



**RIFA - Réseau Interrégional pour l'Adaptation de la Formation
Technique et Professionnelle aux Besoins de l'Artisanat**

Interregional study

Training of the Trainers in the System of Vocational Education and Training (VET)

**Côte d'Ivoire, Benin, Brazil, Morocco, El Salvador, Honduras,
Guatemala,**

**by
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« The views expressed in this publication do not necessarily reflect those of the European Commission »

1. Introduction

RIFA is the French acronym for Inter-regional Network for the Adaptation of Technical and Vocational Education to the Needs of the Craft Sector (Réseau Inter-Regional pour l'adaptation de la formation professionnelle et technique aux besoins de l'Artisanat). The EU-funded project aims to create a network for the improvement of vocational training in the craft sector in the target countries, which will primarily help to adapt the content and structure of vocational training needs of enterprises. In the process, local conditions will be taken into account. The target countries are three French-speaking countries in West Africa: Morocco, Benin and Côte d'Ivoire.

Here, there are very different structures of vocational training in the craft sector. While there are already first steps toward the dual system in Morocco and Benin, in Côte d'Ivoire there are training centers that offer training in various professions. In all three countries, the vast majority of craftsmen work in the informal sector.

In addition to the three target countries, there are associated project partners from Latin America. These are facilities of professional training or business associations from Brazil (CACB), Honduras (IPC), Guatemala (INTECAP) and El Salvador (Chamber of Commerce and Industry). Following the idea of South-South cooperation, these associate partners are to share their experience and knowledge in providing training and education to the partners from the African countries. During the project these activities are taking place in four conferences and workshops in Abidjan, Côte d'Ivoire (March 2010), Curitiba, Brazil (December 2010), Fez, Morocco (September 2011), Frankfurt, Germany (2012) and Benin (2013).

The workshops will not only facilitate the transfer of knowledge, but also create synergies for both sides by representatives of all participating countries capturing the situation of vocational education on the basis of six themes. These topics were jointly identified during the first workshop in Abidjan (Côte d'Ivoire). In the framework of the project, these six priority themes are developed into analytical studies: for each participating African country one national study, and for each of the six themes one inter-regional, comparative and analytical study. This document includes the research on "Training of Trainers."

Information from three key sources is included in the studies. Information from three key sources is included in the studies:

- First, questionnaires with identical questions were sent to the partners in each country and answered. In these questions, information on the respective theme is collected. Due to the identical questions for each country, the answers can easily be compared to each other.
- The second source is the on-site workshops in which the participants from all participating countries analyze the strengths and weaknesses of their system of vocational education in relation to the respective topic.
- Added as a third source is the background research in tertiary sources on each subject. However, the direct results from the questionnaires and workshops, where experts from the participating countries directly share their experience, remain paramount.

This study deals with the training of trainers in the systems of vocational education. Its outline primarily follows the outline of the questionnaires. Following an introduction to the topic and discussion of the important role of the trainers' training the text describes the situation of the trainers training in the different project countries in West Africa as well as Latin America. In the following chapters the problems and possible solutions are discussed. Recommendations for all relevant agents such as private businesses, training centers, business representatives and government institutions are given. Collecting the best practices among all project countries and discussing the possibilities of knowledge transfer is one of the key project objectives and therefore forms the core of this paper.

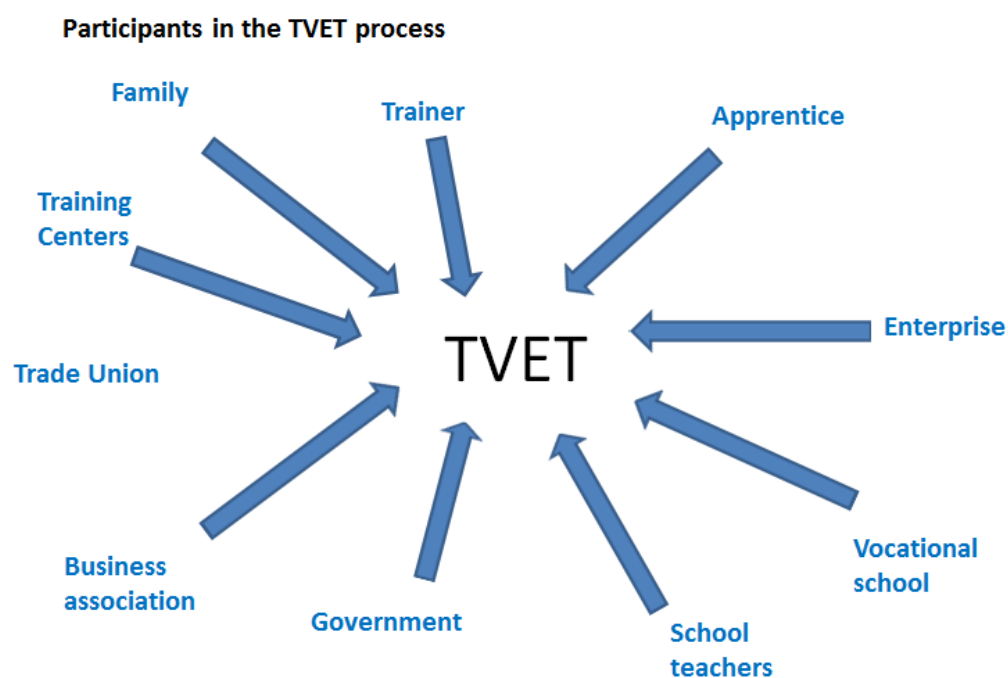
The results are compared and opportunities of knowledge transfer are explained. A summary of the main findings concludes the study. The comparative study will summarize the work of the partners of the project RIFA and present the results of the cooperation to the interested public.

2. Relevance of Training of Trainers

In the past few years, many international development and economic experts have understood that vocational training is one key factor to economic growth, income generation and job creation. Vocational trainers play the key role in initiatives that address the improvement of training and workforce skills. However, as the European Centre for the Development of Vocational Training (Cedefop) analyzed in its good practice compilation¹, even though many are aware of their key role, trainers and training consultants are still not sufficiently recognized and their opportunities for professional development is limited, not only in developing countries, but also in many EU member states. As work processes change and labor market needs broaden rapidly, the position of trainers becomes more and more important. Therefore, training of trainers was selected as one of the topics by the RIFA participating organizations in 2010.

