].

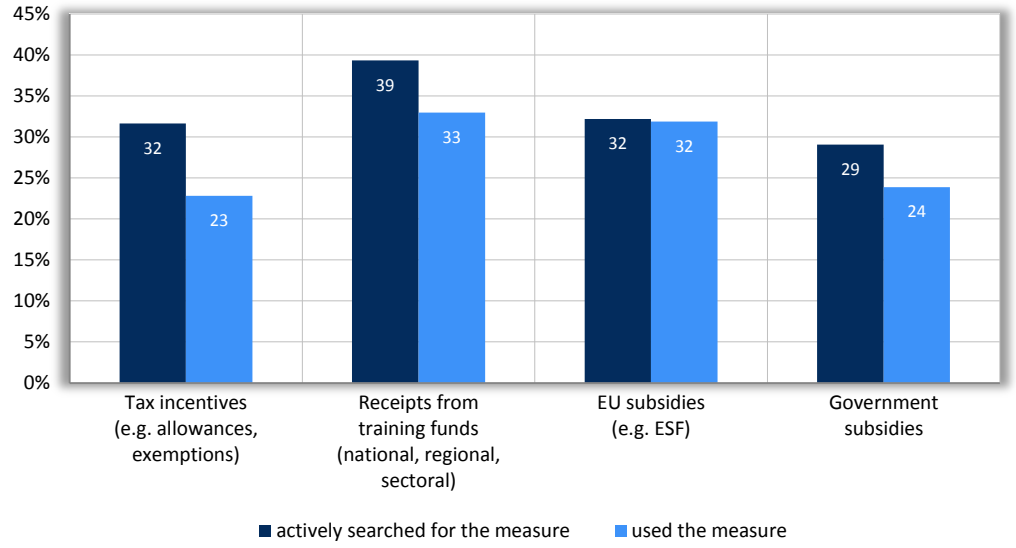
trainers, and may have been more heavily advertised than national or sectoral initiatives (see also Section 8.5).

Box 12. **Supporting managers in SMEs, Belgium**

In Belgium, a range of support measures and programmes are provided for entrepreneurs who run SMEs. Every year, a theme that is of relevance to SME managers is selected (known as 'colloquia') and discussed in a book containing contributions from SME managers and experts. PME-PLUS is a coaching programme for SME-managers. Coaching for new SMEs and SME managers is delivered by a team of eight individuals who provide information, support, and counselling. Finally, a forum of SME managers meets regularly to discuss the 'qualities of SMEs'. Programmes aim to stimulate entrepreneurship and to train future entrepreneurs. DREAM (*Démarre la recherche d'une entreprise à ta mesure*) is one example of this kind of programme which ran between 1999 and 2005. It sought to stimulate entrepreneurship among students in secondary schools. Another example is the two-year bachelor's degree in SME management, which can be taken after completion of the first two years of a general commerce degree: 25% of commerce students choose this path.

Source: École de gestion PME (training centre for SME management): http://www.ichec-pme.be/ [accessed 5.10.2015].

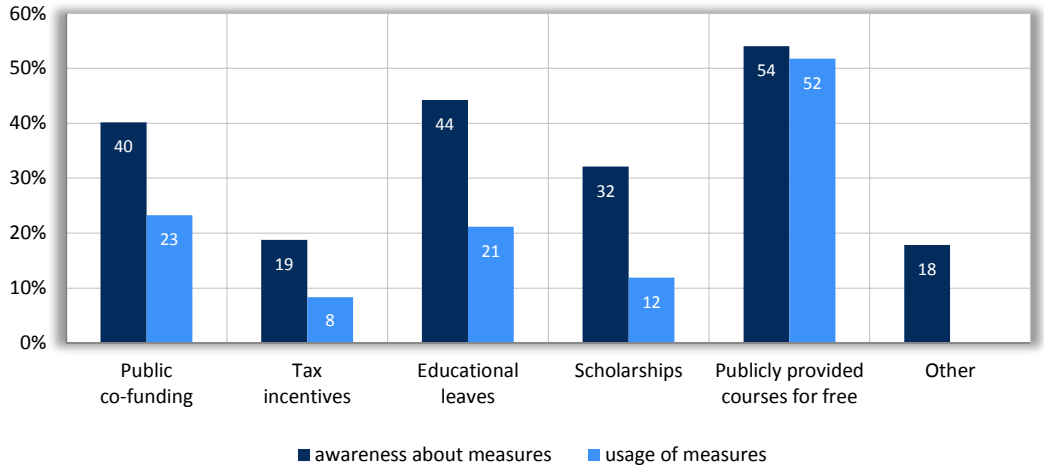
Figure 26. **Companies' awareness and use of publicly funded training measures**



NB: N = 28-113
Source: Cedefop

Aside from participation in free publicly provided training courses, which are completed by almost every second in-company trainer, the use of other publicly funded measures (such as educational leave or tax incentives) is less common (Figure 27). Although there is some awareness among companies on the measures available (40% were aware of public co-funding opportunities, 44% of educational leave possibilities, and at least 32% knew about scholarships), the initiatives are rarely used. Two of the most significant barriers preventing employers and employees from utilising them are the difficulties faced in terms of replacing staff that leave to train, and the often significant bureaucratic workload required to access them. In terms of the reporting on the prevalence of different initiatives, public co-funding was most prevalent in Belgium-Flanders and Poland, tax incentives and educational leave in Germany, and free publicly provided courses in Belgium, Lithuania, Poland, and most extensively, Spain ([33]).

Figure 27. **In-company trainers' awareness and use of publicly funded training measures**



NB: The question on the use of measures was not answered by the same in-company trainers as the question on awareness of measures. Therefore a direct comparison is not possible and absolute usage is likely to be even lower than the chart indicates.

