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**ANALYSIS OF FINDINGS OF THE
LEONARDO 1 PROGRAMME
ON THE 'TRAINING THE TRAINERS'
STATISTICAL SUMMARY**

QUALITATIVE ANALYSIS AND RECOMMENDATIONS

study conducted
by

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ANALYSIS OF THE FINDINGS OF THE LEONARDO 1 PROGRAMME ON THE ‘TRAINING THE TRAINERS’

STATISTICAL SUMMARY

I – AIMS AND PURPOSE OF THE STUDY

This study presents a statistical analysis of the training of trainers projects conducted within the compendia of the Leonardo 1 programme (1995-1997).

It has three aims:

- to identify the place of the training of trainers within training policies throughout the Leonardo programme;
- to examine the pattern of development of projects over three years in relation to specific criteria;
- to draw up a number of recommendations for improvements to ‘the training of trainers’ within the Community.

II – METHOD OF THE STUDY

A six-stage approach was used:

1. *An identification stage*, locating projects relating to the training of trainers in the 95, 96 and 97 compendia.
2. *A stage of defining criteria for selecting projects*, according to the degree to which the training of trainers was included among the objectives of each project.

Two levels of inclusion were adopted:

Level 1: the training of trainers was the main objective of the project. All project activities were directed to that end.

Level 2: the training of trainers was one objective of the project. Some project activities were directed to that end.

3. *A project selection stage* in application of the criterion 'level of objective'. This produced:
 - for 1995: 63 projects
 - for 1996: 59 projects
 - for 1997: 85 projects
 - i.e., a total of 207 projects.
4. *A stage of establishing the grid for recording data.*

This grid consisted of twelve points, four of which related to the formal description of the projects according to Leonardo rules (theme, measure, reference and type of project), and eight describing the content and scope of the project.

 - 4.1 Theme
 - 4.2 Measure
 - 4.3 Contractor: nationality, type of organisation
 - 4.4 Partner organisations: number, nationality
 - 4.5 Types of organisation
 - 4.6 Reference (Leonardo: FPI - Initial Vocational Training, FPC - Continuing Vocational Training, CONT. - University/Business Collaboration)
 - 4.7 Types of project (Leonardo reference: pilot project, survey, etc.)
 - 4.8 Sector of employment
 - 4.9 Field of training
 - 4.10 Levels of objectives
 - 4.11 Category of trainers benefiting
 - 4.12 Types of project outcome
5. *A data collection and processing stage.*
6. *A data exploitation stage* using diagrams to support the quantitative and qualitative analysis of the main data recorded.

III – CONTENT OF THE STUDY

This study thus presents the results of the analysis of the data collected by means of statistical exploitation of the 207 sample projects.

Five areas were taken into account:

partner organisations: nationality, number, types of organisation;
 the sectors of employment involved in the projects;
 levels of objective and fields of training;
 trainers addressed by the projects;
 outcomes of the projects.

The criteria selected to generate diagrams and to analyse the data statistically were as follows:

- 1 – The number of projects selected
- 2 – The nationalities of the contractors
- 3 – Participants by country: number and nationality
- 4 – Types of organisation involved in the project
- 5 – Percentage of projects concerned with a sector of employment
- 6 – Breakdown of projects between Level 1 and Level 2 objectives
- 7 – Fields of training addressed by the projects

8 – Types of trainer addressed by the projects

9 – Types of project outcome

The results are presented in the form of diagrams, year by year, accompanied by a commentary on the results and, in some cases, a summary table for the three years.

IV – ANALYSIS OF RESULTS

1) Number of projects selected (cf. Diagram A)

The training of trainers projects chosen under the Leonardo 1 Programme (1995-1997) represented 9.2% of all those selected.

Although this percentage varied from year to year, with a clear step up in 1997 (1995: 8.4%, 1996: 7.7%, 1997: 11.62%), it reveals *poor representation of a key theme within Leonardo projects*.

This situation can doubtless be explained in part by the fact that the training of trainers is not explicitly mentioned among the objectives of the Leonardo 1 Programme. It should be noted, however, that the training of teachers and trainers is the principal method of improving training systems and of disseminating ‘good practice’.

We would argue that it is crucial to the effectiveness and potential impact of Leonardo 2 projects that the training of trainers should be included as an objective in its own right.

2) Nationality of contractors (cf. Diagrams B1, B2 and B3)

Among the seventeen countries represented in the first year, four degrees of involvement in the promotion of the training of trainers can be identified:

The most active countries: four countries alone accounted for 58% of projects (Italy 18%, Spain 14%, France 14%, Germany 12%).

Countries significantly involved: United Kingdom (8.7%), Belgium (7.2%).

Countries with average representation: Sweden, Netherlands and Ireland (3.9%), Greece (3.4%), Portugal (2.9%), Denmark (2.4%).

Countries under-represented (fewer than 1.5% of projects): Austria, Finland, Iceland, Luxembourg, Norway.

There is a strong correlation between the number of contractors per country and the growing involvement of Member States’ vocational training systems in the training of trainers. In both Italy and Spain, Leonardo training of trainers projects thus ran in parallel with reform of the training system, with the emergence of new norms for the training profession.

3) Number of organisations participating by country (cf. Diagrams C1, C2 and C3)

If we now turn to the ability of training of trainers projects to mobilise (non-contracting) partners, four levels of participation can be identified:

A leader in participation: the United Kingdom which alone was accountable over the three years for 116 participants in the 207 projects, or 14% of the participating organisations.

Countries with significant partnerships: Italy (11.5% of participating organisations), Spain (11.2%), France (9.6%), Germany (9.0%).

Countries with average mobilisation: Portugal (6.2%), Greece (5.9%) Netherlands (5.8%), Sweden (4.9%), Finland (4.8%), Belgium (4.3%).

The least mobilising countries (fewer than 4% of the participating organisations): Iceland, Luxembourg, Austria, Denmark, Norway.

Disregarding the peculiar situation of the United Kingdom, which stands out on account of the number of organisations participating, there is a strong correlation between the countries with the largest numbers of contracting organisations, and those which generated the largest numbers of participating organisations: France, Germany, Italy and Spain.

4) Types of organisation involved in projects (cf. Diagrams D1, D2, D3, D4, D5, D6 and D7)

For the purposes of clarity of analysis, we grouped the eighteen types of organisation taking part in projects into five main categories:

363 training organisations, university departments and university-enterprise associations: 46% of the participating organisations, the majority being training organisations (27%).

154 enterprises of varying size in all sectors: 19.4% of the participating organisations, with significant representation of SMEs (11.6%).

153 sectoral or occupational organisations, employers' organisations and employees' trade union organisations: 19.3% of the participating organisations, with particularly active representation on the part of trade union organisations (5.6%).

77 government ministries or agencies dependent on public authorities: 9.7% of the participating organisations.

The other bodies involved comprised research centres (30 organisations), chambers of commerce (19 organisations), religious bodies (16 organisations) and specialised agencies, no one of these types being noticeably predominant.

It is interesting to note that the aim of training trainers is not an exclusive concern of education and training institutions, being widely shared by the world of business and its representative enterprises.

5) Level of involvement of projects in sectors of employment (cf. Diagrams E1, E2 and E3)

More than a third of the training of trainers projects run over the three years with which we were concerned (73 projects out of 207, or 35%) related to fields of application peculiar to a specific type of enterprise or sector. Some fifty different sectors were involved, from food and agriculture to service activities, which makes any attempt at classification very tentative.

It would nonetheless appear possible to establish a correlation between the types of project and the types of organisation associated with them: the training of trainers projects relating to specific occupations naturally attracted and mobilised more employment-related enterprises and organisations than did others, and a good way of increasing the involvement of these, alongside training centres, would be to expand such projects.

6) Breakdown of projects by level of objective (cf. Diagrams F1, F2 and F3)

Almost a third of the sample projects over the three years had Level 1 objectives, whereby the only aim and all activities focused on the training of trainers (e.g., Training trainers and teachers in the skills needed to use ICT as a means of teaching).

It should be noted, however, that in the other two thirds, the training of trainers was not a secondary objective but one of the integral main goals, regarded as indispensable to achieving the intended results (e.g., updating training programmes and trainers' skills in line with changes in the engineering industry).

7) Fields of training addressed by projects (cf. Diagrams G1, G2, G3 and G4)

Among the fields of training addressed by the sample projects, *vocational training* clearly stands out in first place (39% of the fields mentioned). *The training of trainers*, covering all Level 1 projects, was in second place (22%).

Distance learning became increasingly important over the three years of the programme, as did projects relating to *evaluation* (12 and 11%); the implementation of projects reflected faithfully the main changes in education and training in Europe, and the consequent needs of those working in the sector, in terms of both tools and process skills.

8) Types of trainer addressed by projects (cf. Diagrams H1, H2, H3 and H4)

The sample projects were usually vague about their *target populations and the occupational profiles involved*. Over the three years, more than two thirds of the projects were addressed generally to 'trainers', but this term covers three distinct professions according to place of work: an enterprise, a continuing education centre, or a vocational training centre.

The remaining third of the populations targeted by the sample can be divided into teachers (18%), mentors (8%), training advisers (4%) and occasional trainers (2%). It should be noted, however, that the vast majority of the training of trainers projects surveyed in 1996 were addressed both to trainers working in vocational training and to teachers.

9) Types of project outcome (cf. Diagrams I1, I2, I3 and I4)

Over the three years covered by the sample, 542 products and results can be identified, which can broadly be grouped as follows:

1. Training profiles (12.5%) and skills profiles (10%).
2. Training measures: curriculum (16%), courses (12%), individualised training programmes (1%).
3. Teaching aids: teaching tools (11.6%), distance learning tools (10.5 %).
4. Diagnostic methods: 11 %.
5. Means of communication and dissemination of the project: publications (7.5%), development of networks (5%), databases (3.3%).

A broad analysis reveals the respective weights, over the three years, of project products and results *stressing proposed teaching methods and content* (66.6%), and of those emphasising *an approach focusing on defining occupational functions and the skills relating to them*.

This 'job-based' approach grew significantly in the third year of Leonardo 1. The creation of teaching and occupational skills profiles increased from 35 products over the first two years to 86 products in the year 1997 alone. Diagnostic methods and evaluation of training outcomes went through a similar development, growing from 24 products over the first two years to 35 products in 1997.

This shift in the pattern of outcomes reflects a refocusing of projects on the aim of professionalising training.

V – RECOMMENDATIONS FOR THE EFFECTIVENESS OF PROJECTS UNDER THE LEONARDO 2 PROGRAMME

V. 1 – Selection of projects:

Under the Leonardo 2 Programme, a greater proportion of projects having the training of trainers as a full objective should be selected in order to foster the future dissemination of 'good practice' via the best channel of transmission.