In recent years, the role of technical and vocational training is increasingly recognized worldwide. In the face of widespread unemployment and growing need for specialized experts, it is vital that governments, business representatives and companies themselves put a great importance on vocational training as a means to produce skilled personnel.

Skilled employees are central for companies, especially in enterprises in the craft sector. In many developing countries, their absence is a serious obstacle to economic growth and the performance of companies. The quality of vocational training services depends very much on the availability of qualified, trained and experienced trainers, training consultants and teachers. Especially in the matchmaking process between industry or company demand and training provision, the trainer plays the central role. Trainers must not only be professionals in their respective field, but must also be knowledgeable in pedagogy, social skills as well on their role in the process of training young adults.



Tab 1: The network of the TVET process: The trainer among many stakeholders

¹ CEDEFOP: Professional development opportunities for in-company trainers, A compilation of good practices, Luxembourg 2010, [online]. Available at: <http://www.cedefop.europa.eu/EN/Files/6106_en.pdf> [Accessed 4 April 2013].

As table 1 show, there is a broad network of stakeholders and institutions that work together in the training process. Public institutions, the private sector and its representatives, family, unions and schools all work with the training experts to provide a qualified workforce for the economy. All stakeholders have different objectives and are assigned different parts of the process. As table 2 below explains, the key position is the trainer: The trainer communicates supply and demand among all other stakeholders and is the person directly responsible for the professional development of the apprentice.

When supply and demand of vocational training do not match in many countries, at first we may at the trainer and his/her role and position in the network of the TVET process.

<i>Stakeholder</i>	<i>Objective in the training process</i>
Government and its relevant ministries	<ul style="list-style-type: none"> ○ position TVET in the political agenda ○ set the legal framework ○ assert pressure on stakeholders
Businesses / private sector	<ul style="list-style-type: none"> ○ communicate demand ○ provide technical know-how ○ provide latest technology ○ contribute finance ○ set up of in-company training
Business representatives / Business membership organizations	<ul style="list-style-type: none"> ○ lobby government for support of TVET systems ○ coordinate training and examination standards
Training centers	<ul style="list-style-type: none"> ○ provide training facilities ○ provide trainers ○ coordinate with other stake holders
Trade unions	<ul style="list-style-type: none"> ○ lobby for fair work conditions for apprentices
General education institutions (schools)	<ul style="list-style-type: none"> ○ provide good general education as basis for vocational training and professional development ○ guide students on professional career options ○ counsel students through internships or company visits in taking career decisions
Family	<ul style="list-style-type: none"> ○ counseling and guidance ○ financial support
Apprentice	<ul style="list-style-type: none"> ○ receives the training ○ cooperates with all stakeholders
Trainer / Vocational training consultant	<ul style="list-style-type: none"> ○ key position: facilitates the knowledge transfer from all other stakeholders to the apprentice ○ guides the professional development of the apprentice ○ communicates demand and supply between all stakeholders

Tab 2: Objectives of different stakeholders in the training process

Qualification requirements of trainers in technical or vocational schools or training centers are very different from those in the general education sector. They work in industry (in-company) or in training centers under the guidance or close cooperation with industry or craft enterprises; therefore they are

much more likely to work under changing conditions and with changing curricula on a permanent basis. The variety of professional skills requirements for vocational trainers and consultants is therefore much wider than for school or university teachers. They are not only teachers or instructors, but also craftsmen or industrial masters of high technical expertise and usually long occupational experiences.

This confirms their key position in the process of securing the high qualification of young and future professionals and employees. Vocational trainers in different countries can have a very different background. In industrial countries, such trainers are specially qualified experts from their respective technical backgrounds, who additionally have undergone qualification in training and apprenticeship needs. This is the case in the German system, where qualified workers or master craftsmen undergo a special ToT-Training that certifies their qualifications as trainers on top of their professional qualifications. Accordingly, a vocational trainer is a skilled worker who provides knowledge and professional skills to apprentices and students in companies, in public or private training centers.

What is a TVET trainer?

In the definition of German Vocational Training Act (Berufsbildungsgesetz)², a trainer is a professional with additional qualification in training and teaching skills. In general, a trainer is not only a teacher; he also organizes, teaches and works with apprentices together. With the wide range of tasks, he develops team and staff, solves problems, and is a conflict mediator and a training consultant.

Trainers are in the frontline of efforts to maintain and upgrade the skills and competencies of the workforce of a country. According to their important role within the system of vocational training, vocational trainers do require a structured and carefully drafted training program for themselves. This is gradually realized in many countries, but in general, in developing countries, the qualification of professional vocational trainers is not good or does not exist at all. The opportunities for their professional development remain limited even in many industrial countries.

“Training of trainer” means that someone is to be trained for providing practical knowledge and skills to apprentices. The training aims are to build competent staff with extensive skills, knowledge and abilities; checking and securing the quality of vocational education; expanding knowledge and securing the quality of the future workforce in the country or in a company.

According to the European Centre for the Development of Vocational Training (CEDEFOP) definition, training for trainers:

- (a) is for teaching/training personnel, either practicing: as professional teachers or trainers, or as professionals in a given field who accompany trainees in their work environment (occasional teachers or trainers);
- (b) covers a wide range of skills: knowledge specific to the field in question (general, technical or scientific); educational, psychological and sociological skills; management skills; familiarity with the world of work; and knowledge of training schemes and target audience;
- (c) also covers training related to course design, organization and implementation as well as the content of training activities, i.e. imparting knowledge, know-how and skills.³

Depending on the specific target group of the training, trainers can work for different types of employers: working in companies as well as in-house trainers. Many companies, especially the bigger ones, have their own trainers and even training departments for training the employees or apprentices according to the specific company requirements in close cooperation with management.

In many countries, there are training centers linked to other educational institutions, such as universities. Even in developing countries, these training centers are usually public and publicly funded, usually with a contribution from the apprentices. There, vocational training is provided according to national vocational education policy. Because in developing countries, most companies do not offer in-house training, because it is not practiced or because they are too small in size to afford their own training facilities. Therefore, vocational training in developed countries mostly takes place in public or private

² See at (in German): <http://www.gesetze-im-internet.de>

³ See: <http://www.eqavet.eu/qa/gns/glossary/t/training-of-trainers.aspx>

training centers, because government has identified the need to provide vocational education as a public service that can not sufficiently be provided by the private sector. Therefore, the few professional instructors and trainers who exist in developing countries are usually employed by these training centers outside companies.

