Training Organisation Comparative Guide

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Title
Training Organisation Comparative Guide

Edition
RECOMFOR Project

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I. Objectives

- Reporting the training organisation of training centres member of the RECOMFOR network, according to pre-defined criteria chosen by it relevance in the promotion and facilitation of mobility between training centres;
- Analysing the pedagogical training organisation of training centres and comparing it with a view to emphasize the flexibility and mobility potential of the network;
- Improving transparency between the training centres members of the RECOMFOR network by providing information allowing better knowledge of each other.

II. Target Groups

- Home training centres willing to find a host training centre to welcome their learners within a mobility exchange project;
- VET authorities willing to know more about the pedagogical training organisation of the training centres members of the RECOMFOR network;
- Companies and their representative organisations willing to know more about the pedagogical training organisation of the training centres members of the RECOMFOR network with a view to establish with them on-the-job training / work placement mobility projects;
- Learners willing to identify a host training centre to welcome them within a mobility exchange programme.

III. Structure

This guide is organised in two parts:

1. A comparative analysis report regarding the pedagogical training organisation existing in the training centres members of the RECOMFOR network, included in this guide, as point IV.

2. A set of exploitable fiches available in the project website and referred in this guide as annexes.
   For each training centre member of the RECOMFOR network two exploitable fiches are available:
   - Fiche: Training Units / Modules versus Qualification Units
   - Fiche: Training Organisation

IV. Comparative Analysis Report

For the development of this comparative analysis report, a sample of training centres belonging to the RECOMFOR network were analysed and compared according to several criteria considered by the partnership as *"mobility enablers"*.

A sample of 24 training centres was considered:
- France - 3
- Greece - 1
- Italy -1
- Portugal - 1
- Romania - 2
- Slovenia - 1
- Spain - 9
- The Netherlands – 6

From this analysis different outputs were developed. On one hand, a set of tables and graphics highlighting different typologies of training organisation were prepared. The objective is to give readers a rather better visual idea of the different kind of training organisation that can be found in the RECOMFOR network, always with a view to emphasize the mobility potential of the network.

Considering that, in general, training centres from the same country present similar characteristics in terms of the so called "mobility enablers" and in order to make the visual representation easier, **only a selection of 12 training centres**, representing the several countries part of this analysis, are represented in the graphics available in **point IV.1 - typologies of training organisation**.

On the other hand, a more comprehensive and analytical analysis of the so called "mobility enablers criteria" is given, expressing the authors interpretation of the results obtained and trying to extract some general tendencies that can lead readers in the way through mobility in VET.

A previous note to state that the training organisation referred in this guide is only the one regarding the COMINTER compatible national qualifications, that is to say, the national qualifications that respect the COMINTER common reference. All the other qualifications that a training centre member of the RECOMFOR network can offer are out of this analysis.

IV.1. Typologies of Training Organisation

In order to find out the different kind of training organisation that can be found in the RECOMFOR network, several criteria were taken into consideration. Those criteria were organised in 2 axes:

🌼 Axe 1: criteria mostly focused on the **organisation of training in time**, that is to say, the way training centres organise their training in terms of time:
- o Hours/day
- o Training cycles
- o Average duration of training units / modules

🌼 Axe 2: criteria mostly focused on **contents and methodological aspects of training organisation**:
- o Modularisation of training
- o Flexibility in timetable organisation
- o % of training units / modules able to be organised in a sequential way
- o Assessment of training units / modules
- o Teaching languages

always with a view to emphasize the mobility potential of the network.

A selection of 12 training centres were classified according to the eight criteria identified above and a score per axe obtained using the reference grid presented below.

The maximum score a training centre can achieve in the time criteria (T) is 9. The maximum score a training centre can achieve in the methodology and contents criteria (MC) is 15.

AXE 1: TIME CRITERIA (T)	REFERENCE
NUMBER OF HOURS PER DAY	
4 or less hours/day	1
5 or 6 hours/day	2
7 or 8 hours/day	3
TRAINING CYCLE	
Year	1
Semester	2
Flexible	3
AVERAGE DURATION OF TRAINING UNITS / MODULES	
more than 150 hours	1
76-150 hours	2
0-75 hours	3