V. 2 - 'Contextualisation' of projects:

Priority should be given to identifying and encouraging projects concerned with the general development of vocational training systems in order to make a major contribution to the training of trainers, and to projects responding to the emergence of new national regulations governing the training professions.

V. 3 - Mobilisation of partnerships:

In the selection of contractors, preference should be given to countries shown in this study to be average or below-average mobilisers of Leonardo partnerships, in order to take advantage of the strong relationship found between 'contracting countries' and 'participating countries' as a balancing factor in the participation of the various Member States.

V. 4 – The relationship between enterprises and training:

Enterprises and employment organisations should be encouraged to play an active part in the partnerships which grow up around the projects in order to ensure that new occupational needs are adequately met and that projects are relevant to the social partners.

V. 5 – Involvement in sectors of employment:

A larger number of projects should be chosen which relate to a specific sector of the economy or a particular economic activity in order to make them more attractive for the purpose of encouraging the occupational participation referred to in the preceding point.

V. 6 – Assessment of level of objectives:

Priority should be given to projects which both have the training of trainers as their primary objective, and explicitly link this with the developing needs of a specific sector.

V. 7 – Fields of training concerned:

Support should be given to the development of projects based on new training tools and new training professions, in line with the aims of monitoring and capitalising practice enshrined in the Leonardo Programme.

V. 8 – Profiles addressed by projects:

The populations benefiting from the training projects should be specified more clearly, especially in e-learning projects leading to the appearance of new occupational profiles, so as to enhance the impact and effectiveness of projects in the training of those involved in training.

V. 9 – Types of project outcome:

There should be a better balance and more interaction between three complementary types of approach:

- The '*job-based*' approach, based on identifying and encouraging the occupational skills of those involved in training.
- The '*methods and contents*' approach, focusing on defining and producing teaching aids for the training of trainers.
- The '*criteriological*' approach, aimed at developing tools to support effective diagnosis and decision-making for all those involved in training, which can be transferred to different national contexts.

Only if these three approaches are combined do we feel it likely that trainers will play a sustainable part themselves in the creation of a European area of training.

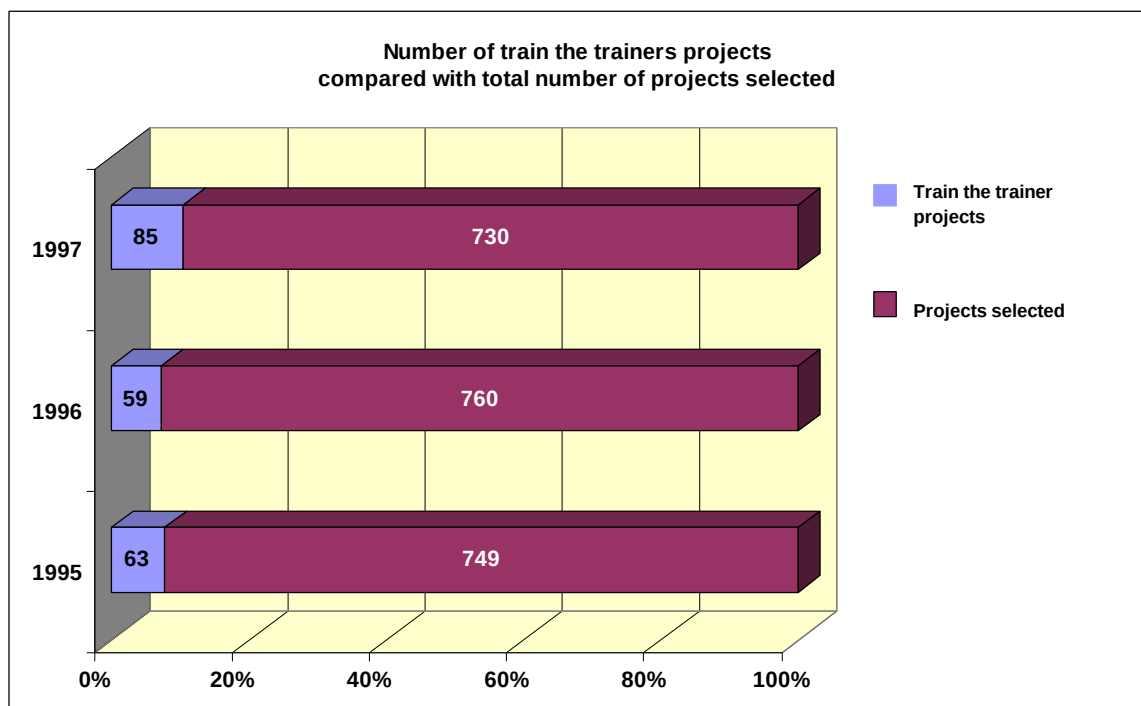
Anne DE BLIGNIERES-LEGERAUD
November 2001