N = 28-113.

Source: Cedefop.

Although there is a considerable variety of established programmes and evidence of an increase in the number and type of measures that support training of individuals and training in companies in Europe (see also Cedefop's database on financing adult learning), the awareness and use of such support measures by

([33]) Results based on CVTS4 confirm the data for Belgium, but not for Poland or Germany (Cedefop, forthcoming).

SMEs is modest. While other studies may be in a better position to scrutinise the reasons for this, a major finding of this study is that in-company trainers have not been recognised as a particular target group for training support measures, despite their potential to act as multipliers.

8.4. Sectoral actors' and training networks' support to SMEs

Sectoral actors (including professional associations) are best placed to play a key role in supporting, facilitating, and implementing initiatives and programmes for the CPD of in-company trainers (see for example sector skills councils in the UK or trade committees in Denmark; European Commission and Institut Technik und Bildung, 2008). Compared to public initiatives to support training in companies, sectoral approaches are far more diverse, taking account of the particular national economic context and employer structures, as well as specific sectoral needs and requirements. Sectors may also set up their own training procedures and certification structures with or without the participation of social partners. In Belgium, many economic sectors have set up sectoral training funds that are managed jointly by employer and employee organisations, and which are administered by small organisations known as sector funds (Box 14). These funds provide information regarding training opportunities and organise training courses that may lead to a certificate. The funding is supplied by the sector and is complemented by subsidies from the federal government. The guidelines that accompany the subsidies are outlined in sector covenants.

Of the many training and development initiatives implemented by various actors, those programmes which are channelled and supported by sectoral actors and professional associations are the most effective in terms of supporting continuous professional development of trainers caused by the fact that they can better serve the particular business context of the SME. It is, however, difficult to identify common success factors or classify these initiatives. From the examples in Box 14, the extent of this diversity in terms of type of subsidised training or training provided, the content of training, the type of funding mechanism, and the amount of funding becomes obvious. Nevertheless, the following recurrent topics can be identified at the sectoral level which might be translated into support measures for CPD in SMEs: train-the-trainer; mentoring and guidance for trainers; joint training activities and networking among SMEs; co-funding on the condition that the SME becomes more professionalised in training need assessments or training plans; and sustainability of funding based on the contributions of enterprises.

Box 13. **Examples of sectoral initiatives to support in-company training and training of trainers**

In **Belgium** the sectoral training fund food services sector (*Horeca vorming*) implements three initiatives to support in-company training in the sector:

- the provision of financial support for companies that organise in-company training. Subsidies are primarily used by companies with more than 50 employees which are eligible for co-funding for the specific training of in-company trainers;
- a course on 'workplace learning' (*werkplekleren*) focusing on learning opportunities within the company;
- a tutor training course developed to improve the provision of guidance for trainees.

The target audience are the trainers that supervise trainees. *Horeca vorming* also organises informal inter-company training, whereby employees of one company undertake an internship in another company in which a preceptor works (with a maximum duration of one month). Overall, about half of the 28 sectors fund and organise short-term or long-term training for so-called 'godparents' (tutors who welcome and support students, trainees, jobseekers and new employees in enterprises) (http://www.serv.be/node/5492 [accessed 19.10.2015]; Cedefop, 2010a, pp. 110-115).

The **Belgium** sectoral training fund construction (FVB) implements two initiatives to support informal training in companies. First, the *Bedrijfsinterne opleiding* (BIO) or in-company training initiative provides subsidies for employers to compensate for labour costs incurred when their employees participate in in-company training. One condition for receiving subsidies is that the employer or employee who delivers the training must have completed mentor training organised by the sector fund. This mentor training comprises the second initiative, and is the successor to the 'godfather trainings'. It consists of eight or 16 hours of teaching. Unrelated to these sectoral training funds is the awarding of a safety certificate tor companies in the construction sector, the Safety Check Contractor (VCA, *Veiligheidscheck aannemers*). One of the requirements for the issue of this certificate is that the respective company must organise a toolbox meeting at least once a month. These meetings are effectively an informal training measure and take the form of a discussion between the employees and their team leader during which all types of health and safety at work topics are addressed.

In **Denmark**, the trade committees have fostered the integration of trainer courses into labour market training programmes (the so-called AMU-system, *Arbejdsmarkedsuddannelserne*). This means that the CVET departments of vocational colleges are able to offer trainer courses which are financially supported by the trade committees. In 2013 the following courses were provided under the AMU-system: 'education planning', 'cultural understanding related to young people', 'coaching for trainers', 'mentoring for experienced workers', 'peer to peer learning'; 'instruction in home dentistry'; 'instruction and training in process industry'; and 'instruction related to IT'.

In **Portugal**, under the previous political framework – NSRF 2007-2013 – the Portuguese Business Association *(Associação Empresarial de Portugal),* and the Chamber of Commerce and Industry *(Câmara de Comércio e Indústria)* implemented the SME training programme 'Training SME', which focused on diagnosing the training needs of a company. Established in 1997, it is a support programme for micro

enterprises and SMEs with fewer than 100 employees, funded primarily by the ESF through the *Programa Operacional Potencial Humana* (POPH) ([34]). To develop the capacities and skills of workers the programme includes a needs assessment, the production of a training development plan, and consulting, guidance and in-company training. It also supports a network which promotes a learning culture.