AXE 2: METHODOLOGY AND CONTENTS CRITERIA (MC)	REFERENCE
MODULARISATION OF TRAINING	
A training unit / module is taught during the all training period	1
Some training units are taught during the all training period and some are placed within a certain month(s) in the training period	2
A training unit / module is placed within a certain month(s) in the training period	3
FLEXIBILITY IN TIMETABLE ORGANISATION: IS IT POSSIBLE TO ORGANISE TRAINING UNITS / MODULES IN A SEQUENTIAL WAY?	
No	1
Only some units	2
Yes	3
% OF TRAINING UNITS / MODULES ABLE TO BE ORGANISED IN A SEQUENTIAL WAY	
0-33%	1
34-66%	2
67-100%	3
ASSESSMENT OF TRAINING UNITS/MODULES: TRAINING UNITS / MODULES ABLE TO BE ASSESSED INDIVIDUALLY?	
No	1
Maybe	2
Yes	3
TEACHING LANGUAGES	
No other teaching language available other than own language	1
One foreign teaching language available	2
Two or more foreign teaching languages available	3

Based on the results of this classification per axe, **FOUR DIFFERENT TYPOLOGIES OF TRAINING ORGANISATIONS** could be identified and each training centre classified in one of those four typologies:

- Type A: (High T / High MC): high level of conditions in terms of time and also high levels of conditions to face mobility regarding methodology and contents.

- Type B: (Low T / Low MC): low levels of conditions in terms of time but high levels of conditions to face mobility regarding methodology and contents.

- Type C (High T / Low MC): high level of conditions in terms of time but low levels of conditions to face mobility regarding methodology and contents.

- Type D (Low T / Low MC): low level of conditions to face mobility regarding time criteria and methodology and contents criteria.

Higher scores mean a training organisation with better conditions in terms of methodologies/contents and time organisation to face the challenges of "recognised" mobility of learners. Theoretically, a training centre with high scores in both axes is
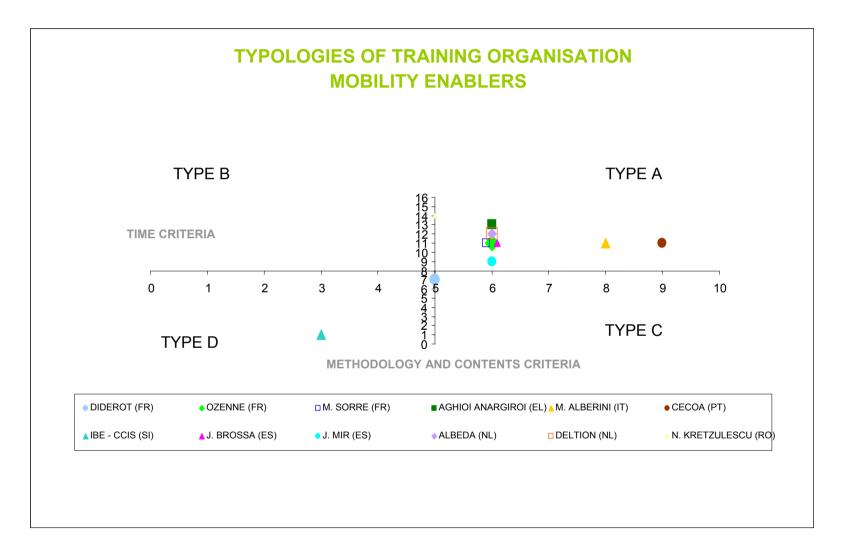
more flexible on its training organisation and better prepared to welcome foreigner learners, in an ECVET and recognised mobility scenario.

From the position of the sample, it's fare to say that training centres belonging to the RECOMFOR network achieved high scores in both axes, which mean well prepared training centres to organise mobility of learners.

Nevertheless and for the sake of transparency, it must be stressed out that the fact of not having high scores in one of the axes does not mean that a training centre cannot organise and participate in a mobility process or even mean that they don't do it already. It only means that taking into consideration its actual training organisation more efforts have to be made in order to adapt to the needs of recognised mobility – especially in a welcoming situation - but it does not mean that this training centre cannot do it. Again, it only means that in the actual circumstances and in a theoretical scenario, this training centre is *a priori* less prepared to welcome (or even send) learners abroad but if the will exists mobility is possible.
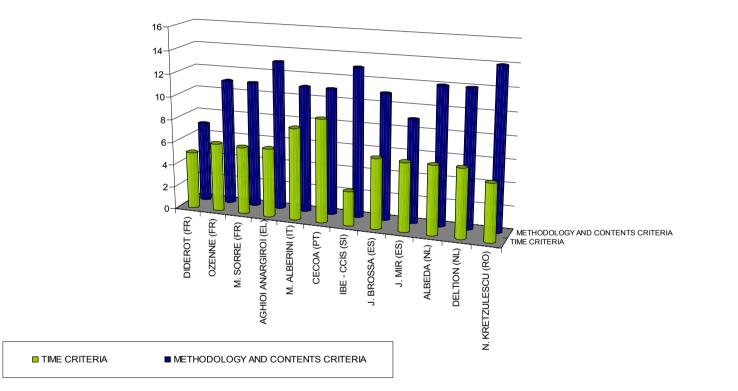
On the other hand, lower scores should also be seen as "motivator factors", motivating training centres to make efforts to change their standard training organisation to patterns more "mobility friendly".