At this point, it is important to mention the informal sector, which in most developing countries includes the big majority of enterprises, and has developed its own kind of training system. Due to the size of the informal sector in many countries in the developing world, the informal training system is relevant to any study that deals with training of trainers.⁴ Training in the informal sector is characterized by older workers or craftsmen who share their experience and forward their skills to the apprentices during the work process, without much regard to theoretical parts and without a formalized training plan. In informal businesses in developing countries this approach can be surprisingly effective with regard to the needs of the enterprises in this sector.

The competencies of the trainer

In his paper “Teaching in the TVET System. A concept for the training of vocational teachers”, Robert Schrembs emphasizes the superior qualifications of vocational instructors and trainers. Besides having a well-balanced personality, confidence and natural authority, leading “to a good mood in the classroom”, “being able to guide young people” and “to move individuals forward for their best efforts”, Schrembs identifies two main categories of competencies.⁵

- **Pedagogical competencies** mean that the trainers are able to do the following steps: (1) to choose the most important and correct topics of a trade; (2) “to group the topics into logical units and prepare proper lessons with it”; (3) “to transfer theoretical knowledge as well as practical skills”. In connection with the knowledge transfer, Schrembs also mentions the trainer’s role as adviser not only for professional development, but also for career opportunities and career development.⁶
- **Professional competencies** mean that the trainers must have a high level of skills in his respective profession, e.g. being master of his/her field; be open to changes and development; “be up-to-date and interested in further training and upgrading”. A trainer is therefore a role model for the apprentices.

It is important here to note that, in addition, there are two personal styles of the trainers distinguished: autocratic and democratic. While in Western countries, teaching young adults is increasingly democratic, with the young people being involved in discussions and projects, in the schooling systems of many developing countries, the style remains largely autocratic: The teacher or trainer speaks, the apprentice listens and there is not much room for discussions or sharing of opinion. The methods of training are traditional, and project work in which the apprentice can work independently and find his own solutions remains widely unknown.

Suggestion: The democratic system of teaching, rather than the autocratic style, should be adopted in vocational schools, because an exchange in the class room will also lead to the teacher to identify good apprentices and develop his own technical skills.

Similar to the definition of Schrembs, the term methodological competence instead of pedagogical competencies may also be used. The following image shows, how the trainer’s position in the network of competencies may be considered:

⁴ See also Baumann, F.A.; Kayser, J., 2012. Interregional Study. Vocational Education and Training (VET) in the Informal Sector. [online]. Bfz gGmbH. International Division. Available at: <<http://www.rifa-eu.org/rifa/downloads.rsyst>> [Access 04 April 2013].

⁵ Robert Schrembs: Teaching in the TVET system, A concept for the training of vocational teachers, 2001.

[Online]. Available at: <http://www.cd3wd.com/cd3wd_40/GTZCRY3/h4253e.pdf> [Accessed 13 February 2013]

⁶ See Robert Schrembs 2001, p. 8

The following image shows the trainer's position in the network of competencies:



According to the European Centre for the Development of Vocational Training (CEDEFOP), it is crucial that trainers in vocational training are aware of:

- (a) Their role and tasks;
- (b) The competences that they need, both professional and pedagogical (methodological);
- (c) Ways of validating the competences they acquire and
- (d) Opportunities to keep their knowledge, skills and competence up-to-date.⁷

It is one challenge for companies, their associations and public institutions to support trainers in their conscience for their important role in the vocational training process. Also, it is necessary for policy makers to make sure their role is appropriately recognized and supported as key players for the maintenance of work force quality. This reveals that training for trainers is not only a matter concerning individual companies, but a matter of national and global importance. Based on the idea of lifelong learning, sufficient workforce or staff development is necessary for economic or company development and competitiveness. Therefore, the quality of vocational trainers is crucial for the readiness of the global economy to face future challenges. This is especially true for developing countries that face many grave challenges such as poverty reduction or high youth unemployment, among others.

Suggestion: Based on the idea of lifelong learning, sufficient workforce or staff development is necessary for economic or company development and competitiveness. Because this also applies to the national economy, it is important that business membership organizations as well as politicians generate enough support and recognition for the trainers in the vocational system.

⁷ See: <http://www.cedefop.europa.eu/EN/about-cedefop/projects/vet-teachers-and-trainers/index.aspx>

3. Training of Trainers in the RIFA countries

3.1. Who is responsible?

Generally, as law makers are responsible for the legal framework regarding a country's education system, and so do many of the RIFA partners look at politics to set the standard for trainer's training. Furthermore, especially in countries with a weak system of law implementation, there is a certain responsibility of the private sector itself, of its self-organized institutions, organizations and training centres. In all countries, there is a system of business membership organizations already in place, such as chambers of commerce and industry or chambers of crafts, and a variety of associations and sector units.

The vocational training systems in the target African countries are in fact all driven by companies and training centers, private or public. While Morocco, for example, carries out the training of its trainers at different levels in its system of training centers financed by government ministries and has a guideline developed by the government, Benin's ToT is implemented through the chamber of crafts in cooperation with foreign donors, like Swisscontact⁸.

Swisscontact also works with Guatemala, El Salvador, and Honduras, as well as multilateral organizations such as ILO. All investigated countries in Latin America have public organizations or business associations which are responsible for implementing a vocational training system and ToT. While INTECAP⁹ in Guatemala and INSAFORP¹⁰ in El Salvador are semi-private, in Honduras there exists a well developed private training center, IPC¹¹, which was also a RIFA partner. All of these receive funding from international donor organizations. Brazil's system of vocational training is S-System, founded and supported jointly by the government and the private sector.¹² In Brazil, the necessity of qualified trainers in the vocational training system has soon be realized and trainers are a well-recognized target group of the training centers of the S-System.

All of the above-mentioned institutions are responsible for the trainer's training, even if in most countries, it hardly exists as such. Frequently, skilled workers or university graduates are selected to become trainers.

Suggestion: Without government support, it is difficult to improve trainers' training on a regular scale. Therefore, it is the responsibility of the private sector, voiced through its membership organizations, to lobby for strong public support of trainers.