In **Italy**, there are 20 joint inter-sectoral continuing vocational training funds. These funds may only be set up via the development of agreements of a 'bilateral nature' between unions and employer associations. The funds were created by the social partners in 2000 under Law No 388 and are authorised by the Ministry of Labour. Employers finance the funds by an obligatory contribution (equal to 0.3% of their wage bill) that pays for local, sectoral, company, and individual training plans. In principle, funds may also cover the costs of training in-company trainers. About EUR 2.5 billion was managed by the funds from January 2004 to October 2010. These funds play a major role in the national continuing vocational training of employees and trainers in SMEs.

Source: Desk research for Belgium, Denmark, Italy and Portugal. See Cedefop, 2010a, pp. 110-115.

Aside from the actors drawn from a particular trade or field of business which organise CPD for trainers, there are other professional associations and networks of trainers that act in the interest of various kinds of training practitioners working in the training sector. Such trainer networks are in place in some EU Member States and could support learning and information exchange between trainers (Box 15). However, these organisations tend not to focus on in-company trainers as their primary target group is professional (and self-employed) trainers and training consultants. The fact that in-company trainers are not their primary target group is also confirmed by the survey: only 8% of the respondents are a member of a professional organisation such as a nationwide association of safety professionals, a psychological association, or a trade association (those networks which came closest to meeting the criteria for a particular trainer network). However, when asked about the kind of support they would like to receive, trainers suggested forms of cooperation or networks (for example, cooperation between vocational schools and companies, with foreign partners, with producers and suppliers, with universities and other expert organisations) which would give them access to both methodological materials and the provision of in-company training.

([34]) *Programa Operacional Potencial Humana* (POPH) http://www.poph.qren.pt/index.asp [accessed 2.10.2015]

Box 14. **Supporting trainers' networks for learning and information exchange**

The **Italian Association of Trainers** (Associazione Italiana Formatori, AIF) serves around 2 500 professional trainers, including in-company trainers, adult learning trainers, human resources staff and, above all, freelance trainers. It promotes the quality of adult learning and supports the skills development of trainers. AIF has developed a trainer competence certification recognised by all AIF members and clients. It involves the completion of qualifying courses. The validation of prior informal learning is only available for freelance trainers.

VOV – 'Lights on Learning' is a Flemish project that supports a learner network (Lerend netwerk) of training professionals and practitioners in **Belgium**. It consists of 880 members of which 70% are trainers in companies. Funded by the European Social Funds (ESF), VOV supports the development of networks of trainers and uses 'network learning' to improve the continuous professional development of in-company trainers (Cedefop, 2010a, pp. 110-115).

In **Portugal**, the national portal for trainers facilitates the recruitment and selection process of trainers to support both training practitioners as well as organisations that provide training. This portal is managed by the IEFP.

Source: Italy: Italian association of trainers, www.associazioneitalianaformatori.it [accessed 2.10.2015].
Belgium: Cedefop, 2010a, p. 110.
Portugal: national portal for trainers, http://netforce.iefp.pt/ [accessed 2.10.2015].

8.5. Measures particularly addressing trainers

As is the case with qualification requirements (for example, formal trainer qualifications, mandatory certificates for in-company trainers), programmes which support the CPD of trainers rarely specifically and/or only target in-company trainers as defined in this study. However, many programmes and initiatives are open and accessible to in-company trainers. In Cyprus, for example, the Human Resource Development Authority (HRDA) implements and funds specialised training programmes for trainers with limited or no experience (Cedefop, 2013). In Bulgaria, policy support for workplace learning and in-company trainers' CPD is explicitly stated in various strategic and programme documents ([35]) and implemented with the help of EU funding. Bulgarian teaching staff, including trainers, also have the right to 30 calendar days of paid training leave for professional development every third year. In Portugal, various initiatives set up under the latest political framework – NSRF 2007-13 – are currently being

([35]) In the framework of: (a) the National Plan for Economic Development (2007-2013); (b) the National Strategy for Employment Promotion (2005-2010); (c) the National CVT Strategy (2005-2010); (d) the National Strategy for Development of SMEs (2007-2013); and (f) OP Human Resource Development, OP Competitiveness and OP Administrative Capacity (all 2007-2013).

undertaken with the aim of improving the competences of SMEs, including the professional development of their trainers. For example, the *Academia de PME* (SME academy) initiative provides training to SMEs on the continuing professional development of their staff (for example, in areas of identification of training needs, planning, development, and evaluation of training activities, etc.) ([36]).

The importance of the role of the ESF in supporting in-company trainers is yet to be determined, particularly its effectiveness and relevance in relation to other funds. Of the examples noted above, the development of the WBA and the qualification networks for enterprises in Austria were co-financed by ESF, as were many of the activities of the HRDA in Cyprus. In Portugal, under the previous Cohesion Policy (2000-2006), policies and programmes for the training of trainers were primarily subsidised by the ESF under the Programme of Educative Development (PRODEP), and the Operational Programme Employment, Training and Social Development (POEFDS). It is estimated that in Italy ESF funding accounts for more than 80% of all resources that finance continuing training within the framework of the Regional and National Operational Programmes ([37]). Other programmes support trainers in SMEs through funding human resources skills development initiatives. For example, in Belgium the ESF agency aims to subsidise projects that focus on in-company training which includes supporting mentors.

The companies that participated in the survey appear to have some awareness of the importance of the role of trainers and supplied sufficient evidence that they provide additional support to their trainers. However, specific public support measures for trainers are generally unknown to companies. Regardless of the various measures identified in this review and discussed above, a key outcome of the survey is that 70% of the companies surveyed had no knowledge of public support measures specifically for trainers in their country or region. Another 20% were aware of such measures, but none of their trainers had ever benefited from such schemes, and only 10% stated that their trainers had participated in these initiatives.

On the other hand, it is of utmost importance to mention that the few companies which had experiences with such measures were 100% satisfied or

([36]) Academia de PME http://academiapme.iapmei.pt/mod/page/view.php?id=8674 [accessed 2.10.2015].