TYPOLOGIES OF TRAINING ORGANISATION
MOBILITY ENABLERS

TYPE B

TYPE A

TIME CRITERIA

TYPE D

TYPE C

METHODOLOGY AND CONTENTS CRITERIA

| ● DIDEROT (FR) | ◆ OZENNE (FR) | □ M. SORRE (FR) | ■ AGHIOI ANARGIROI (EL) | ▲ M. ALBERINI (IT) | ● CECOA (PT) |
| ▲ IBE - CCIS (SI) | ▲ J. BROSSA (ES) | ● J. MIR (ES) | ◆ ALBEDA (NL) | □ DELTION (NL) | ▬ N. KRETZULESCU (RO) |

TYPOLOGIES OF TRAINING ORGANISATION MOBILITY ENABLERS

Legend: TIME CRITERIA, METHODOLOGY AND CONTENTS CRITERIA

Categories: DIDEROT (FR), OZENNE (FR), M. SORRE (FR), AGHIOI ANARGIROI (EL), M. ALBERINI (IT), CECOA (PT), IBE - CCIS (SI), J. BROSSA (ES), J. MIR (ES), ALBEDA (NL), DELTION (NL), N. KRETZULESCU (RO)

IV.2. Interpretation of Results

Several criteria were considered to analyse and compare the pedagogical training organisation of the RECOMFOR training centres. These criteria were chosen as being the one's more likely to give stakeholders an idea on how mobility can be worked out within the network, emphasizing the flexibility and the mobility potential of the network.

❋ **Average number of training units/modules at training centre level to answer to each national qualification unit**
Assuming that mobility can be organised in the context of classroom teaching (for now on called "mobility in classroom based training") one of the first criteria considered is the number of training units/modules organised at training centre level to answer to each national qualification unit. It allows to understand how easy or difficult can it be to send/welcome learners for/in a host training centre, from the perspective of "adequate time for mobility" and from the perspective of validation and recognition of learning outcomes achieved in one training unit for certification purposes.
In fact, from this perspective different situations exist: there are training centres where one training unit/module answer directly to one qualification unit (example: Portugal and Romania); in the opposite side of this line, one can find training centres where 3 to 15 training units (example: Spain and the Netherlands) or even 4 to 40 training units (example: Spain) are organised to achieve the learning outcomes foreseen in one qualification unit. Although, the most common situation is between 1 to 3 training units organised to answer to the learning outcomes foreseen in each qualification unit (33% of the training centres analysed).

❋ **Training modality offered**
From the data collected so far, it's possible to say that the training modality more likely to be the majority in RECOMFOR network is initial training (from the 24 training centres analysed, only 1 training centre from Slovenia offer a COMINTER compatible national qualification in continuing training).
Although not considered in this sample, Belgium is another country member of the RECOMFOR network that offers a qualification in continuing training.
From the perspective of mobility, it is quite challenging to see how training centres offering training in continuing training will organise their training activities and motivate their (working) learners to follow a mobility period abroad.

❋ **Apprenticeship training**
According to the data collected, it seems that although on-the-job training periods of training are part of almost all COMINTER compatible national qualifications, only a very few are offered in apprenticeship system, defined as

a training modality in which there is an effective alternance between hours/days/weeks of training in the work place and hours/days/weeks of training in the training centre. It's the case of one French training centre, one Italian training centre, one Spanish training centre and 6 Dutch training centres (9 training centres out of 24, meaning around 37,5%).

❋ Number of hours / day

5 to 8 hours a day seems to be the most common timetable for training, meaning that full training periods are considered.

Italy, Portugal and Romania organise their training in a timetable of 6 to 7 hours a day; France varying from 7 to 8 hours; Netherlands 8 hours a day and Greece and Spain typically 5 hours a day.

Slovenia is an exception and training hours per day are normally 4 hours, two to three days a week. Clearly full training periods are not considered. One explanation for that can be the fact that training is offered for people already in the labour market in continuing training, typically the kind of target not available to be in training all day and all week.

❋ Existence of on-the-job training compulsory and average number of hours

It seems that on-the-job training even if not compulsory (case of Greece) is considered by training centres as being a very important practical element of the training, enabling to better prepare learners for the labour market.