3.2. Requirements

Professionals who intend to become trainers face different requirements in the RIFA countries. In all countries, they should have certain minimum qualifications, most of them technical. Whether at training centres or in companies, professional experience plays a very important role in every participating country. In most countries, everyone who has acquired certain levels of technical skills can become a trainer, pedagogical or methodological training for vocational trainers is widely unknown. Only in Brazil, there is a defined legal framework of preconditions such as technical skills and a detailed training in didactical methods.

⁸ A politically neutral organisation of the Swiss private sector for development cooperation, founded in 1959 by personalities from the Swiss private business and university sectors. Swisscontact is very active in developing the vocational training system in many African countries.

⁹ Instituto Técnico de Capacitación y Productividad, a non-profit technical institute, which is independently, decentralized and with own structure

¹⁰ Organization managed by the private sector, composed of three parties: government, employers, and unions.

¹¹ Instituto Politécnico Centroamericano, a non-government and non-profit organization in Honduras, created as an initiative of private enterprise based with the mission of being an institution of high performance educational leader in technology.

¹² A hybrid model of social responsibility that emerged in Brazil as early as 1942 and consists of 9 different sectoral training institutions all over Brazil. For more information, see Fafo-Report 2008

In Guatemala, methodological skills are also required by law, even if the implementation in every case is in question. Here, the pedagogical skills are even higher valued in the trainer's exam than technical skills. A minimum of 3 years work experience is also required in Guatemala. As in other countries, in Guatemala the problem is that if the requirements are too high and too difficult to fulfill, most of the qualified professionals who would meet these requirements are also needed in industry which usually pays much higher wages than the vocational training centers.

Suggestion: Requirements for becoming a trainer should not be too high, as otherwise they are only fulfilled by highly skilled professionals who are difficult to motivate to leave their industry jobs.

In Benin and Ivory Coast, it is theoretically necessary that trainers are professionals or master craftsmen. In reality, as most of the training takes place in informal settings, this requirement is not monitored by any institution or government agency. In Morocco, there is no standardisation of ToT and the requirements are depending on each sector. In some sectors, ToT participants may have to pass an entrance examination and competence assessment. Similarly, the qualifications for being trainers are tested at INTECAP (Guatemala) or at INSAFORP (El Salvador) before being allowed to participate in the ToT. In Honduras, it is enough for being a trainer, if a person has some technical experience without any pedagogical skills. In any of the countries, the requirements are defined by the training center implementing the trainers' training.

3.3. Framework data

The frameworks for ToT in the participating countries are different. Generally, ToT is not standardized by legislation, but there are exceptions. In Morocco, the public institution OFPPT implements training for trainers in all professions.¹³ Two types of training for trainers are available in Morocco: there is a complete trainer's training for professionals who intend to develop a new career step (1 year), and for those who will only upgrade their skills but stay in their profession as trainers, there are shorter courses of a few weeks until up to one month. There also is a clear division of responsibilities: Certain government departments are responsible for the practical training, while regional training centers implement the pedagogical skills training.

Suggestion: The distinction between training for new trainers or training for those trainers who want to upgrade their skills in order to cope with latest technology is important and should be made in every ToT system.

While in African countries, government departments or ministries are setting the framework for trainers' training, in Latin American countries this is done by the private sector enterprises or the semi-public training centers in most cases. It appears that in Latin America, the private sector and its organization are closely involved with the implementation of the trainers' training. This also ensures that industry's needs are permanently included and latest technologies are considered.

The funding for ToT may private or public, it generally follows the mode of finance for the vocational training system in the respective country. Usually, three sources of finance may be identified: funding through tax systems¹⁴, special government funds and foreign contributions, usually by international donor organizations. In recent years, investment in vocational training has become an important topic for international development cooperation, pushed by both donors and political decision makers in developing countries.

All African countries of the RIFA project have a designated framework on how to include ToT in their vocational training systems, with governments being responsible for implementation. While in Latin America, Brazil, El Salvador and Guatemala already have frameworks for ToT, Honduras still has to develop a standardized system, which will be a difficult task due to many problems, such as no type of certification for ToT, no support from the government and general neglect of the topic. The private training institution IPC already offers competence and method training for future trainers. In other Latin

¹³ Office de la formation professionnelle et la promotion du travail: <http://www.ofppt.ma/>

¹⁴ Many countries have a 1 % training tax on the total sum of salaries (masse salariale).

American countries, duration and implementing agency of ToT depends on topic or provider. There are also special courses, like methodological training, technical programmes or courses for trainer further education (in El Salvador).

3.4. Content of the training / Module

In all countries, content or modules for ToT training are already available, but the way how they are developed and applied is different.

The best standards exist in Brazil and Morocco. In Brazil, there are handbooks which include all elements of ToT like technical knowledge, didactic-pedagogical skills, and trainer's soft skills. These handbooks were developed on national level by experts and are available to trainers and training institutions through internet. In Morocco, OFPPT and its departments create modules for ToT. There are *supra-trainers*, employed by OFPPT, who in cooperation with the private sector develop these modules. In that way, inclusion of company needs guaranteed to a certain extent. The modules are published in Morocco under the OFPPT website, and freely available. Recently, efforts have been made to put more emphasis on technical skills which have been somehow neglected in favor of pedagogical parts. This reflects that even if there are efforts to include the private sector, these efforts seem not enough and the modules are still very theoretical.

Suggestion: For module development, it is important to emphasize technical skills, because the technical requirements change much faster than methodological needs.

Modules are also developed in other countries. In Guatemala and Honduras, private or public training institutions develop their own modules, as there are no government standards. Module development is also an activity where foreign donors are actively involved, especially ILO (in African and Latin American countries alike).

In Benin, with its relatively well-functioning vocational training system, ToT modules are developed and implemented by enterprises under the supervision of ministries, with support from foreign donor Swisscontact. They include defined proportions of practice, theory, and methodological modules.¹⁵

Suggestion: In order to assure proper representation of private sector requirements in the modules for ToT, chambers and business associations should play a more prominent role as representatives of the private sector.