VI – DIAGRAMS

1995-1996-1997

NUMBER OF PROJECTS SELECTED

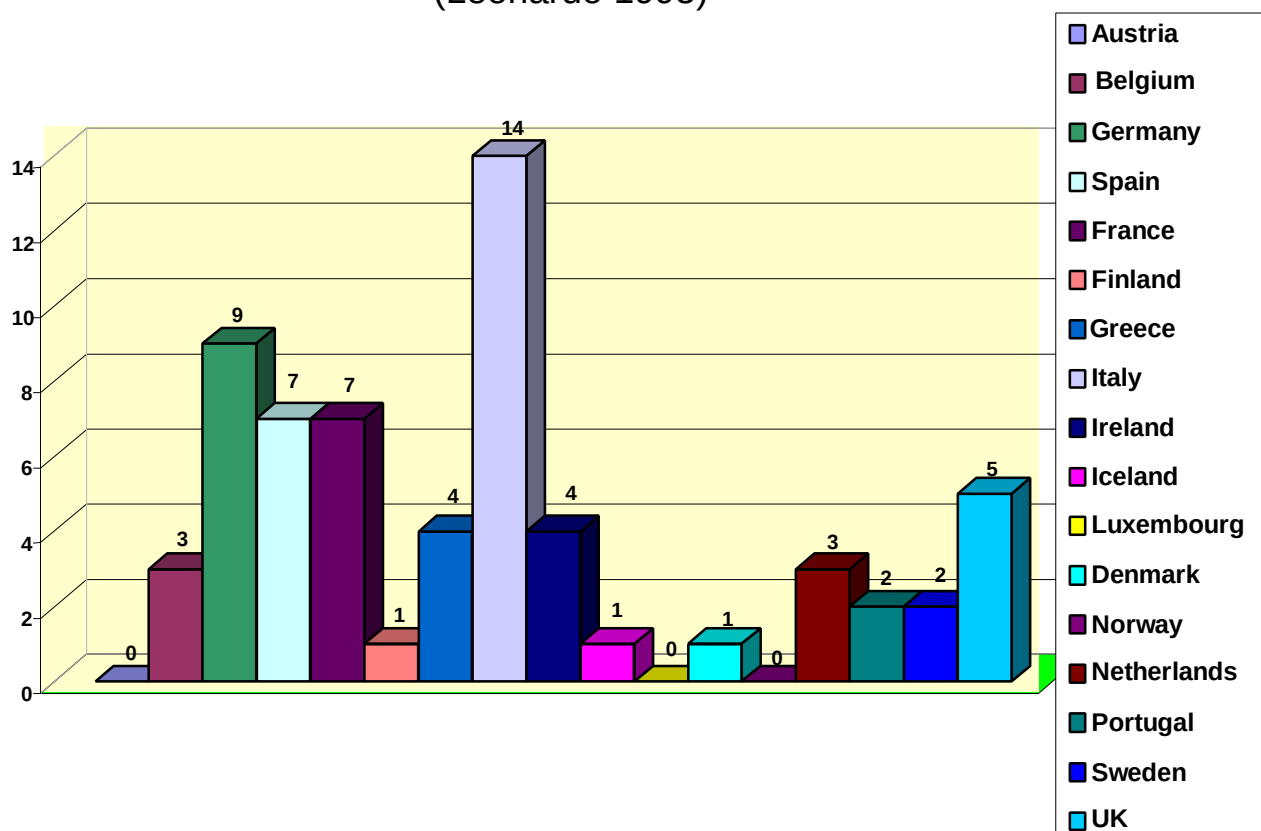
DIAGRAM A



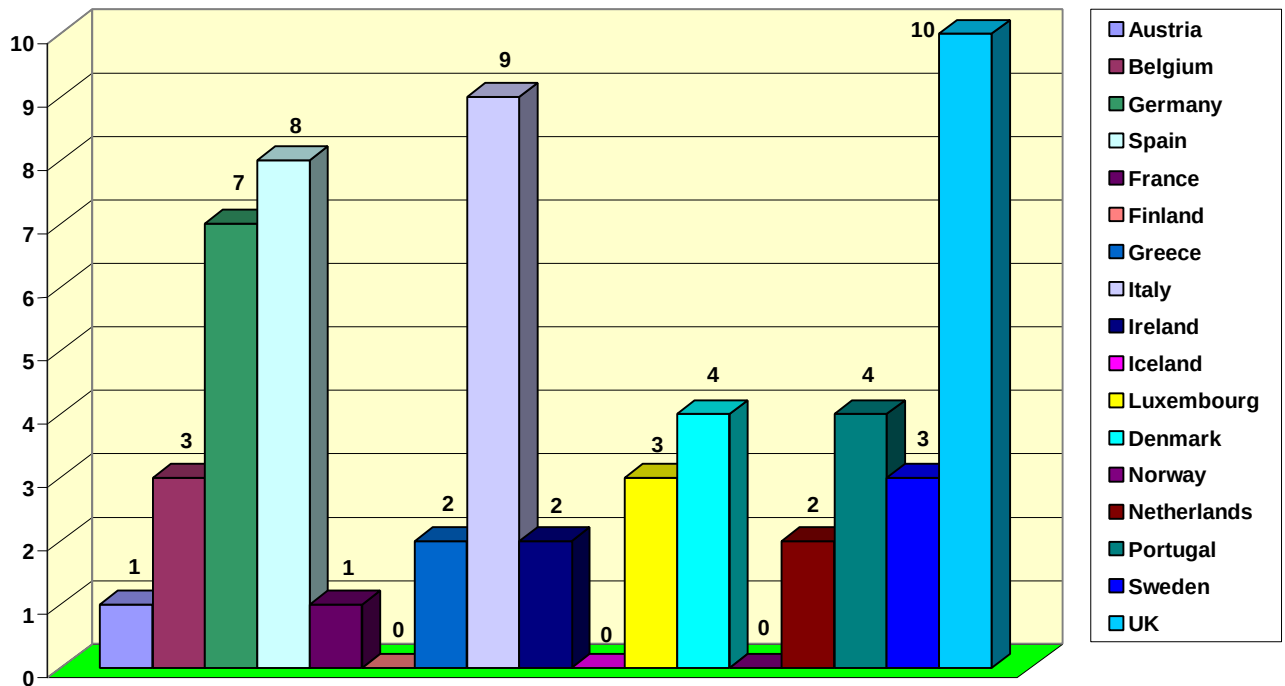
NATIONALITY OF CONTRACTORS

DIAGRAMS B1 - B2 - B3

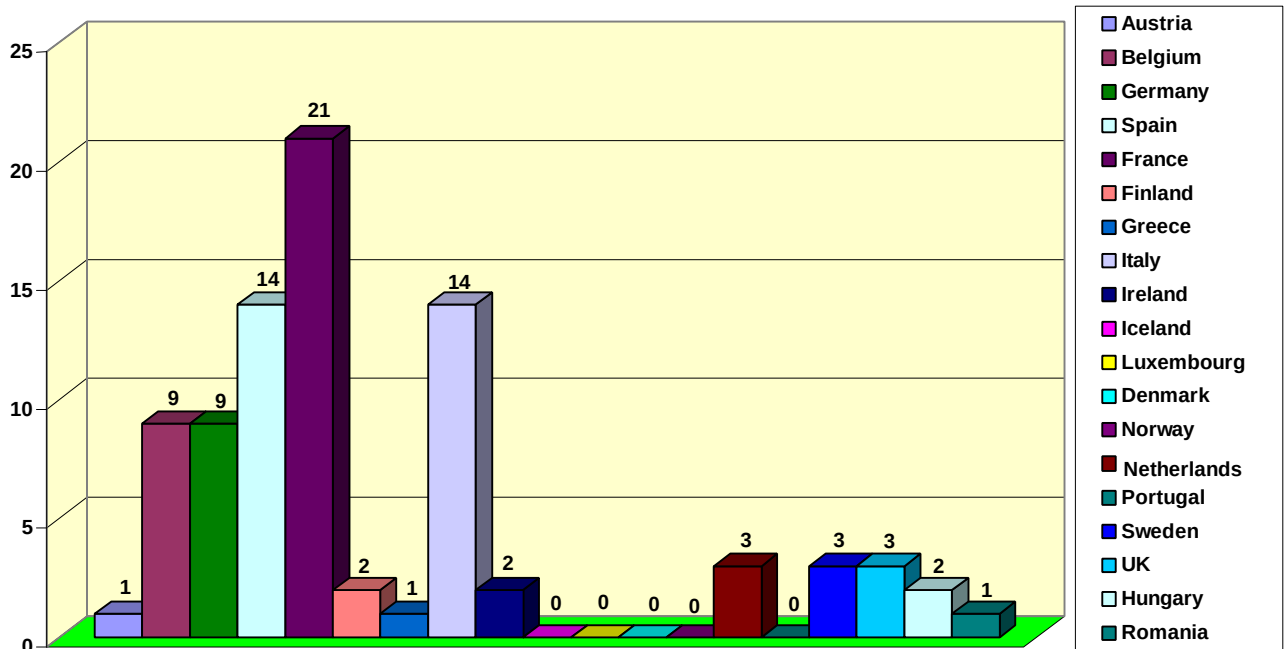
B1 - Nationality of 'Contractors'
(Leonardo 1995)



B2 – Nationality of 'Contractors' (Leonardo 1996)



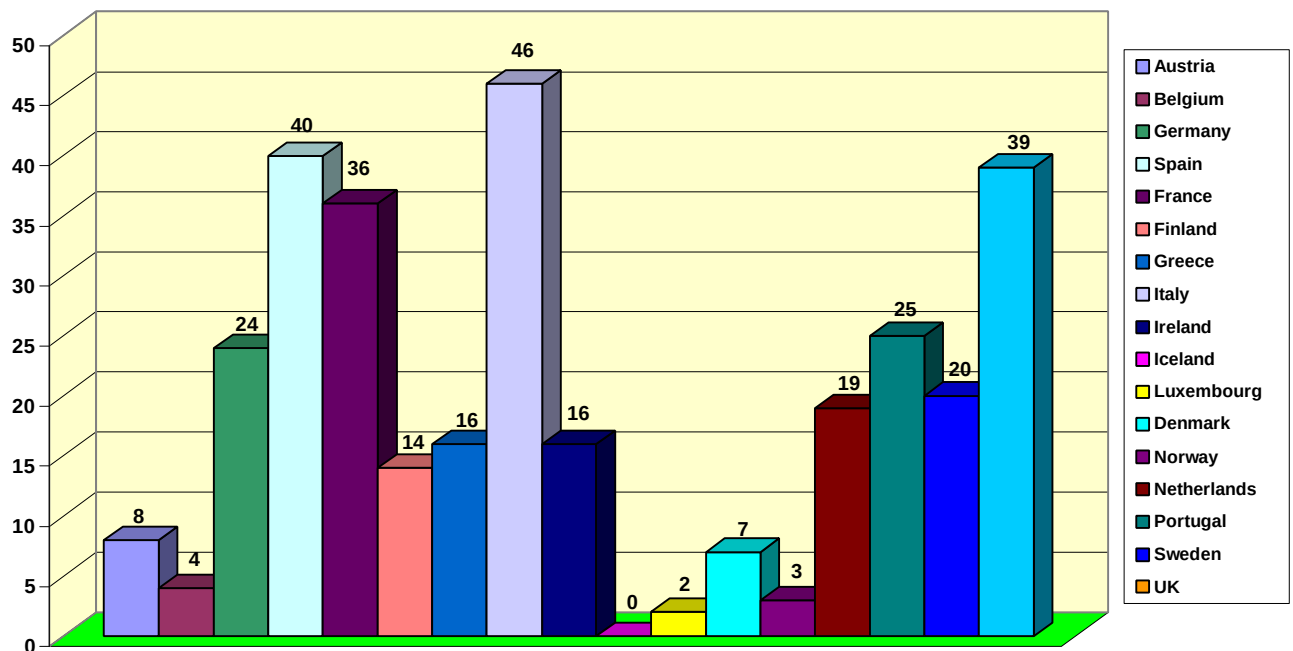
B3 - Nationality of "Contractors" (Leonardo 1997)



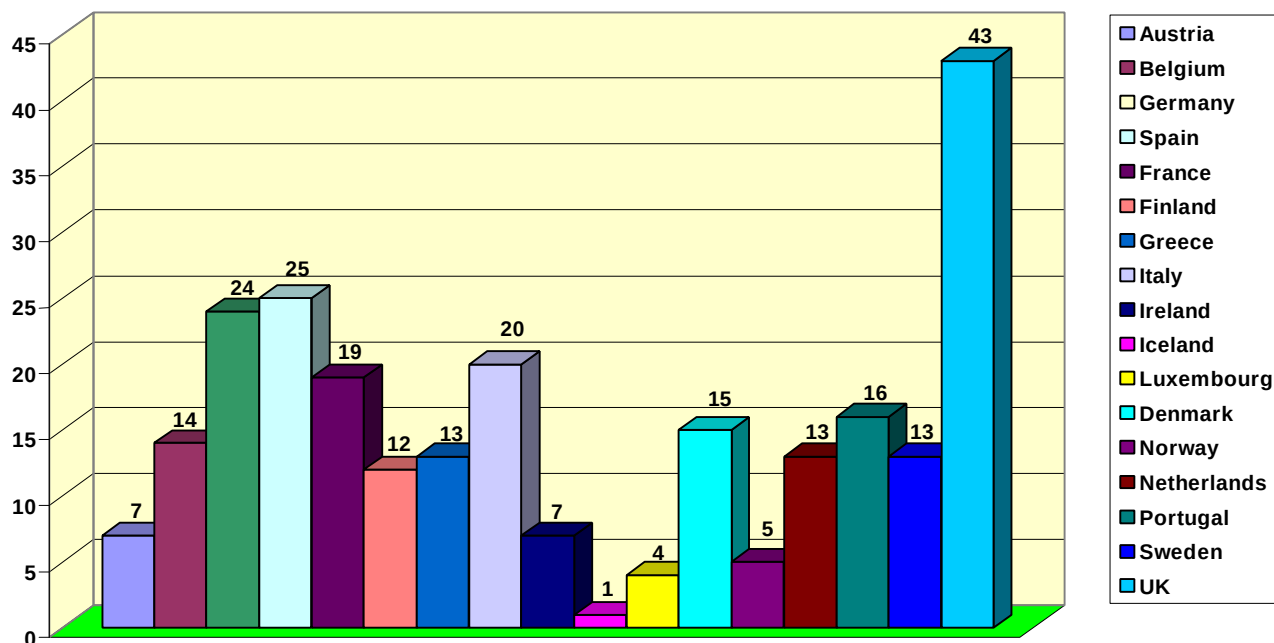
NUMBER OF ORGANISATIONS PARTICIPATING BY COUNTRY

DIAGRAMS C1 - C2 - C3

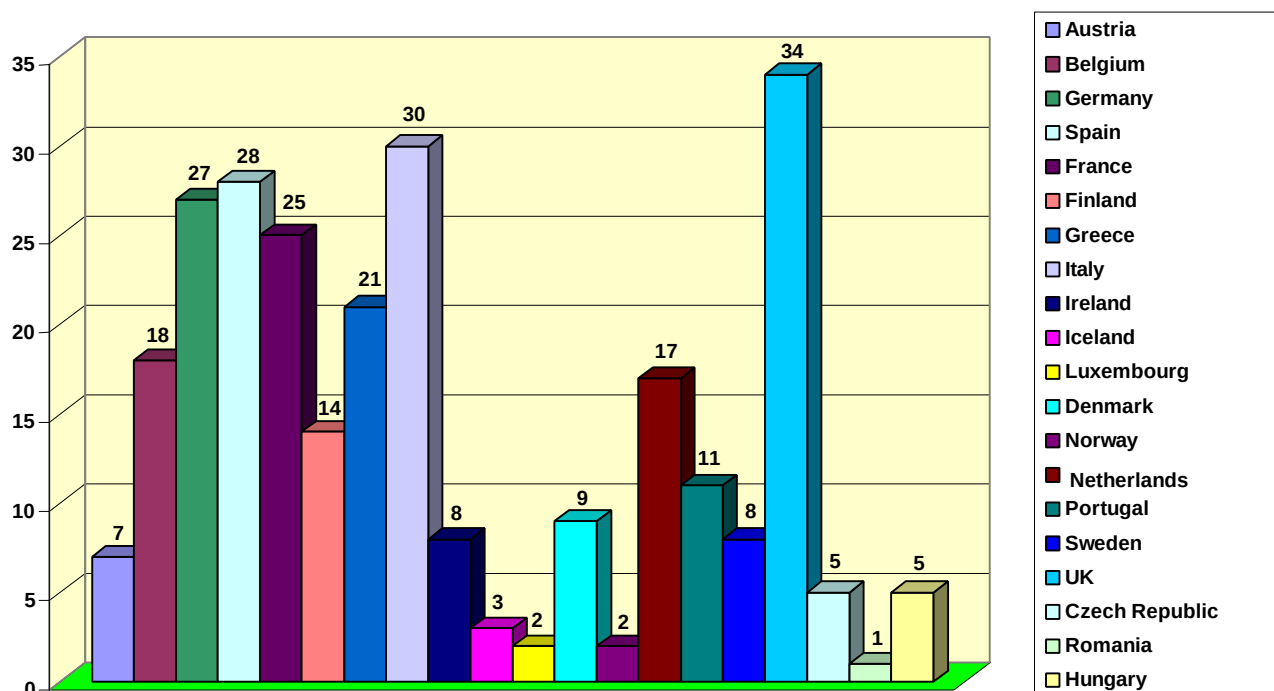
**C1 - Number of non-contracting participants by country
(Leonardo 1995)**