([37]) Italian regional and national operational programmes http://europalavoro.lavoro.gov.it/EuropaLavoro/Varie/the-efs-in-italy/ [accessed 2.10.2015].

very satisfied with them for various reasons, including their effective administration, a high-level of practice-orientation, and strong relevance to work practice. One company argued that these training courses not only provided pedagogical skills but also expanded the technological knowledge of their training specialists. Another commented that the measure acted as a source of additional motivation for their training specialists and improved their skills development.

Table 12. **Overview of company activities or public support measures specifically addressing in-company trainers**

Has your company – to your knowledge – ever implemented an internal project or participated in an external project with the goal to improve the competences of your trainers? (N = 119)	No: 76% Yes: 24%
It may be that in your country or region a particular public support measure for trainers is in place. Did any of your trainers ever benefit from such a measure? (N = 120)	I don't know about such a measure: 70% No: 18% Yes: 12%
How satisfied have you been with the measure? (N = 15)	Very satisfied or satisfied: 100%

Source: Cedefop.

Without exception all of these companies would use this kind of initiative again. The reasons cited as to why companies do not participate in these types of measures included a lack of awareness of schemes, the establishment, by the management, that participation is unnecessary, and that such measures are of limited utility caused by a lack of in-company trainers in the narrower sense (i.e. in companies where training is one of many tasks undertaken by various employees).

The specific initiatives noted by the companies are: courses for training specialists offered by Chambers of Industry and Commerce in Germany, free courses for trainers provided by a university in Poland, financial support in the form of compensation provided by the Lithuanian Labour Exchange (public employment services) to training specialists in enterprises who organise and provide continuing vocational training for the unemployed, training courses for in-company trainers organised by the local VET schools and higher vocational education colleges in Lithuania (the providers directly informed the company and invited their trainers to participate in the courses), and the Experience Fund (*Ervaringsfonds*) ([38]) in Belgium which sponsors older workers to train other

([38]) The Belgian federal government has created the *Ervaringsfonds* (experience fund) to support companies that take measures to retain or enhance the employability of their older workers. This fund is used to subsidise initiatives created by companies which

employees ([39]). Around 50% of all in-company trainers in the narrower sense participated in such an activity compared to less than 33% of managers or skilled workers with a training function. The majority of trainers who participated in learning activities specifically designed to develop training-related competences did so at their own initiative (75%) or because it was suggested by the company (62%). Only in a small number of cases (14%) were they obliged to do so by law. All of those who were obliged to train were found in the Lithuanian sample with the exception of one Polish trainer. Approximately one third of the trainers who participated in courses or programmes to improve their training competences stated that they made use of their individual right to participate in the learning activity (as set up by law or collective agreement). This was particularly the case for trainers from Belgium-Flanders, Bulgaria, Poland, and Portugal.

8.6. Views of companies and trainers on public support measures

While not all in-company trainers and employers in SMEs actually use public support measures, they all have opinions in relation to their appropriateness and suitability. Interestingly, employers and in-company trainers appear to have similar perspectives on the measures they find more and less suitable (Figure 28). The measures deemed less appropriate both by employers and in-company trainers are those that are in some way related to regulation. In-company trainers found the establishment of an officially regulated profession of in-company trainer to be the least suitable option, perhaps because only a small number of workers in the sample identified themselves as trainers. Employers viewed the development of an officially recognised certificate/diploma for in-company trainers as the least appropriate measure. Similarly, both in-company trainers and employers considered statutory rights for further education, and obligations to regularly update skills (for example, by an expiring certificate) to be less favourable options. These findings confirm the opposition of both sampled companies and trainers to the introduction of stronger regulation. Although this

target employees over 45 years old. Alongside supporting measures such as adapting to more ergonomic work processes or increasing internal mobility and reducing participation in more burdensome functions, training is also subsidised. Companies are able to apply for a financial allowance, covering 50% to 70% of the training cost, up to a maximum of EUR 500 per employee per month.

([39]) This scheme is an exception to the overall findings of this survey which indicate that older employees – those over 55 years of age – are less likely to train.

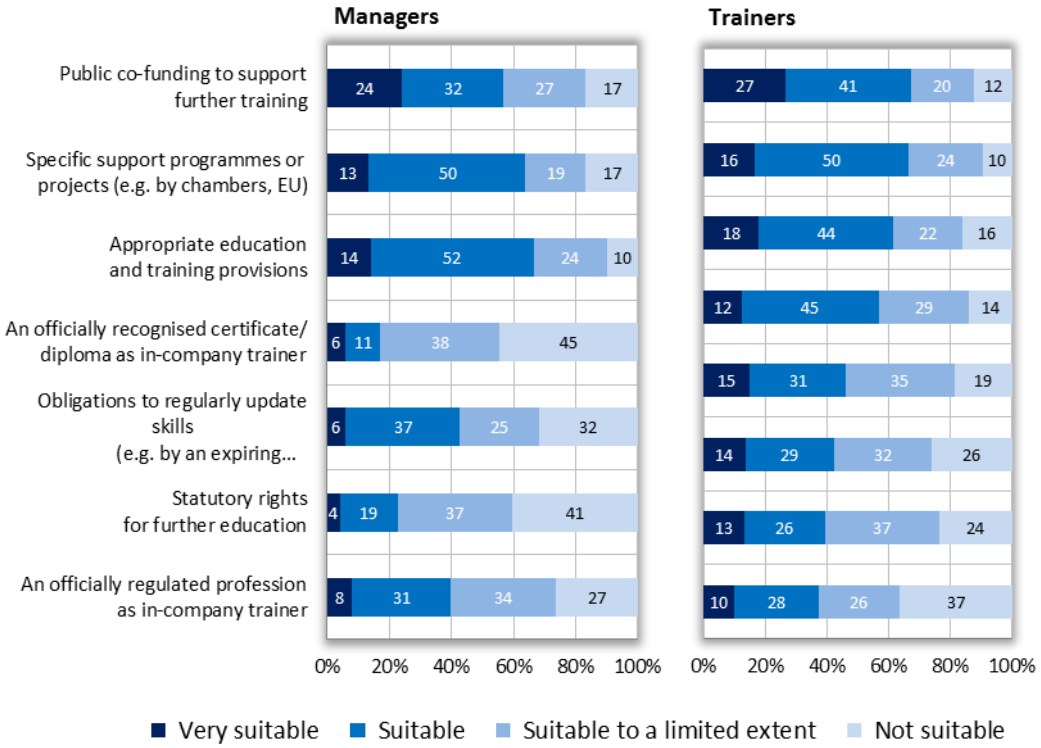
does not contradict the principle that regulation can foster training (see for example health and safety regulations), it indicates that policy-makers must be cautious in implementation. Further, this study does not account for the view of the employees that receive training who may have a different perspective.