3.5. Competences and evaluation of the trainers

Supervision over the trainer's qualification level and performance is another important aspect of improving vocational education. Without efficient supervision, it may be impossible to provide a pool of good trainers for the vocational training system. A good vocational trainer has professional competence, methodological skills, social competence, and the willingness for lifelong learning.¹⁶ But because standard frameworks are either unknown or of weak implementation, in the participating countries it remains difficult to determine evaluate such competencies.

In Central America, where in general the training centers that implement ToT for their own trainers are responsible for curricula, these centers also have their own exams and evaluation structures. In El Salvador, the chambers and business associations may also be involved to a minimal extent, but the public training institution INSAFORP maintains its own evaluation teams for trainings that are directly financed by the organization. In general, the directors of the training centers are interested in the maintenance of their quality standards, and the student trainers themselves will give permanent feedback.

¹⁵ 60% Practice, 25% Theory, 15% Pedagogy

¹⁶ Compare Chapter 2 - Importance of Training of Trainers

In Brazil there exists a system of evaluation, conducted by the private companies in case the trainers are in-house company trainers, and in most cases by the target groups of ToT themselves. This information is then evaluated by those implementing (in training centers) or by those paying the training (companies).

Other modes of internal quality control can be the success rate of the training examination or the rate of recruitment of apprentices.¹⁷ External evaluation and monitoring can be carried out by the government, as is practiced by central and regional government offices in Guatemala.¹⁸

External evaluation is also practiced by the chamber of craft in Benin and by companies and training centers in Ivory Coast. In West African countries, respondents reported that monitoring does not take place on a regular basis. However, there is an inherent interest on evaluation and monitoring on the part of the training centers and companies, as they are mainly organized as private businesses and need to keep quality standards high in order to continue business.

3.6. Opportunities for further training

Further training is an opportunity for improving technical and methodological knowledge, and expanding skills and competences. There are already certain further training courses in different sectors with practice and theory, however, it seems not enough importance is given to the improvement of technical skills. As the trainer in vocational training is in a key position within the vocational training system, it is necessary to improve the trainer's technical skills in his profession continuously. In many RIFA countries, it seems there is too much focus on theoretical and pedagogical skills, and that the fast-changing technological requirements are getting slightly out of sight. But without up-to-date technical further training, there won't be appropriately qualified trainers in the future. Companies and especially their representing organizations must be aware of this.

Suggestion: It is important to initiate a system of continued further training for future trainers, as most technical professions face an increasing pace of technological innovation.

In Morocco, which has a well-organized support system through OFPPT, every participant in the trainer's further training will undergo an internship in a company of only one week. If the trainer is not based in-house in a company, this hardly seems enough time to acquire all the necessary insights into latest production technologies. In the other West African countries, as in Central America, there are a variety of further education courses for vocational trainers, but most are offered by the private training centers and participation is not compulsory.

3.7. Case Studies¹⁹

3.7.1. Honduras:

In Honduras, as in many developing nations, there is no standard system for the Training of Trainers (ToT). If a worker has a lot of professional experience, he or she can be trainer without pedagogical or educational certifications. There is no support from the government for ToT. For this reason, ToT mostly happens in the private sector, particularly in big companies and some training centers which have the possibilities to realize their own ToT program. One such private training institution is RIFA partner IPC.

ToT in Honduras is not based on the political system, which means there is no cooperation between government and private sector in Honduras for implementing any ToT-program. There is also lack of support from strong professional organizations such as the business or crafts associations for solving the educational problems.

¹⁷ Such as practiced through the supra-trainer in Morocco, for example.

¹⁸ However, only technical and pedagogical skills are evaluated and monitored.

¹⁹ These chapters are based in interviews with representatives from the mentioned countries who participated in the workshops and conferences during the RIFA projects.

On one hand, the country has weak political stability. The political system changes constantly and with every change, there are always structural reforms, e.g. all structure changes every 4 year with political elections in INFOP²⁰, the government institution responsible for professional and vocational education. Industry is required by law to give to INFOP 1% of all salaries, but government controls INFOP, and not the private sector. Because of these political matters, cooperation between government and private sector remains critical.

There is a lack of credibility, also a lack of right investment for the future: The government sends people abroad for being trained, often with funding from abroad. But after the training it is not secured that they will get a job from the state, because of the permanent political rotation. For this reason, many of the skilled people trained as trainers refer to the private sector for job security. Another weakness is corruption: For example, in a famous case, after a training program between Honduras and the Republic of Korea, all the training equipment was stolen. Corruption and permanent political changes are the biggest problem for establishment a safe ToT program in Honduras.

On the other hand, non-government organizations take care of vocational training and ToT, such as Instituto Politécnico Centroamericano (IPC). Since 2 years IPC sets the standardization for the ToT-program, but only internal - the institution itself - and not for the national level.

There are two ToT-programs with certification at IPC:

1. *Dual System:*

The target group are young students who come to IPC for an Integral Training Approach. In 18 months these students study the interaction between students, IPC and industry. The main goal of this program is to train them for a role as vocational trainers.

- Duration: 18 months
- Tuition cost: USD \$ 4,000 for 18 months
- Training place: IPC and company
- Student will study at IPC 3 days a week
- Student will work at the Company 3 days a week in the regular schedule of the company.
- Company will give the student around USD \$ 150 per month

2. *Inverted Dual System:*

In this program, workers are sent by the companies to improve their professional profile, updating the level of competence, upgrading into a new technology, or validating by certification previously acquired competences, e.g. from empiric to professional. The main goal of this program is to complement and raise technical/ professional profile and upgrade professional workers into trainers.

- Duration: Depends on company requirement
- Tuition cost: Depends on duration and the complexity of the training
- Training place: IPC and company
- Participants will study at IPC 2 or 3 days a week (depends on company requirement)
- Participants are still employed by their companies, they have to meet working schedule when not at IPC.

People who want to take part in these programs should have long professional experience (at least 5 years). They can apply at IPC and IPC evaluates their technical skills and attitude. After that, they have to reinforce/certificate (internationally) their technical level. IPC trains them in pedagogical skills and methods. These training can be computer based in some cases.

A pre-test is always applied at the beginning. At the end, there are two ways to evaluate if the learners have the competencies to be trainers: knowledge test (theory up to 90%), and performance test (prac-

²⁰ Instituto Nacional de Formacion Profesional, www.infop.hn

tical 100%). In the performance test, the candidates have to show if they are “good” as trainer and they get the evaluation from other students and extern.