C2 - Number of non-contracting participants by country
(Leonardo 1996)



C3 - Number of non-contracting participants by country
(Leonardo 1997)

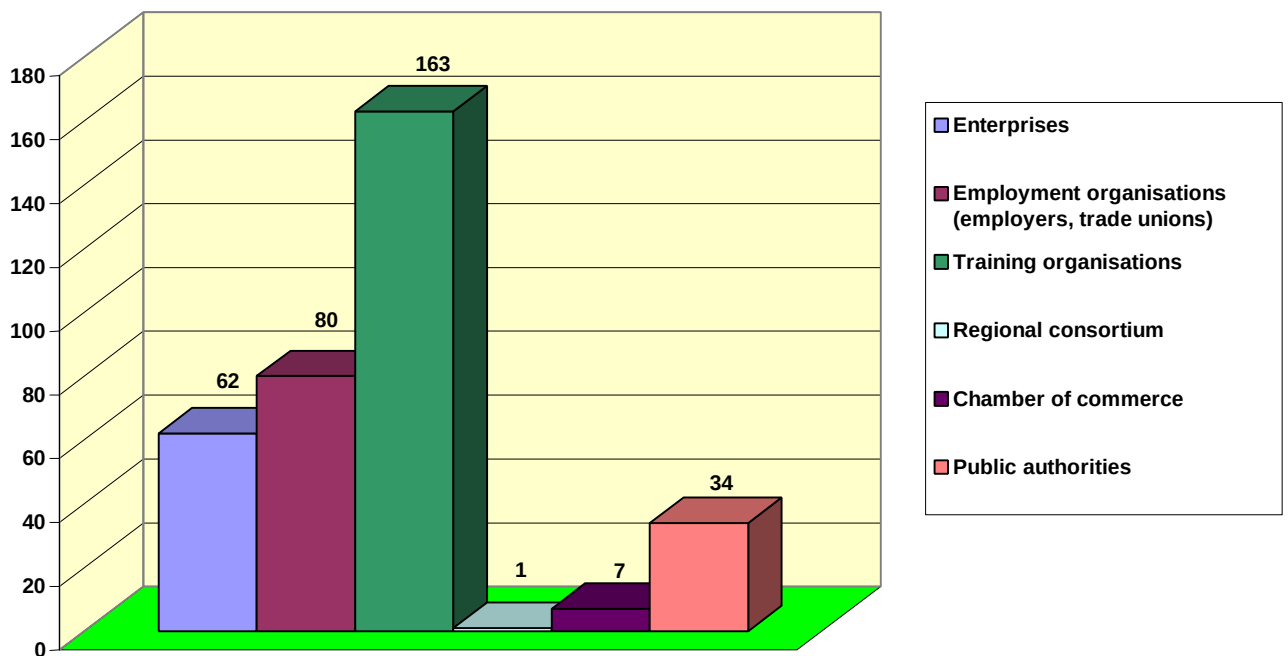


TYPES OF ORGANISATION INVOLVED IN PROJECTS

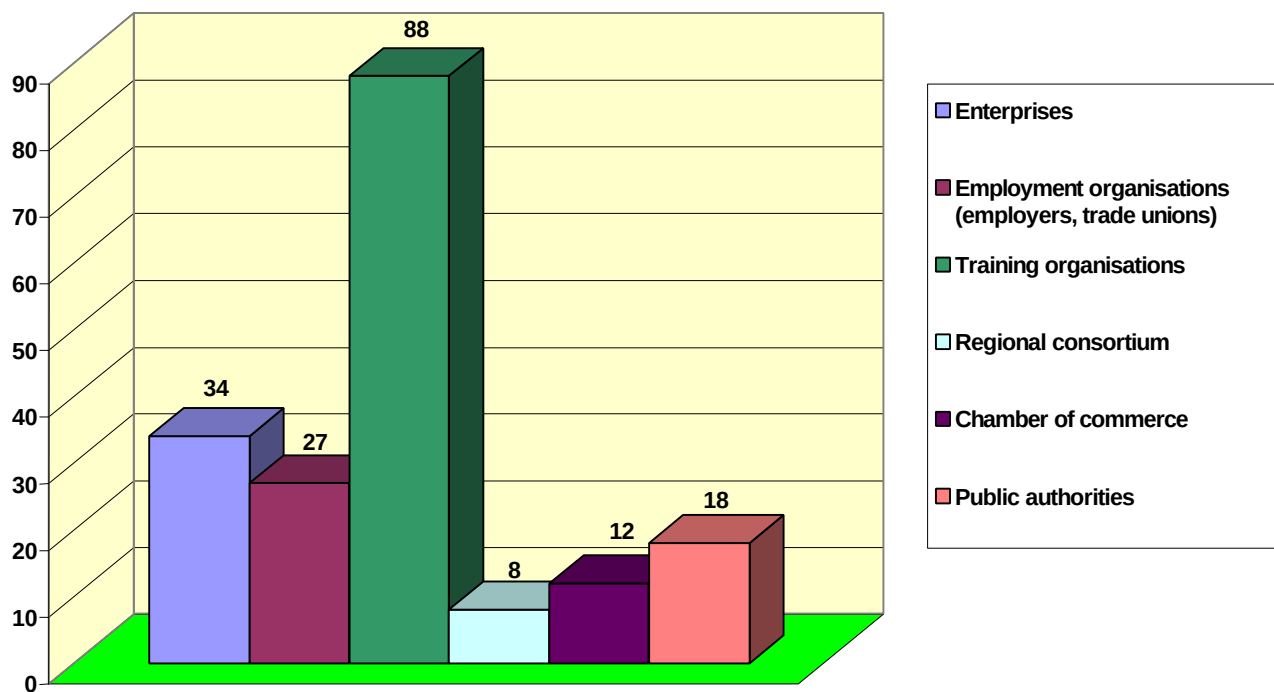
DIAGRAMS

D1 - D2 - D3 - D4 - D5 - D6 - D7

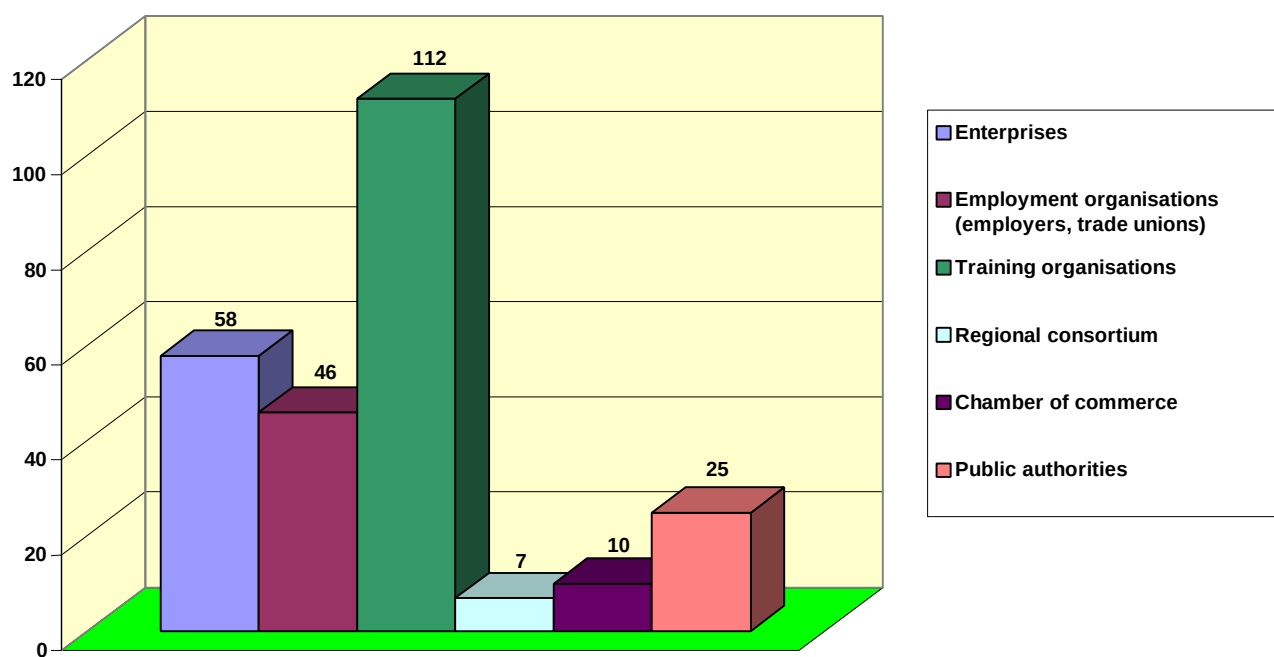
D1 – Organisations involved - grouped by type -
(Leonardo 1995)