With regard to the measures which were viewed more favourably, appropriate education and training provision is ranked most highly by employers, who probably see the funding aspect to be of secondary importance. Trainers, on the contrary, appear to be aware of relevant training offers and instead rank initiatives to support the funding of training, such as public co-funding to support further training, or specific support programmes or projects (for example, by chambers, EU), most highly. Options to validate or recognise existing competences are seen as the fourth most favourable measure by both employers and trainers. The responses received from managers who also act as trainers (and who were surveyed by means of a separate questionnaire) accord with the views of in-company trainers and employers in relation to the less suitable measures. Managers do not find an officially recognised certificate/diploma as in-company trainer, statutory rights for further education, or an officially regulated profession as in-company trainer to be appropriate support mechanisms. However, contrary to the other two groups they also deem public co-funding to support further training to be rather unsuitable, while they see specific support programmes or projects (for example, by chambers, the EU) as the most desirable public support measure (Figure 29).

Noticeable differences emerge between in-company trainers in the narrower sense and other types of trainer when the survey responses are examined in more detail (Figure 29). First, in-company trainers in the narrower sense rate all public support mechanisms more positively than managers or employees with training functions, which may indicate that they are generally more open to various support measures. Second, their assessment of the options is more balanced than in the other groups. Third, their assessment differs from the other two groups particularly in relation to measures which are more directly associated with the visibility of their skills, such as: options to validate/recognise existing competences, officially recognised certificate/diploma as in-company trainer, statutory rights for further education, obligations to regularly update skills, and an officially regulated profession as in-company trainer. This supports the argument made above that measures aimed at the professionalisation of in-company trainers (in contrast to those which focus on funding) may be relevant, but only for those in-company trainers who devote substantial working time to training or for whom training is their primary task. In-company trainers in the narrower sense, particularly training managers and training specialists within this group (in

medium-sized enterprises), may be more interested in these types of support mechanisms (see also Section 4.4). The development of a certificate for trainers to improve the quality of work-based learning, as a recent Cedefop study suggests (Cedefop, 2015), may therefore be more attractive to this group of trainers in the narrower sense.

Figure 28. **Appropriateness of public support mechanisms as rated by trainers and employers**

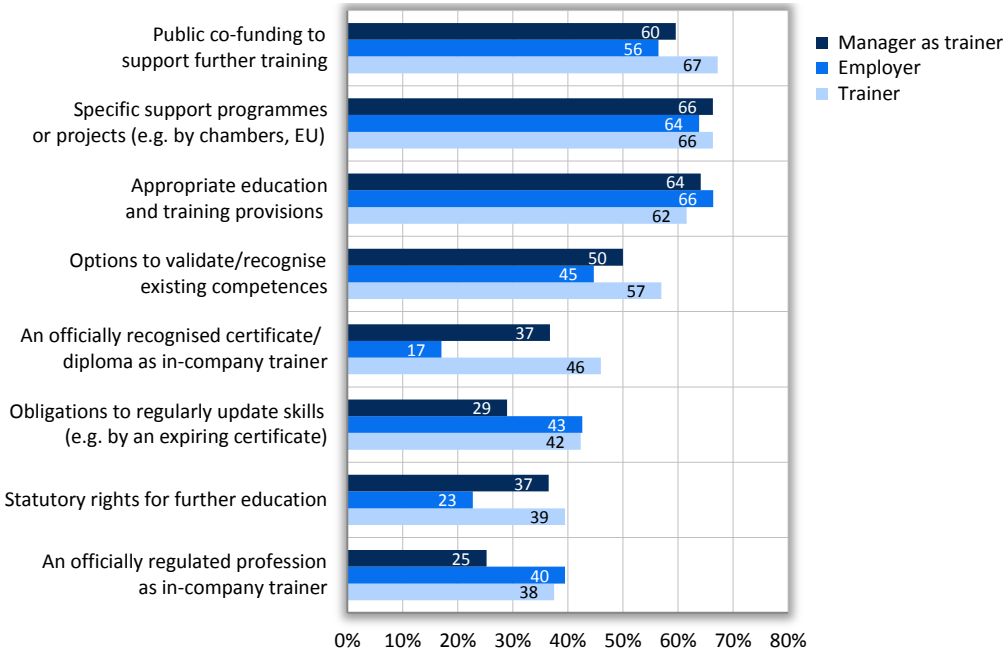


NB: N = 101-124
Source: Cedefop.