The modules are a kind of dual training, similar to Germany, but at this time, it only exists internally in IPC. It is a combination of methodical, pedagogical, technical training. There will be a certificate if the candidate passes the exam successfully.

IPC exists since 7 years and it runs its ToT program since 2 years. ToT-programs at IPC are stable, because IPC is a private sector institution and therefore not affected by political changes. The ToT program is industry driven and the private sector is involved, so that future industry needs will be observed and integrated, so that people can be trained in the right field, at the right needs of the labor market. The companies are also able to share technologies and prefer to train the people, because training is the best way for them to pass on their knowledge and experiences.

But the problem that IPC shares with many non-government institutions is that there are no stable financial resources. Usually there are scholarships or donations from external sources for realization of the ToT. The main problem is to retain skilled workers after the training, because people want to be paid related to their skill level but this is often not possible at IPC. Furthermore, when IPC searches for skilled workers, this can be complicated, because the majority of workers does not possess prove of training or qualification.

In some aspects, the state in Honduras should do more for the ToT-program, especially with regard to the great importance of improving the overall quality of the country's work force. The government has the financial resources and 1% of the mass of salaries is invested in professional training programs. If the ToT-program is driven by the government, it is more powerful on the legislative side. And international cooperation is easier, e.g. exchange of training. But regardless to government support, IPC has initiated cooperation and exchange with Canada, Germany and Netherlands for getting international certifications. IPC's ToT-program is a good basis for future development of a professional trainers pool in Honduras, finally ensuring skilled workers.

3.7.2. Ivory Coast

At the first sight, the situation in Ivory Coast is similar to Honduras: There is no standardized system for ToT in the informal sector, no trainer with certification, and people with many years of professional experience can train another people as they or their respective employers wish. But in the formal sector, leaving its small share in the economy aside, there is progressive development: standardization already exists and a ToT-program is supported by the government.

There is a fixed structure, a designated framework, e.g. legislative texts about who can be a trainer and how can he/she fill this position. This framework exists in the public as well as in the private sector. An added advantage is the presence of the National Chamber of Crafts of Ivory Coast (CNMCI), which funds and offers ToT-program within the framework of RIFA, in selected sectors. The Chamber of Crafts has the possibility to train people for new skills at no charge and has already an increasing number of people who work with them. ToT-program is only based on needs or demands, so that trainers can be trained in determined fields. Responsible for the ToT-program is the *Fonds de développement de la formation professionnelle* (FDFP), a government program that is financed by the *taxe d'apprentissage*, a special tax of 0,5 per cent of all salaries whose revenues are exclusively used for training purposes. However, by 2012 standardization has not yet reached national level.

Despite the fixed structure of ToT and the presence of many trainers and skilled workers, the biggest problems are finances: The financial resources are very small, so the project and its implementation face permanent difficulties. There are many demands or requests for ToT programs, but only 10-20% can be realized, says Traore Dramane, a representative of the National Chamber of Crafts. There are many people trained, but there is a lack of continued observation and evaluation after their training. There is also no opportunity for further education, too. Representatives from Ivory Coast wish to have better training materials/models and a system for evaluation of the ToT-program.

3.7.3. Brazil

Methyl bromide is a soil fumigant, widely used in Brazil to control soil-borne pests of vegetables and tobacco. Methyl bromide has been used widely in the agriculture for over thirty years, with high consumption in the southern part of the country for the cultivation of tobacco. But it causes the destruction of the earth's protective layer of ozone, increasing UVB radiation exposure. The results can be skin cancer, cataracts and suppression of the immune systems. For this reason, a training of trainer course to replace methyl bromide with more environmentally-friendly practices is undertaken in Brazil with the help of the FAO.²¹

The training of trainers in the agriculture sector in Brazil aimed to prepare technical experts to be trainers on technological alternatives for replacement of methyl bromide, such as solarization of conventional seedbed, solarization with sun-heat collector, bio-fumigation others.

The participants of the training are technical experts from different departments, for example from the Extension Services, Universities, Fruit Crop Research Center, or NGOs. The training was organized in cooperation with the Farmer Field Schools, a group-based learning process that has been used by a number of governments, NGOs and international agencies to promote environmentally friendly methods in agriculture, and was conducted in two-phase or two-module training.

a) The first phase started with an assessment test for 25 participants. There were 10 questions about knowledge for all subjects related to methyl bromide phase-out as well as on alternative technologies for replacement. After the test, there was a preparatory workshop for all participants, which consisted of a series of presentations, on the biology, behavior, population dynamic and life cycle of main insect pests, pathogens and field conditions. The workshop was followed by discussion about the problems related to the use of methyl bromide.

As the first phase ended, 10 future trainers were identified and selected. These 10 people and three foreign participants from Chile, Argentina and Costa Rica could continue their training.

b) The second phase of the training took place in three days. During this time, the selected persons should gain additional knowledge of the topic, through theoretical and practical learning.

Like in the first phase, the same assessment test was applied in order to know the level of knowledge at the beginning. The results of the second test were better than the first one.

Theoretical learning was conducted by lectures to promote training of trainer courses, which were given separately on each of related topics, such as:

- introduce the methodologies of Farmer Field Schools,
- enforce knowledge of effects of methyl bromide on ozone layer, human health, agriculture, and environment in general,
- promote technology diffusion and transference of results for public and private sectors.

After the lectures, practical learning started: the participants went on a field trip for testing and validating the most important control methods against pests, diseases and weeds in tobacco seedlings in nursery and field. During the preparatory workshop, they have already selected three alternatives for replacement methyl bromide. For each alternative, two replicates were installed in a producer area for testing, evaluating and validating.

With this further training program for agricultural experts, persons with equipped with training skills a pressing environmental issue was addressed.

4. The situation in Germany²²

After having discussed the system of training for trainers in the RIFA countries, it seems worthwhile to take a look at Germany, which is known to have an effective and efficient system of vocational train-

²¹ Report on ToT for Alternative the use of methyl bromide for soil fumigation in Brazil and Kenya <http://www.fao.org/fileadmin/templates/agphome/documents/Methyl_Bromide/report1.pdf> (September 7, 2012)

²² This information is based on the interviews with a bfz vocational training expert.

ing. In the framework of the RIFA project, participants from all participating institutions in Africa and Latin America have come for a study visit to Germany in 2012.