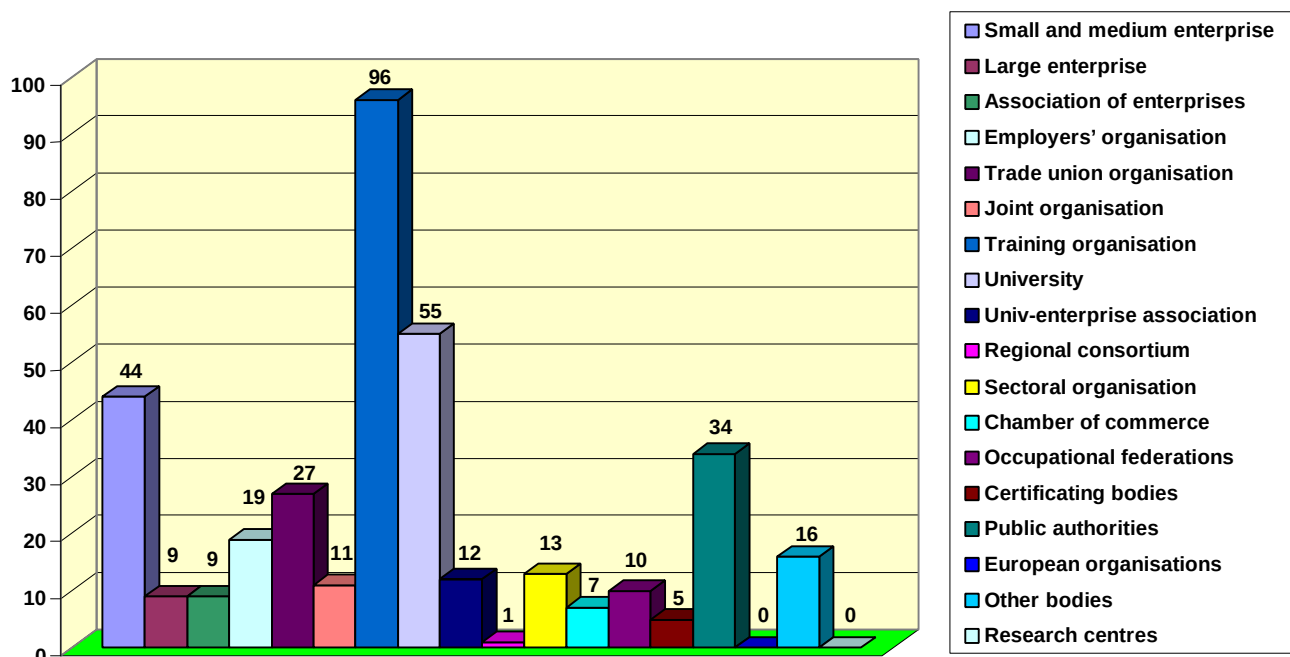
D2 - Organisations involved - grouped by type -
(Leonardo 1996)



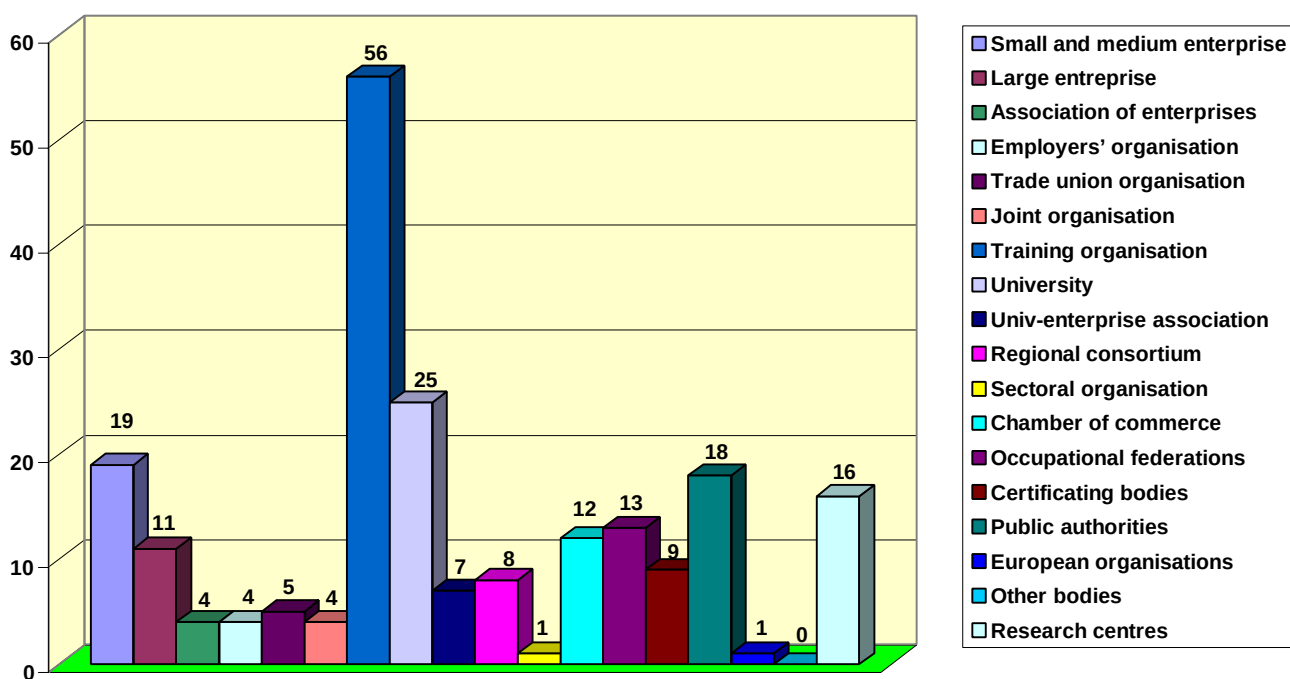
D3 - Organisations involved - grouped by type -
(Leonardo 1997)



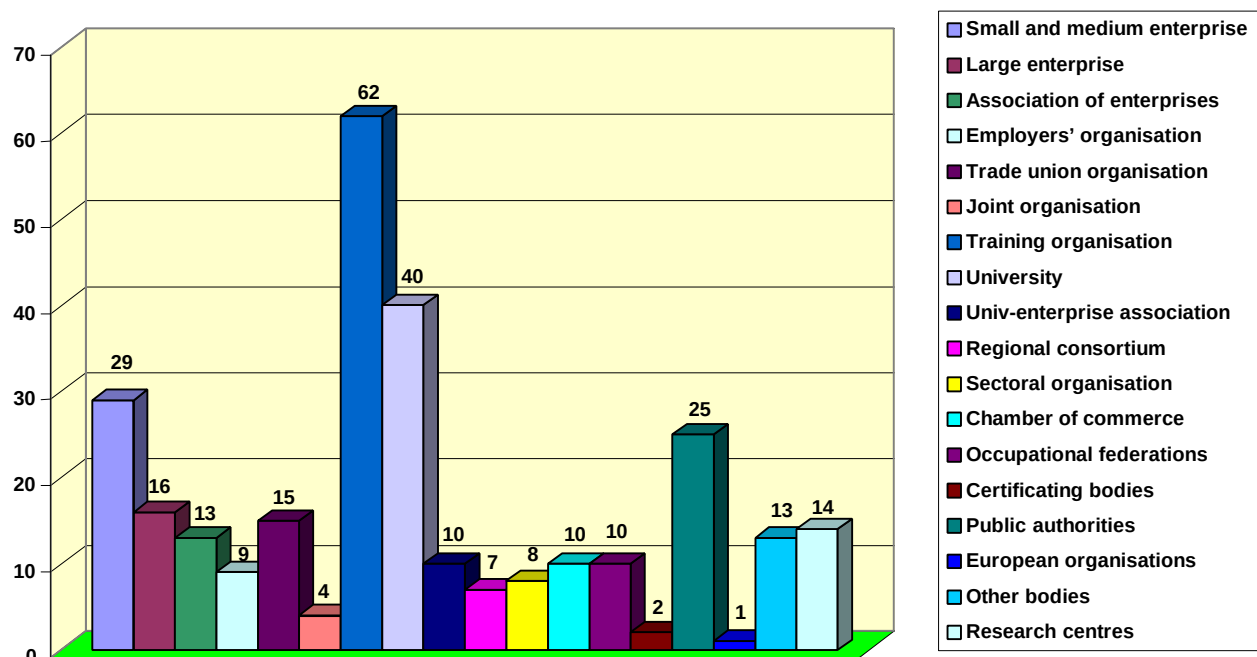
D4 - Types of organisation involved (Leonardo 1995)



D5 - Types of organisation involved (Leonardo 1996)

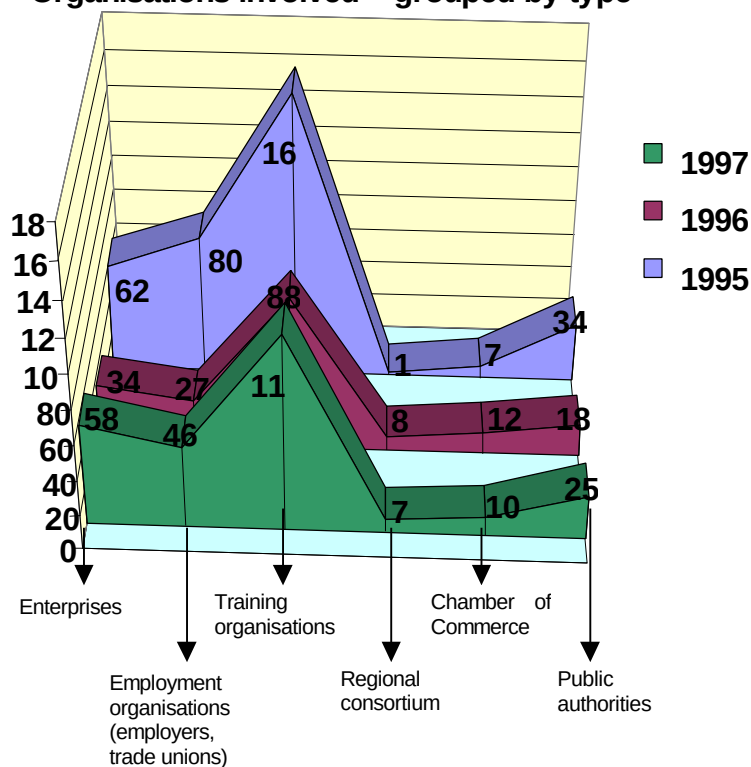


D6 - Types of organisation involved (Leonardo 1997)



D7 - Organisations involved - grouped by type

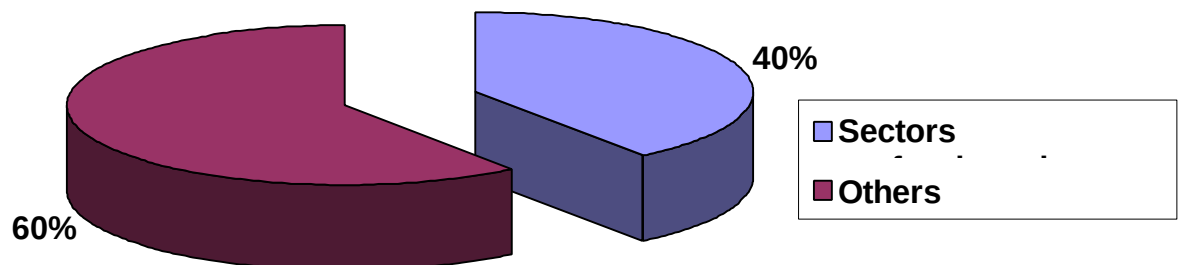
Organisations involved – grouped by type