Differences can also be identified in how trainers from different countries view the various support measures, but these are difficult to interpret and must be treated with caution due to the small sample size.

All respondents (in-company trainers, employers, managers with training tasks) were asked to suggest other ideas as to how the condition of in-company trainers could be improved (in addition to the options presented in the survey). Various ideas were contributed in response to this question. However, many of these suggestions simply reformulated the options already presented in the survey in different terms, or partly specified these suggestions.

Figure 29. **Appropriateness of public support mechanisms as seen by different types of in-company trainers**



NB: Percentage of measures rated 'suitable' or 'very suitable'. N = 101-124.
Source: Cedefop.

In-company trainers also frequently commented on the kind of support they wish to receive from their company, rather than suggesting new public support mechanisms. For instance, they claimed that 'training needs more 'moral' support and attention from the management', and that 'Company managers understand and treat training in an overly formal way, they often just want to demonstrate that they invest in training, but lack deep understanding and consistent motivation for training'. Trainers suggested the introduction of 'training for employers to understand the values and essence of the training better'. Another company-level approach recommended by a small number of respondents is the development of a clear job position for trainers. They argued, for example, that: 'It is very difficult to ensure systemic provision of training when it is not your main activity. Therefore it would be pertinent to think about the constant position of trainer in the bigger hotels'; 'It would be a good thing if we had a person hired that just did training. I am so busy that I don't always have time to prioritise it. A person mainly doing upskilling and training would help maintain a high quality of work'; and 'It would be good to have better working conditions for training. Maybe it is possible to establish special job positions for in-company trainers.' One respondent also referred to legal standards in this respect, although this call for greater regulation was somewhat of an outlier, as explained above.

The trainers' desire for more, better, and free provision of courses and programmes applies to both specific industrial training courses and more general train-the-trainer courses. One respondent requested common programmes that explain the role of training; another one suggested the development of standard training programmes for the training of trainers in enterprises, especially in relation to the core methodological skills required to train employees. Trainers also argued that more funding measures were needed for training (as training is seen as a responsibility shared between the enterprises and state). The funding could be used to purchase training materials, and for reimbursement of examination fees (for example, for prolongation of certificates).

An important mechanism which was not included in the survey but was identified by several respondents (both trainers and managers) is information. In-company trainers complained about the lack of information on different measures for the skills development of company trainers, including training courses. They suggested that a 'more intensive information campaign on training offers' is required. Further, the trainers also articulated the problem of the 'shortage of methodological literature suitable for in-company training that focuses on the specificities of education in the workplace' in national languages. Finally, they also criticised the lack of information provided on the changes to sectoral standards and requirements, as training is much more focused on these principles.

Other measures not included in the questionnaire but singled out by the trainers were various forms of cooperation or networks. In this respect various cooperative initiatives between vocational schools and companies, with foreign partners, with producers and suppliers, and with universities and other expert organisations were suggested to obtain access to methodological materials and increase the provision of in-company training.

To summarise the suggestions made by employers – the majority of these related to funding. Limited resources and financing is often perceived as an obstacle which prevents training activities. With economic support, new cultural environments could be created within the companies and a more strategic way for training activities could be developed. EU projects and resources are another means to support CPD in companies. However, they are currently seen as insufficient by both employers and in-company trainers. Respondents recommended that the state budget could contribute by subsidising the costs of the examination fees for the prolongation of certifications (only in the event that the candidate passes the examination), as well as covering the acquisition costs for methodological materials for training. Further, the accessibility of the training projects offered by the national and European institutions could be increased by

reducing bureaucracy that often inhibits the participation of enterprises, especially SMEs, in such projects. Moreover, information regarding the availability of national and EU funding could facilitate training of employees in companies. Cooperation between companies, the potential exchange of trainers, and an increase of sectoral activities, were also mentioned by respondents.

Differences in corporate training strategies (internal versus external training, for example) and other factors may influence people's views on the effectiveness of public support measures (Box 15) and create challenges for the designing of such measures.

Box 15. **Varying needs and challenges of SMEs (examples)**

The owner of a shop with around 50 employees which sells tea in shops and tea salons employs a shop manager who devotes almost 50% of his working time to training, and describes this as his primary function. The owner stated: 'Having a person with training and upskilling as their main task would help. That way it would not have to be marginalised in relation to the primary tasks on the company. It would be nice to have an employee primarily focusing on being good at teaching others and boosting their specialist knowledge on our product and the company's history. Unfortunately, this is not economically viable at the moment. It would be nice if there were subsidies to employ such a person.'

On the contrary, the director of a hotel which also employs around 50 people, among them a senior administrator who undertakes training activity for no more than three hours a week, argued that: 'for small companies, the most important issue regarding continuing training is the availability of funding for training and suitable supply of external training services. Specific support to trainers is not of primary importance, because such trainers are only available in a few enterprises.' These quotes exemplify that differences between the corporate training strategies adopted by companies (for instance using internal training vs external in this case) and other factors may heavily influence people's views on the appropriateness of support measures.

In conclusion, financing appears to be of utmost importance for SMEs in terms of the implementation of training and the continuous professional development of their employees. Although national regulations can foster training, the survey's findings suggest that policy-makers must be cautious when implementing such measures as respondents seem quite opposed to greater regulation. Measures designed to professionalise in-company trainers (contrary to those that focus on funding) seem to be more relevant for those in-company trainers who devote substantial working time to training or for whom training is their primary task. The survey results suggest that any recommendation at European level should be sensitive towards the different interests of countries, or to be more precise, the different interests of the national target groups. In-

company trainers would welcome various forms of cooperation and networks: cooperative initiatives between vocational schools and companies, with foreign partners, with producers and suppliers, and with universities and other expert organisations were suggested. Therefore, support mechanisms which aim to set up and foster such networks could be advanced.