Usually in Germany vocational training takes place in the dual system, which means that training company and vocational school are jointly responsible for the training. Some occupational courses are run exclusively at school level, such as pharmaceutical occupations, educational occupations etc. Increasingly, in the past few years there are more courses that are run at university level, while at the same time there are dual courses integrated into the university level. In these courses, the university teachers provide theoretical level of high standard in coordination with companies that conduct the practical part.

However, still, in commercial and industrial-technical courses that include the far majority of vocational training courses in Germany, while the local chambers of commerce and industry set the learning framework and take the exams, vocational trainers work at company level.

To become a vocational trainer in Germany, there are strict regulations: Trainers must have finished a vocational course in their respective field of work themselves, possess work experience and need proof of pedagogical qualifications. There is a standard training of trainers program that all trainers must have completed before they are allowed to provide training. In most professions, a Meister course also needs to be completed.²³ However, anyone who wants to train apprentices in a company needs to complete the training of trainers course, while any company that wants to train apprentices according to the dual system, must have at least one employee who has completed such a course. This employee is coordinator for any training activities as well as partner for all apprentices.

In the training of trainers course²⁴ the professional will learn how to plan and prepare the training, to participate in the selection of apprentices, to implement vocational courses and prepare the apprentices for their exam. Pedagogical topics will take up to half of the course time.

The exam of the trainer's training is standardized and will be taken by the chambers of commerce and industry. Because usually companies send their qualified workers to take the course, their company will also pay the course and exam fees. This is a precondition so that the company can implement its in-house vocational training. Additionally, there are several courses for further education of the trainers, usually offered by private educational institutions.

In Germany the trainers are evaluated through their examination and through their performance. In the dual system, school and company will easily notice each other's performance and identify mistakes. If there are deficits in the company training, vocational school teachers are likely to find out during school time.

In their exam, the trainers have to either give a presentation or teach a group of apprentices. The exam is aimed at demonstrating the teacher's ability to transfer knowledge to the apprentices. It is also important that vocational trainers can guide young peoples and act as role model regarding corporate and social behavior. Especially in small companies, the management usually takes a close look at the quality of training, because an apprentice who passes his exam with distinction improves his company's reputation.

There are a wide range of opportunities for further education for vocational trainers available: Refreshing the training of trainers, intercultural competence and communication, marketing of courses, applicant selection, legal issues, and others.

The advantages of the German system are not only the high technical competences of trainers, but also the pedagogical competences that are required to become a vocational trainer. Working with adolescents, it is highly important to understand how to work with young people. On the other hand, many say that the trainers' training in Germany is too short, as the content remains largely unchanged for several years already. Teachers in vocational schools are required to undergo a one-year pedagogical training, while in-company trainers deal only a few weeks with this topic. It is also suggested

²³ Meister or master craftsman is the highest form of course in many industrial, commercial and technical occupations in Germany. A Meister is a state-approved degree and nowadays considered equal to university education.

²⁴ German: Ausbildung der Ausbilder, a six-month course that can be taken part-time (3 weeks full time).

that the exam for the trainers' training is frequently updated and adjusted to include new forms of learning (for example project work).

In Germany, while most trainers have high expertise, it there are also trainers who passed their trainer's exam with relatively low grade. It is therefore necessary to uplift the standards for passing the exam, even if this concerns only a few cases. It is also important to form networks of companies, vocational schools, business and crafts associations in which the trainers should be members. These networks can regularly upgrade new requirements, modern teaching methods and current needs in the industry. Regular further education courses are seen as necessary.

Another issue is the motivation of qualified workers to become trainers. Not too much should be expected from financial incentives. Rather, qualified workers can be motivated to become trainers if their company generally supports vocational training initiatives, if they enjoy working with young people and if they have an interest to change their focus to non-production activities. Also, if companies are interested to motivate their workers to become trainers, they should finance the trainer's training.

5. Problems and challenges

Even though there is a lot of improvement in training the trainers, and the issue has increasingly been placed in the focus of political leaders, many problems and challenges remain which constrain the implementation of an effective training system for vocational trainers. This is true for both Africa and Latin America.

The following table shows the challenges that were identified for each of the RIFA countries:

Country	Challenge
<i>Côte d'Ivoire</i>	<ul style="list-style-type: none"> • Lack of financial resources • Lack of support by industry • Demand for ToT is not on the political agenda
<i>Benin</i>	<ul style="list-style-type: none"> • Low level of trainers' skills • Lack of political support • No modules • Lack of sufficient number of apprentices in enterprises
<i>Morocco</i>	<ul style="list-style-type: none"> • No existing trainers' training in all sectors • Low level of trainer's skills • Old equipment and no investments in the vocational training system in general • No national standards for ToT
<i>El Salvador</i>	<ul style="list-style-type: none"> • No government regulations • Lack of trainers • Lack of industry support • Low salaries for trainers
<i>Guatemala</i>	<ul style="list-style-type: none"> • Motivation of skilled trainers • Technology transfer
<i>Honduras</i>	<ul style="list-style-type: none"> • No stable political and financial support • No integration of ToT in the political agenda towards vocational education • Competition of training centers with industry for skilled experts

<i>Brazil</i>	<ul style="list-style-type: none"> • No existing incentives for motivated trainers • No certification and no standard curricula • Lack of political support • Decentralized schooling system on municipal level
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In most developing countries, the importance of the trainer's position has not yet reached political decision makers in educational departments. Especially in African countries, where business organizations are concerned with strengthening their position in the vocational training system, it remains a major problem that political support is hard to find. This is clearly reflected in the statements of many RIFA partner organizations that complain about lack of political or financial support as well as about lack of equipment. Further, the absence of a standardized trainers' training system with curricula, modules, competence standards and certification is additional evidence for the disregard of the topic with political leaders.

A number of responsibilities within the legal and technical framework that an effective ToT system would require are to be set by state legislation: If political decision makers appropriately acknowledge the key role of vocational trainers (see chapter 2), they must understand the need for standards of competence and curricula as well as of a certification process, which are the basic structures for the formation of a ToT system. Especially in developing countries, where organizational standards of the business communities are still weak, only the state can set the legal foundations and guarantee these standards. There is a similar situation regarding the equipment in training centers and financial support for ToT implementation, which, in most RIFA countries, is still not at all supported by governments. In many countries, in Africa as well as in Latin America, there is a training tax that all enterprises have to pay.²⁵ There can be financial contributions to trainers' training by these funds, which are to be used exclusively for training purposes.