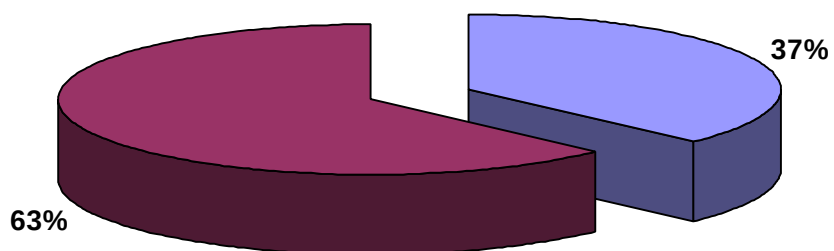
LEVEL OF INVOLVEMENT OF PROJECTS IN SECTORS OF EMPLOYMENT

DIAGRAMS E1 - E2 - E3

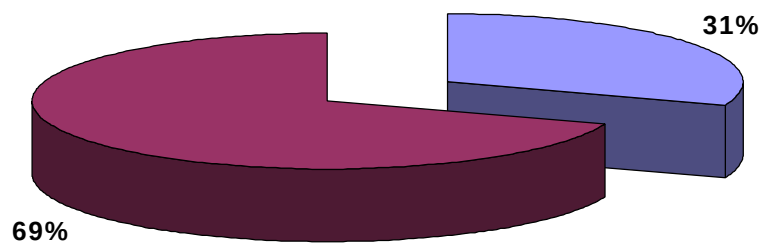
E1 - Percentage of projects relating to a sector of employment
(Leonardo 1995)



E2 - Percentage of projects relating to a sector of employment
(Leonardo 1996)



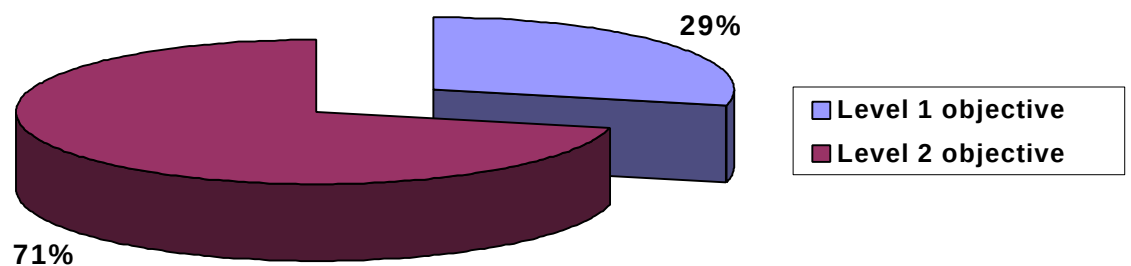
E3 - Percentage of projects relating to a sector of employment
(Leonardo 1997)



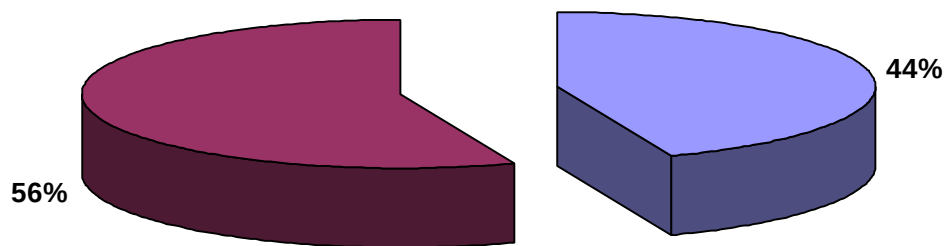
BREAKDOWN OF PROJECTS BY LEVEL OF OBJECTIVE

DIAGRAMS F1 - F2 - F3

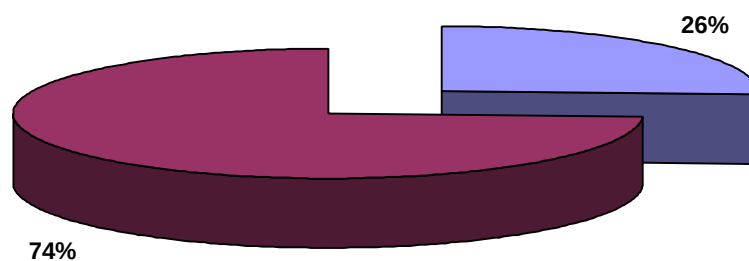
F1 – Breakdown of projects between objectives 1 and 2
(Leonardo 1995)



F2 – Breakdown of projects between objectives 1 and 2 (Leonardo 1996)



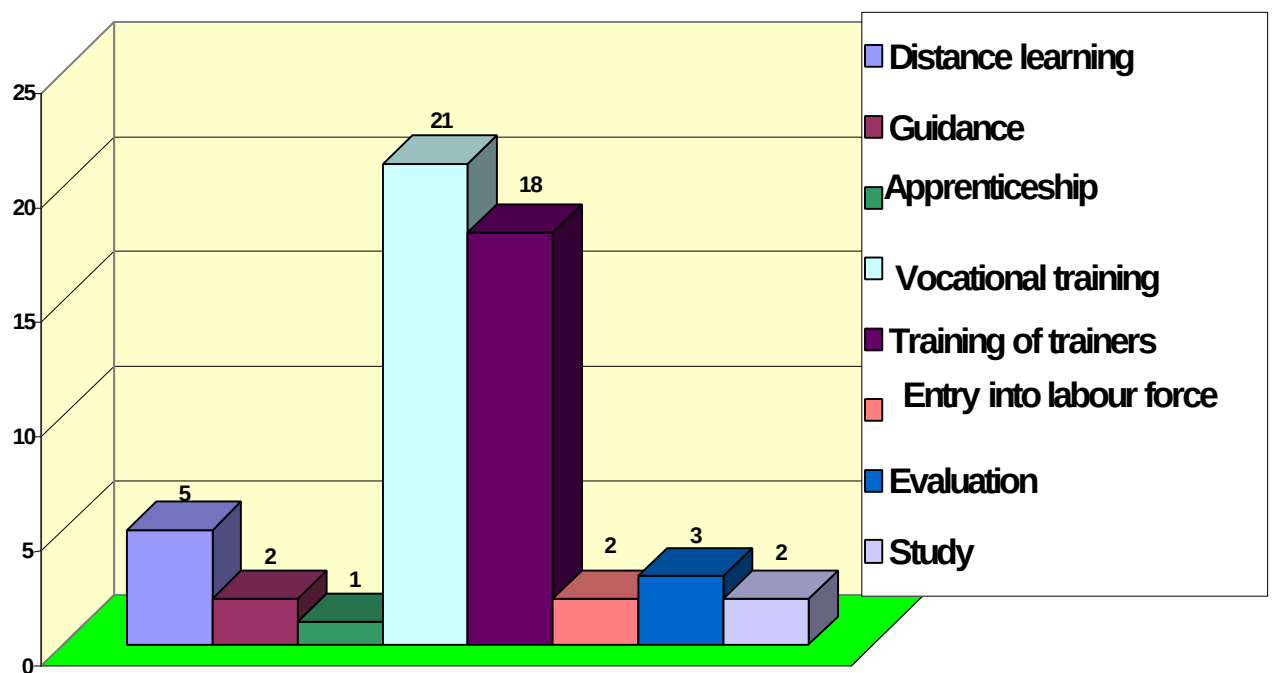
F3 – Breakdown of projects between objectives 1 and 2 (Leonardo 1997)