CHAPTER 9.

Areas and suggestions for action

9.1. In-company trainers – the hidden potential in skill formation

The workplace is a central learning site for adults in employment. The study confirms that about 20% of all employees regularly provide some form of training to colleagues. Although only a minority of these individuals could be regarded as full-time trainers, they form the largest group of 'teaching and training personnel' and are more numerous than teachers in schools or universities for instance. This indicates that in-company trainers play a decisive role in a country's national skill formation system. However, the people that facilitate the learning of others in enterprises live a shadowy existence. Little is known about this group, and so far they have received scant attention, particularly those who work in SMEs.

Recommendations

9.1.1. Make the work of in-company trainers more visible in the policy discourse

The work of in-company trainers and their contribution to overall skill formation should be stressed more heavily by policy-makers on the basis of a comprehensive picture of the various types of training-related activities they perform. Their work, role, and responsibilities should be better acknowledged in policy formulations and reflected in official documents. Raising awareness of the role of in-company trainers among stakeholders such as employers and social partner organisations is essential. One appropriate method to achieve this is providing guidelines on the professional development of trainers, as was recently undertaken, for example, by Cedefop (2014).

9.1.2. Assess in-company trainers in statistical databases

To learn more about this so far largely invisible group of training facilitators in companies, they could be targeted and included in European education statistics. This could be achieved, for example, through the introduction of a question on training of colleagues (similar to the question in PIAAC) into the AES, or the inclusion of a question similar to that used in this study into CVTS. The inclusion

of one question would not significantly raise the response burdens of these surveys, but could provide new insight into a crucial field of skill development and also inform the design of more targeted policy measures.

9.2. In-company trainers as multipliers for publicly supported training

As in-company trainers have not yet been acknowledged as an important group of teaching and training personnel, their potential as significant multipliers for publicly supported training has yet to be recognised. Existing public support programmes tend to facilitate the co-funding of (accredited) external trainers, rather than targeting internal trainers. The result of this is that when training in SMEs is co-financed it is primarily external training expenditures which are funded, and not internal training, i.e. costs for individual participation in external training courses or costs for external trainers, coaches, or consultants. This approach does support the overall training market and allows funding institutions to define categories of training activities and monitor quality standards for training. However, companies tend to have a much broader understanding of training and may (or can) only rely on external training in the event of specialised training needs. The diversity of in-company training activities is therefore not being addressed. Further, the induction of new employees, which is a prerequisite for the effective utilisation of employee skills, including young and returning employees, is not supported by a policy that prioritises the funding of external training.

Recommendations

9.2.1. Redirecting targeted funding and identifying employees to coordinate (public-sponsored) training activities in companies

Funding and co-funding instruments for training (see for example Cedefop's database on co-funding adult learning) should be assessed to investigate the possibility of prioritising in-company trainers. When properly addressed, high leverage effects in terms of skill formation within companies can be expected given the strategic role of in-company trainers in learning facilitation. In the case of co-funded training programmes, companies could be asked to nominate a particular individual who is responsible for training and serves as a key contact person. This would also endorse the role of in-company trainers.

9.2.2. Linking innovation and development initiatives to training

In-company trainers are key to the successful implementation of innovation and organisational learning through their role in facilitating knowledge transfer and contributing to the development of a skilled workforce within a company. However, the majority of funding for training is independent of financial support for research, development, and innovation. Publicly co-funded research and innovation schemes in enterprises should be more closely linked with funding for training, both to foster the sustainability (and promotion) of innovation and to make training more accountable for companies (Cedefop, 2012a). This could also contribute to a stronger general acknowledgement of training by employers – in-company trainers seek recognition.

9.3. Trainer-specific measures: professionalisation, funding, training.

A more elaborated typology of trainers, a more accurate estimation of the various groups, and a greater insight into their individual needs would lead to a better understanding of their learning needs and ways and would enable the design of more appropriate and effective public support measures for in-company trainers' competence and professional development. The survey revealed remarkable differences with regard to the organisational context of in-company trainers. For example, employees working in micro or small enterprises are more likely to be involved in facilitating the learning of others than employees working in medium-sized and large enterprises, simply because learning and training activities are incorporated into everyday work and the opportunities to delegate tasks are limited. However, this contrasts with the fact that employees in micro and smaller enterprises are less likely to participate in non-formal and formal training due to limited resources and restricted access to further training. The explorative survey also showed different views in relation to the appropriateness of certain support measures for certain groups, and provided some initial indications for the creation of more targeted measures. Thus, policy measures and support programmes should take the different types of in-company trainers and the respective organisational context (i.e. micro, small or medium-sized enterprise) into account.

Recommendation

9.3.1. Consider the diversity of in-company trainers and patterns of their learning in support programmes and policy measures

Measures focusing on professionalisation (for example, standards, certificates, validation of prior learning) should primarily be addressed to in-company trainers in the narrow sense. In particular, training managers and training specialists in medium-sized enterprises are likely to embrace these types of measures. On the contrary, general managers, line managers, and skilled workers with training functions working in companies without a training unit are best addressed by financial incentives such as co-funding of training activities. Moreover, as many in-company trainers participate in specialised training in their particular technical or occupational fields, yet not in train-the-trainer activities, the development of training skills could be embedded in technical trainings. Measures for leadership development could include 'train-the-trainer' elements, thereby underlining the role of managers as trainers. In general, appropriate education and training opportunities and specific support programmes or projects would be welcomed by all groups.