At national level, also national VET authorities consider that the same reasons applies so with exception for Greece, all national qualifications of the other countries have a period of mandatory on-the-job training.

Even in Greece where, in fact, it is not mandatory it s highly recommended and training centres encourage learners to follow a period of on-the-job training.

The number of hours varies from 210 hours in Romania to an average of 350 to 630 hours in countries like France, Portugal, Spain and Italy to 800 hours in continuing training in Slovenia and 720 hours in initial training in the Netherlands.

In average, on the job training in the training centres considered has 470 hours.

- **Existence of on-the-job training abroad compulsory and average number of hours**

  France is the only country in the network where on-the-job training abroad is considered mandatory, at national qualification level: a minimum of 160 hours (4 weeks) and a maximum period of 320 hours (8 weeks).

  In the Netherlands, although on-the-job training abroad is not mandatory it's strongly encouraged and learners and training centres can decide to organise the 720 mandatory hours of on-the-job training entirely abroad.

  In fact, it must be stressed out the investment made by France and by the Netherlands in preparing their learners for working in international scenarios, starting during the training period. In an International Trade qualification it makes all the sense! Also it represents a strong involvement of the VET system (authorities, training centres, social partners, learners …) in mobility, one of the key points of the RECOMFOR network.

- **Assessment of training units/modules**

  Around 92% of the training centres analysed said that they assess training units/modules individually, which is, in fact, a very important facilitation tool from the mobility perspective.

  It does not necessarily mean – in fact, it doesn't mean at all – that training centres are able to certify training units isolated; mostly certification is made after successful completion of all the training programme, in same cases, after passing a final exam.

  Nevertheless it means that, in an ECVET scenario in an on-going training, as long as agreements between parts are assured, one learner can go abroad, get trained and get the learning outcomes assessed and "capitalised" for his/her final assessment/qualification.

In order to measure more accurately the degree of flexibility in the pedagogical training organisation of the training centres members of the RECOMFOR network with a view to understand how well prepared this network is to embrace international mobility within their pedagogical organisation – several criteria were taken into account and analysed:

- **"Official" training cycles - Training organisation in time**

  Regarding the "official" organisation of training in time, from a sample of 24 training centres, 54% organise their training in years, 37,5% in semesters and 8% have more flexible approaches to training organisation, that is to say, they are able to start training in the month and day more suitable for their trainees and for themselves.

✿ Modularisation

Modularisation of training is one of the key questions regarding facilitation of mobility between training centres, reason why its one of the questions investigated in the project.

From the data collected, although more than 65% of the training centres still follow a more traditional approach to training organisation – that is to say, several subjects are taught in the same day and for the all period of training, or at least for a relatively long period of training – it can be observed a tendency to training modularisation – that is to say, training units delivered in a certain month/week of the training period following a sequential way (more than 30%). Even for those who follow more traditional approaches to training organisation, the tendency is to have progressively smaller periods of training – semester – (37,5%) in which different subjects are taught at the same time, which from the authors point of view, represents a way through more flexible timetable organisation better compatible with learners mobility.

✿ Flexibility in timetable organisation

Another positive conclusion towards mobility facilitation is the fact that even for those large number of training centres that follow more "school based" timetable organisation – several subjects taught in the same day for one year, for instance – they ALL said that, for the purposes of the network and to promote learners mobility, they are open and willing to organise some training units / modules in a sequential way – the same subject taught during a shorter period of time -.

✿ Average number of training units/modules able to be organised in a sequential way

When asked which training units/modules are training centres able to organise in a sequential way, it is very clear the readiness of training centres to organise as much units as possible in a sequential way.

46% of the training centres defined a limited number of training units (average of 38% of all the training units delivered within the qualification) but around 54% of them leave this question open – that is to say, that depending on the network and the foreign training centres needs they can organise any of the training units in a sequential way.

The answer to this question gives the right answer to the question regarding the importance of the existence of an organised network that can put training centres in contact, helping them in the organisation of mobility projects. Only training centres that know and trust each other are willing to join efforts and make changes on their training timetable organisation to fit the other needs and requirements.

✺ Average duration of training units/modules

In line with the idea of "mobility enablers", it is important to take a look on the average duration of training units/modules.

The average duration of the training units is 115 hours.

Even considering that this is an average and taking into consideration, for instance, a scenario of a minimum of 6 hours of training per day, a training unit can be completed in less than 20 days, around one month, which is, from the authors' perspective, a good indicator regarding the mobility potential of the network.

Spain, Portugal and Italy show relative small units – between 3 and 100 hours per training unit/module.