Suggestion: Business associations and enterprises need to discuss with governments the inclusion of ToT in the program financed through the training tax that exists in almost all RIFA countries. ToT is one important precondition for vocational training, and its importance should be reflected in appropriate funding.

Another problem is the lack of support from industry. It is true that most enterprises in developing countries remain informal, and it is therefore hard to integrate them in national structures and training schemes, but the implementation of legal structures can start with the existing formal businesses. It is another issue that we have here another reason for governments to increase their efforts to formalize companies in the informal sector. However, there seems to be a lack of support for a strong ToT system among business leaders as well. Generally, while governments are responsible for the public training centers, larger businesses or business associations have their own in-house training schemes. The EU's center for the development of vocational training (CEDEFOP) states that it is a general concern that the trainer position if not sufficiently recognized within companies and therefore opportunities for professional development for potential trainers remain scarce and insufficient.²⁶ Many business leaders do not see the opportunity they have within their company for their qualified personnel to become trainers. For example, it is an easy way for a company to groom its own future qualified workers by providing training to apprentices through skilled workers on a part-time basis. CEDEFOP suggests raising awareness not only among qualified workers but also among business leaders for the importance to support trainers' programs within their companies or associations, in the face of weak or lacking government legislation on the topic of ToT. A system of incentives needs to be established for skilled workers to qualify as trainers. These incentives have been discussed earlier in this study. How-

²⁵ Usually a 1 or 0,5 % tax on all paid salaries (masse salariale) goes to a training fund, used for vocational training. The problem is the large percentage of informal businesses that are excluded from contributing. In the RIFA study on "Vocational training in the informal sector", it is discussed in further detail why it is important to formalize informal businesses.

²⁶ CEDEFOP: Professional Development Opportunities for in-company trainers, A Compilation of good practices, 2010, in: http://www.cedefop.europa.eu/EN/Files/6106_en.pdf, page 116.

ever, as the experience of Germany shows, the incentives must not be exclusively financial, as the general support for vocational training and its trainers within the company culture remains crucial.

The Latin American RIFA partners have addressed another important issue: Skilled personnel, especially in technology-intense occupations, are increasingly hard to find, and many companies pay attractive salaries. This makes it more and more difficult for training centers to find qualified trainers or people to be trained as trainers, as publicly financed training centers can hardly compete with high salaries played by industry. It is a major problem for training centers, public or private, that they lose many skilled trainers that they have trained to companies that offer more incentives and salary. For trainers especially in occupations that work with technology, it is important to be up-to-date with the latest technologies, so good trainers who are highly skilled are naturally very attractive for companies. This is another reason for governments to increase their financial contributions to training and motivation of vocational trainers.

Given the crucial role of trainers in the vocational training system, it must be understood that the trainers are not only training providers but themselves are lifelong learners. The quality and the support for a sufficient and effective training of trainers system are decisive for the success of future vocational training.

6. Concluding Remarks

After evaluating the questionnaires, the workshops and the discussions with RIFA organizations in West Africa and Latin America, it is clear that the importance of the trainer's role in the process of vocational and professional training in developing countries is not sufficiently acknowledged by decision makers, both in politics and in business. When supply and demand of vocational training do not match, at first we may look at the trainer and his/her role and position in the network of the TVET process. It is a major responsibility for business leaders and business or crafts associations to bring forward the case of improving the legal, financial, organizational and technical position of the trainers.. Business membership associations can increase their pressure on political decision makers for increased legal and financial support, while at the same time they may strengthen their own ToT systems. While doing so, they must make clear to their member businesses that training of trainers is a crucial step towards an efficient vocational training system and therefore towards future qualified personnel.

The trainer himself is a lifelong learner, and in modern economies must be constantly up to date with new technologies and methods. Therefore, vocational trainers need constant further education as well as incentives to remain in their position as trainers. This is particularly important for trainers that have been trained in training centers or in-company training programs, because it is a loss of investment if the trainer prefers to take a job in industry rather than training.

Training for trainers needs to be more standardized by government legislation, in order to make it really effective. There is no improvement possible if there is no national effort to establish a ToT system. This includes the development of a standard competence framework, curricula and certification for qualified workers to become vocational trainers. In all countries, it is a requirement for trainers to have a minimum standard of industry or work experience. Therefore, a certain technical knowledge can be expected, but as of now the pedagogical or methodological competencies of trainers are widely neglected. It is important to focus on the two fields of skills (technical and methodological) equally, if vocational trainers want to achieve "training literacy".

Suggestion: Both technical and methodological skills of future trainers must be developed if "training literacy" should be achieved. Currently, pedagogical or methodological skills are largely neglected in the existing schemes of ToT.

Considering the different situations of potential and existing trainers in developing countries (in the informal sector, in public or private training centers, in companies, qualified workers in part-time training positions), it is important to remember that "no one size fits all". Flexible approaches must be developed to adapt trainers' training schemes to the different situations in various companies, sectors

and the trainer's individual setting. Also, business membership organizations can play the key role to collect and channel their member's needs.

It is also worthwhile to consider better organization of trainers themselves. They are all working in diverse settings, but have similar needs. As they are in a key position within the vocational training system, they may have more strength to have their voices heard if they unite and form organizations or networks on local or regional level. Again, such a trainer's association can be created under the umbrella of the existing business membership organizations, as it is one key interest of businesses to improve the vocational training system.

Suggestion: One activity that can be implemented without much efforts and costs is the creation of trainers' networks or trainer's associations on the local or regional level.

Finally, businesses and governments need to consider the issue of informal training. As the majority of enterprises and economic activities in developing countries take place under the informal sector, vocational training standards in this sector can not be ignored. Vocational training in the informal sector does exist, and it is one way of improving the performance of informal companies to strengthen their supply of future qualified staff.

The RIFA team would like to thank all participants in the RIFA countries as well as in Germany for providing all this valuable data to be included in this study. We hope that with the conclusions drawn and the suggestions given through this research, decision makers in politics, associations and business increased capacity to improve the situation of ToT in their countries.

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