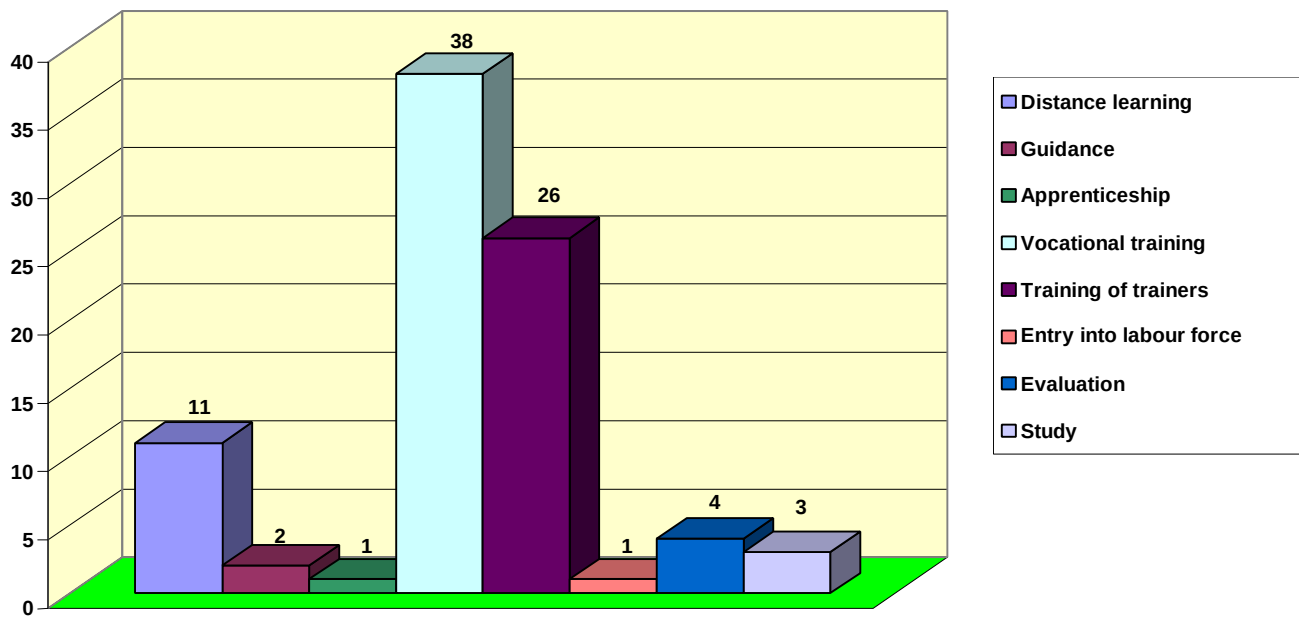
FIELDS OF TRAINING ADDRESSED BY PROJECTS

DIAGRAMS G1 - G2 - G3 -G4

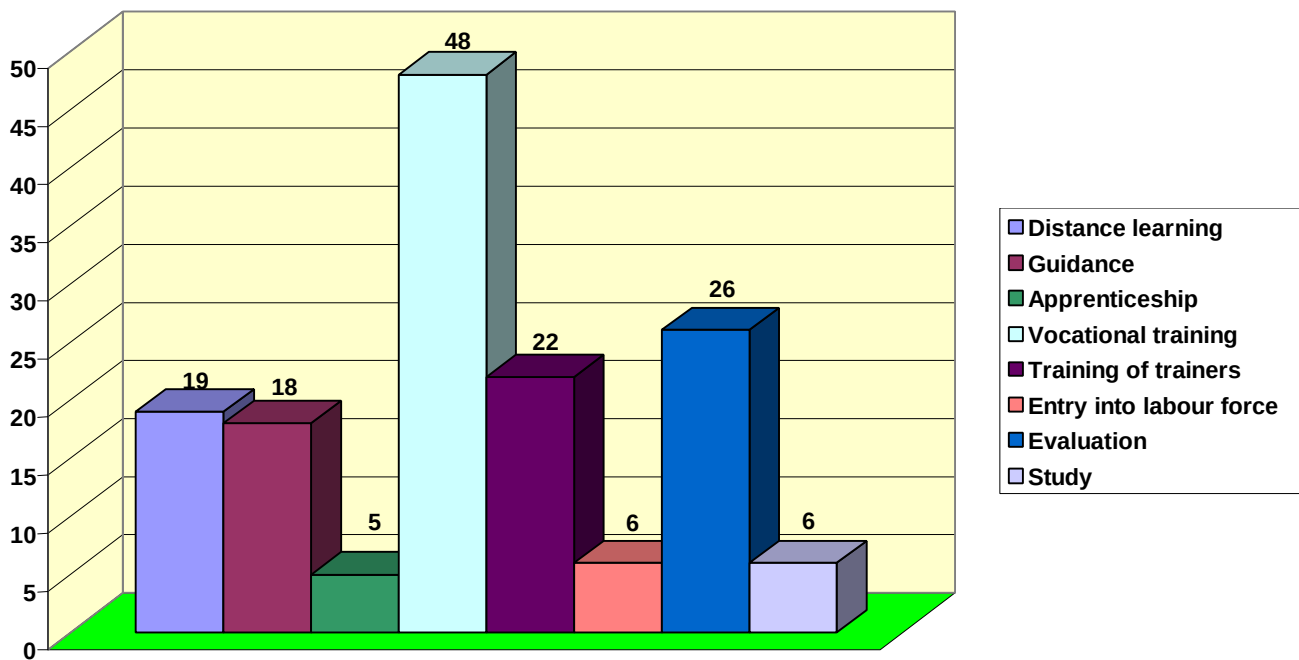
G1 – Fields of training addressed by projects
(Leonardo 1995)



G2 – Fields of training addressed by projects (Leonardo 1996)

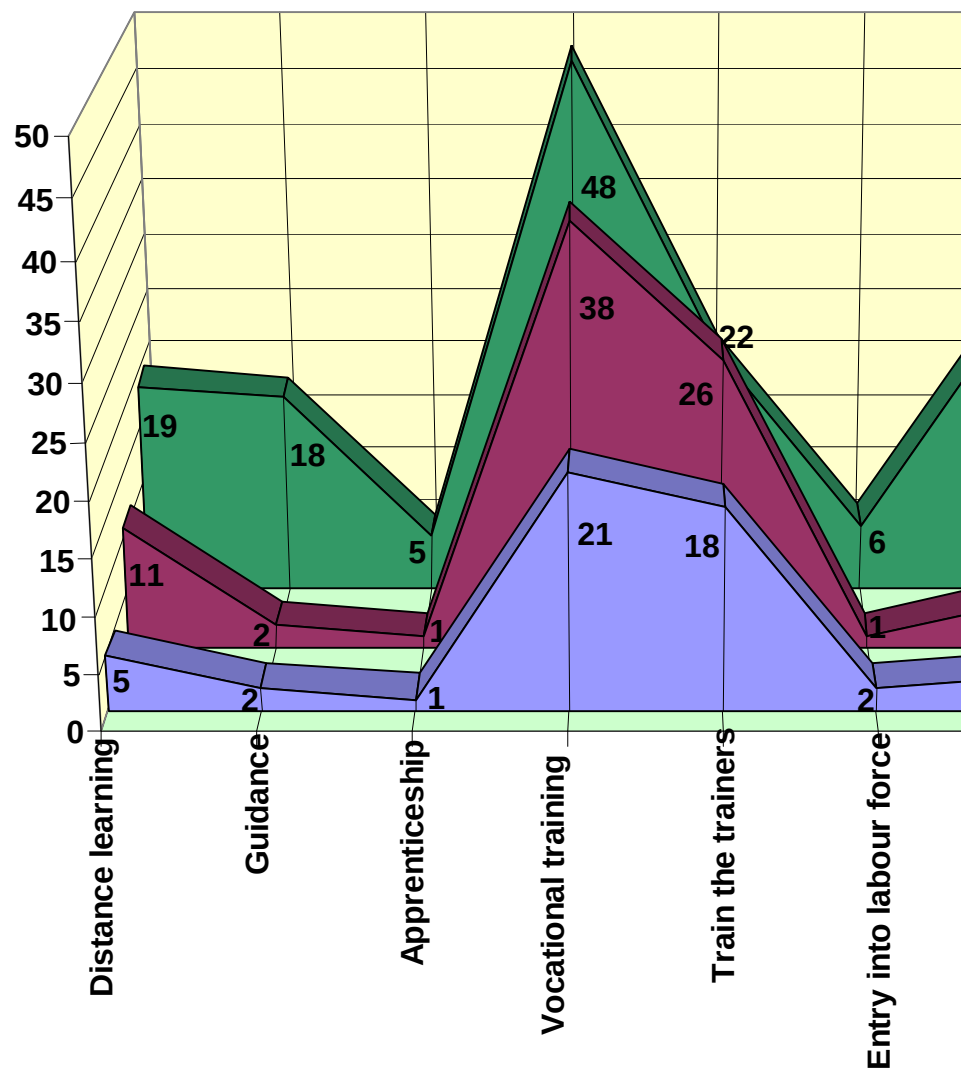


G3 – Fields of training addressed by projects (Leonardo 1997)



G4

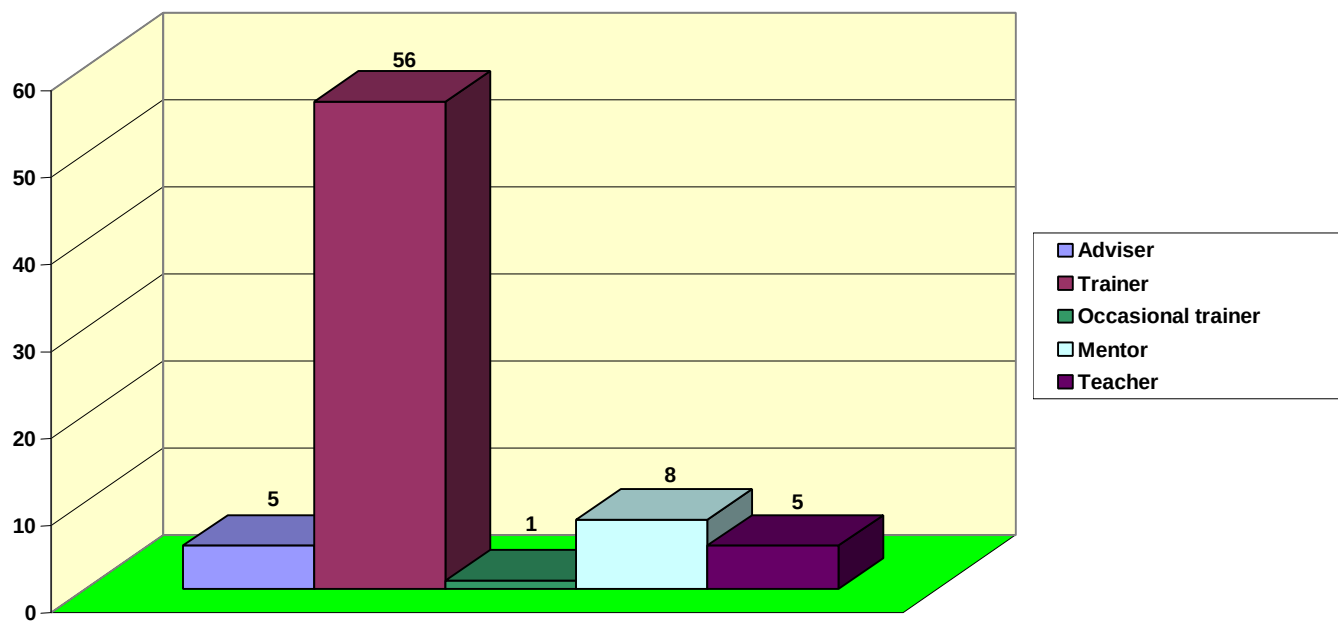
Fields of training (Leonardo 1995 – 1996 – 1997)