Romania, Greece, France, Slovenia and the Netherlands show higher average durations – between a minimum of 42 up to 288 hours per training unit/module, that is to say, in a 7 hours a day scenario, a maximum of 2 months, in average, to deliver a training unit.

It is although important to stress out that even for those countries with higher training units duration, they have available smaller units more suitable for mobility.

✺ Teaching languages of the units: others than the national one?

One of the key aspects when talking about mobility is, in fact, the language, more specifically the teaching language used by the training centres in their classrooms.

So the question is: how open and "facilitators" are training centres regarding mobility, from the perspective of the teaching language? Are they and their trainers/teachers prepared to deliver training in another language than their own?

Apart from the foreign languages training units existing in all qualifications analysed in which, naturally, the teaching language corresponds to the "taught language", from the sample of 24 training centres, 50% of them mentioned teaching languages available other than the national one for many of the units/modules they said to be ready to organise in a sequential way.

Countries like Greece, Slovenia and Spain can't offer, for the moment, teaching is another language than the national one. Countries as the Netherlands offer all their training in a bilingual system, being English the foreign language considered.

The foreigner languages considered in the other training centres from the other countries (Romania, Italy, Portugal, France) are, besides English, German, Spanish and French.

As a **conclusion**, it is fair to say that although efforts are being made there is still a long way to walk until the day where no barriers to "recognised" mobility exist. Nevertheless, it's also fair to conclude, from the sample analysed, that RECOMFOR is a network of motivated training centres, where adaptation efforts have been made and most important, motivated training centres ready to try and make the difference.

As VET systems are still in the process of adapting themselves to this new reality, the only possible way is through reinforcement of trust and transparency, efforts of adaptation and flexibility of the training centres and, very important, through experimentation. Only experimentation can put interested stakeholders – VET authorities, training centres, learners, companies, social partners, families – in a position of overcoming the difficulties and feeling the joy associated to succeeding!

The authors see training centres anger to start the process and test all the cooperation mechanisms made available by the European Union to make from Europe a Lifelong Learning and Mobility Space.

Annex 1

Fiches: Training Units / Modules versus Qualification Units

(available in www.recomfor.eu)

Annex 2

Fiches: Training Organisation

(available in www.recomfor.eu)

Partnership

Promoter:
CGI - French Confederation for the Wholesale and International Trade (France)
Website: http://www.cgi-cf.com/

Coordinator:
MEN – French Education Ministry (France)
Website: http://www.education.gouv.fr

CIEP - Centre International d'Études Pédagogiques (France)
Website: http://www.ciep.fr

Strategic Partners:

Belgium
EVTA - European Vocational Training Association
Website: http://www.evta.net

Portugal
IEFP - Employment and Vocational Training Institute
Website: http://www.iefp.pt

France
CNCCEF - National Comity of French Foreign Trade Advisors
Website: http://www.cnccef.org

Switzerland
IUFFP - Swiss Federal Institute for Vocational Education and Training
Website: http://www.iuffp-svizzera.ch

SAK/CES - Swiss International Trade Association
Website: http://www.sak-ces.ch

The Netherlands
BTG Handel/ MBO raad - Dutch Organisation for Vocational Training Centres
Website: http://www.mboraad.nl

Operative Partners:

Belgium
CEF - Education and Training Council in Wallonia
Website: http://www.cef.cfwb.be

Czech **Republic**
NUOV - National Institution of Technical and Vocational Education
Website: http://www.nuov.cz/

France
AGEFA PME
Website: http://www.agefa.org

Greece
OEEK - Organisation for Vocational Education and Training
Website: http://www.oeek.gr

Italy
USR Venezia – Ufficio Scolastico Proviciale di Venezia
Webiste: http://www.istruzioneveneto.it

CPV - Veneto Productivity Centre
Website: http://www.cpv.vi.it

Portugal
CECOA – Vocational Training Centre for the Trade
Website: http://www.cecoa.pt

CCP - Portuguese Commerce and Services Confederation
Website: http://www.ccp.pt

Romania
NCTVET - National Centre for Technical and VET Development
Website: www.tvet.ro

CCIB - Chamber of Commerce and Industry
Website: http://www.ccib.ro

Slovenia
CPI - National Institute for Vocational Education and Training
Website: http://www.cpi.si

CPU - Chamber of Commerce and Industry of Slovenia Institute for Business Education
Website: http://www.cpu.si

Spain
Generalitat de Catalunya - Ministry of Education of the Government of Catalonia
Website. http://www.gencat.cat

The Netherlands
Kenniscentrum Handel
Website: http://www.kchandel.nl

Albeda College - Vocational Education and Training Centre
Website: http://www.albeda.nl