9.4. Development projects and networking rather than regulation

Employees who assume training responsibilities typically have substantial experience both in their respective field of expertise, and as training participants. In-company trainers working in unregulated occupational areas are less likely to possess certificates than those operating in regulated areas. Nevertheless, some in-company trainers, in particular in-company trainers in the narrower sense, possess one or even more certificates relating to training, with train-the-trainer certificates being the most common aside from health and safety certificates. While regulations can have a strong impact on the provision of training (for example, health and safety regulations), SMEs and their trainers generally criticised and opposed the idea of the introduction of greater regulation and standards or certification requirements. Instead they indicated a preference for co-funding instruments and support for information exchange and mutual learning. In addition, they favoured targeted training opportunities and individual development projects over more general measures such as tax incentives or educational leave. Targeted projects are also more likely to reach micro

enterprises. While currently scarce, companies that had experience with such measures were very satisfied with them.

Recommendations

9.4.1. Support projects that specifically address in-company trainers and internal training

Projects specifically addressing in-company trainers – although rare at the time of writing – would be the most effective and efficient way to support their competence and professional development. Such projects should address both trainers with intrinsic motivation (those that like to teach and train others) as well as those with extrinsic motivation (those trainers with training functions that were appointed by their employer).

Some of these mechanisms could consist of, for example: free train-the-trainer courses; subsidising older workers who provide training to colleagues; reimbursing for the cost for internal trainers rather than compensating for costs incurred by learners; pedagogical mentorship offered by external trainers to in-company trainers in internal training projects, and the like.

9.4.2. Support trainers' networking possibilities and access to funding

Networking and cooperation between companies, but also between companies and training providers, were identified by respondents as preferred support activities. While network activities relating to training in enterprises are co-funded in various countries, in-company trainers are not targeted directly by these measures. For example, co-funded skills networks for enterprises could require that at least half of the courses or training offered to the networking enterprises must be provided by internal trainers from the companies.

Further, the accessibility of training projects offered by national and European institutions could be increased by reducing bureaucracy that often inhibits the participation of enterprises, in particular SMEs, in such projects. In this respect, improving the dissemination of information regarding the availability of national and EU funding is a continuing challenge.

9.5. Managing the diversity of in-company trainers by using further research

Successfully addressing in-company trainers as a target group for public support measures presupposes an understanding of the diversity of this group. The study showed that employees who facilitate and support learning at the workplace are not only a varied group with different levels of proficiency and training needs, but the range of training-related activities they undertake is also broad and diversified (in terms of target groups, tasks, responsibilities, content of training, etc.). Further, the majority of this group does not regard themselves as trainers and are not part of organised interest groups related to training issues. The denomination ‘in-company trainers’ may be misleading in that the term may infer that the group is an occupational category or accord employees a particular professional status. This, however, is not the case. Thus, finding an appropriate ‘label’ for the group of in-company trainers, one that members of the group can identify with, is a particular challenge.

Despite the differences, there are also a number of commonalities, at least in terms of sociodemographic characteristics. In-company trainers are predominately male, between 30 and 44 years old, are managers, senior workers, or professionals, and have a qualification level of ISCED 4 and higher. The gender gap was significant and can partly be explained by the low representation of women in managerial positions (considering an over-representation of managers in the sample).

For a broad categorisation this study distinguished between the large group of managers and employees with training functions, and a smaller group of in-company trainers in the narrower sense. At a deeper granularity, the study divided in-company trainers in the narrow sense into four categories: (a) general managers, HR or training managers, (b) managers at shop floor level or line managers, (c) instructors and trainers (master craftsperson and skilled workers), and (d) HRD and training specialists. A more qualitative research design and a representative survey would be necessary to elaborate this typology and quantify these subgroups.

Recommendations

9.5.1. Refine the typology of in-company trainers by further qualitative research

The approach taken in this study to characterise and further categorise in-company trainer subgroups should be continued to obtain a more comprehensive picture. For example, a subsequent study applying a qualitative research design (interviews and case studies) would be appropriate to improve the presented typology of in-company trainers and to scrutinise the varieties of self-conceptions and occupational identities involved. Further, alternative factors which could also be used in such a typology (for example, a formal obligation to be certified as a trainer, or the qualification one holds) must be revised. In addition, it may be helpful to assess the views of learners as these may differ from the perspectives held by managers and trainers.

9.5.2. Conduct a representative survey

Representative data are necessary to quantify the various types of in-company trainers and better explain sectoral and national differences. While gathering this would be an expensive undertaking in the form of an ad hoc survey, conducting it as a supplementary survey to CVTS, piloted in a few countries, is feasible. With such data assumptions on the interdependence between work organisation, business performance, and training institutional context, and the way in which this affects the activities of trainers, could be tested.

List of abbreviations

AES	adult education survey
CVET	continuing vocational education and training
CVTS	continuing vocational training statistics
ISCO	international standard classification for occupation
IVET	initial vocational education and training
LFS	European labour force survey
CPD	continuing professional development
PIAAC.	programme for the international assessment of adult competences
SBA	Small Business Act
SME	small and medium-sized enterprises
WBL	work-based learning

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Who trains in small and medium-sized enterprises

Characteristics, needs and ways of support

This publication is the final report on Cedefop's study on in-company trainers in small and medium-sized enterprises. More and more opportunities exist for adults to learn, including in work-based settings; enterprises provide training to ensure that they have all the skills and competences needed for competitiveness and growth. One out of five employees in SMEs is involved in facilitating learning of others while they are less likely to participate in training than their counterparts in large enterprises. What is their role? How many are they? What qualifications and competences do they need and have? What are their tasks and activities? How do they update their competences? How do their employers support them? Are they aware of and do they benefit from publicly supported programmes? Based on in-company trainers' and employers' responses from 254 SMEs, this publication provides some answers to these questions.

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