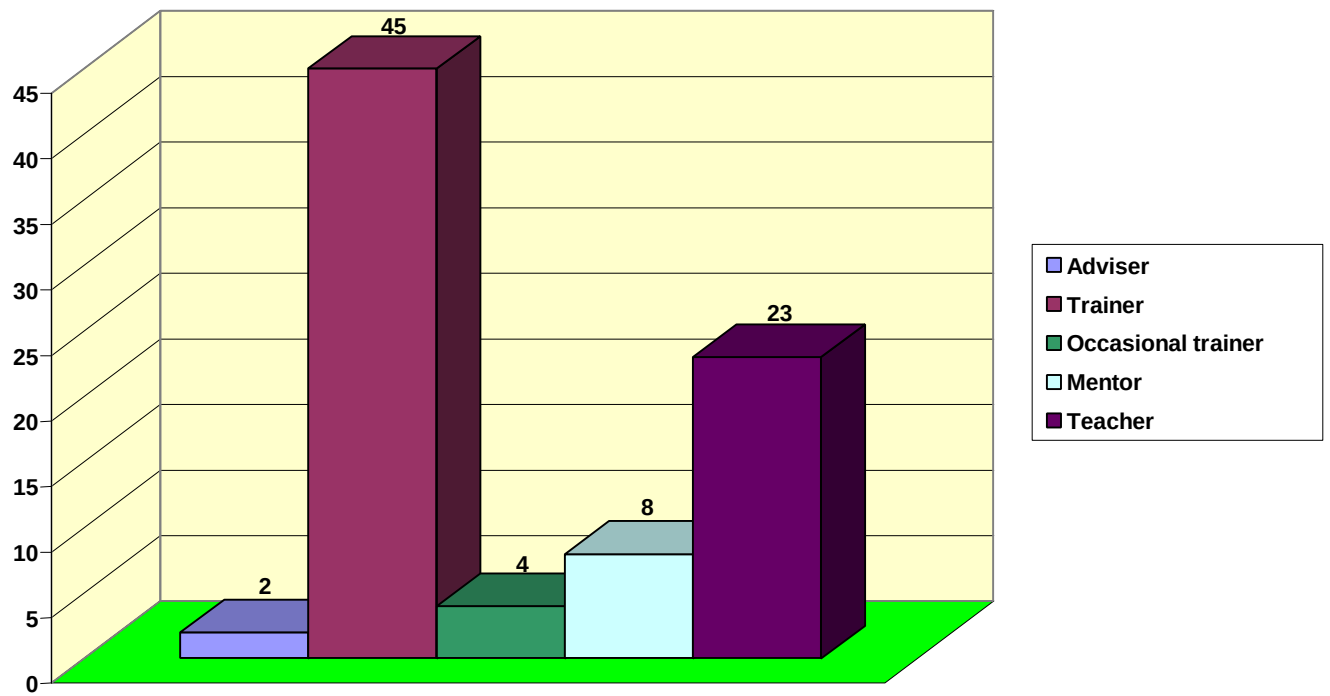
TYPES OF TRAINER ADDRESSED BY PROJECTS

DIAGRAMS H1 - H2 - H3 - H4

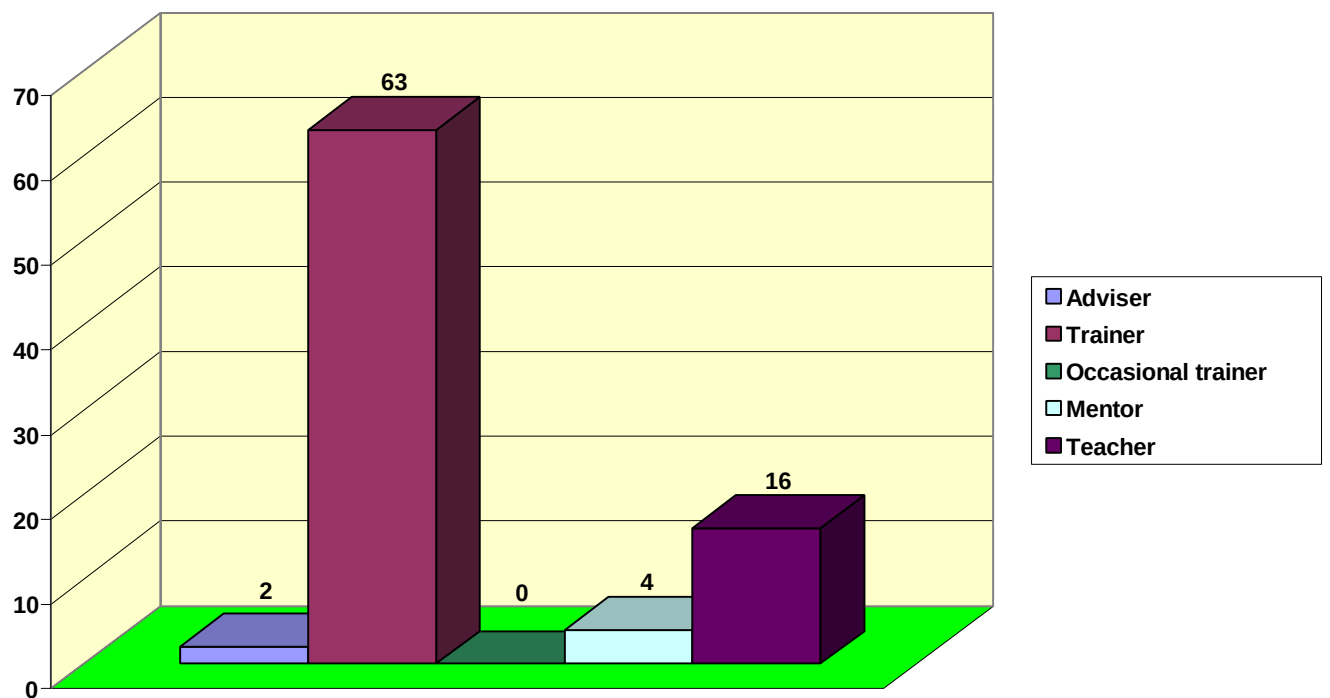
H1 – Types of trainer addressed
(Leonardo 1995)



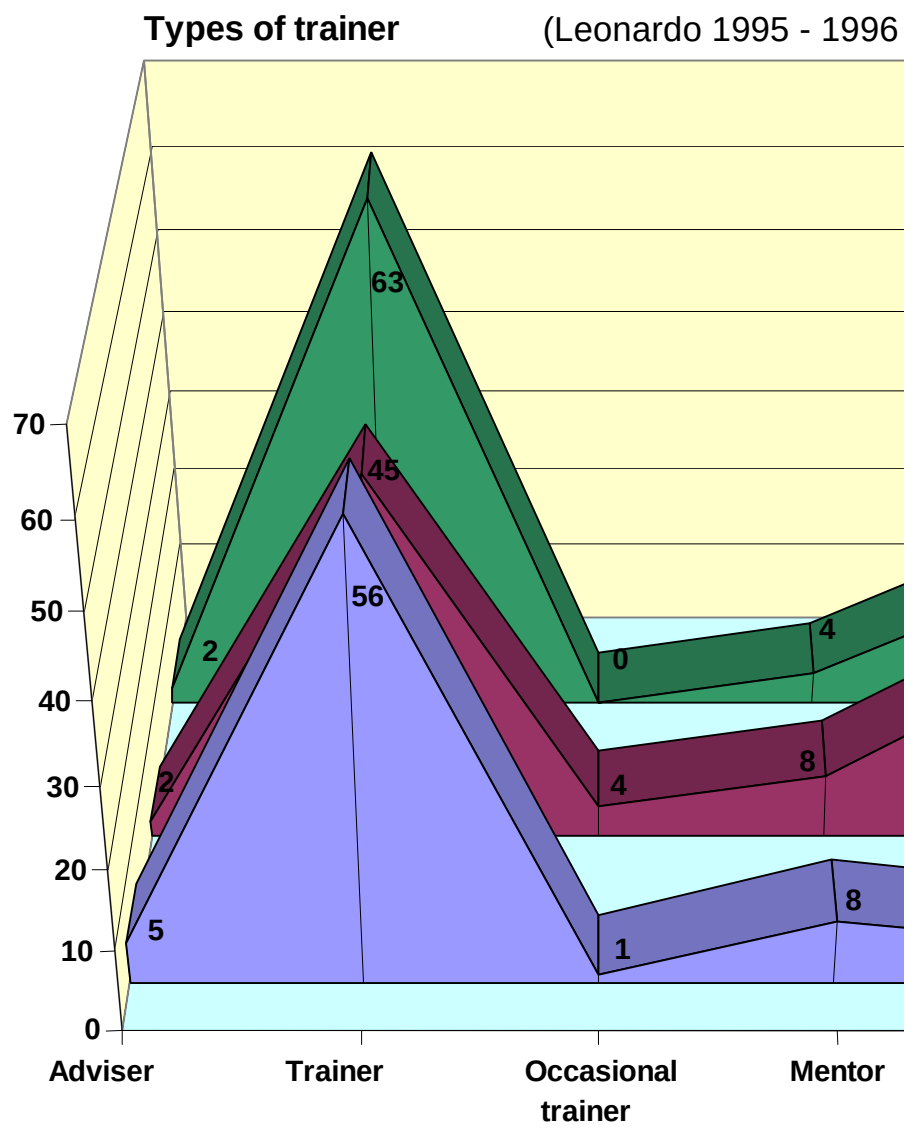
H2 - Types of trainer addressed
(Leonardo 1996)



H3 - Types of trainer addressed
(Leonardo 1997)



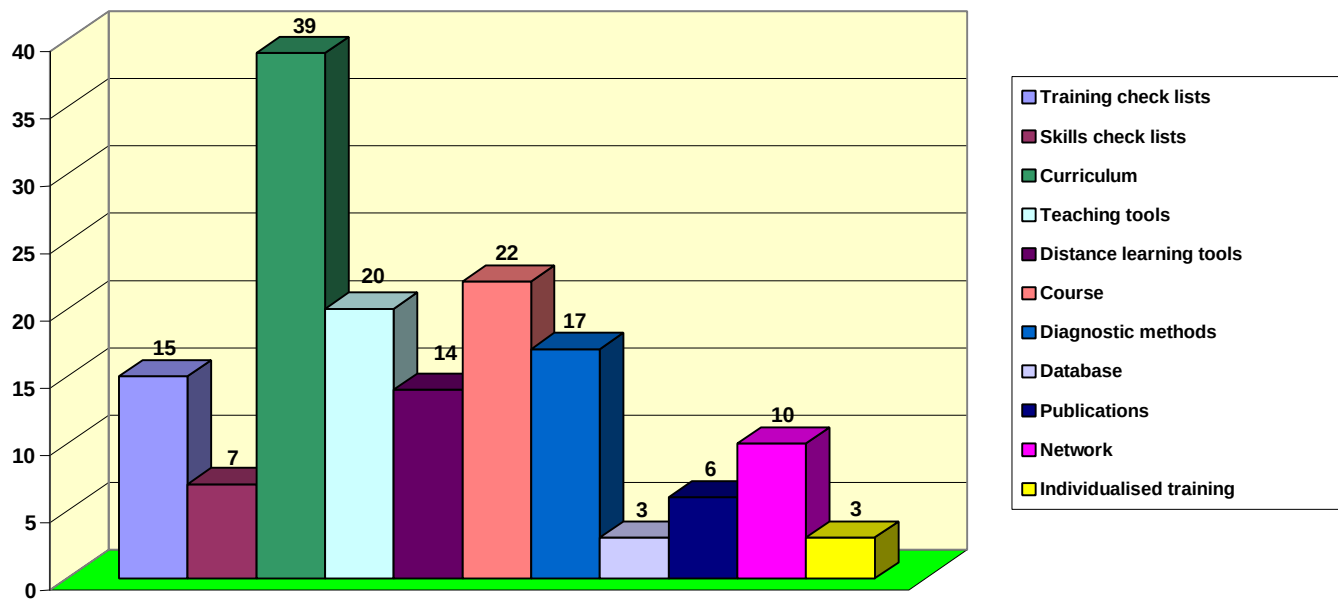
H4



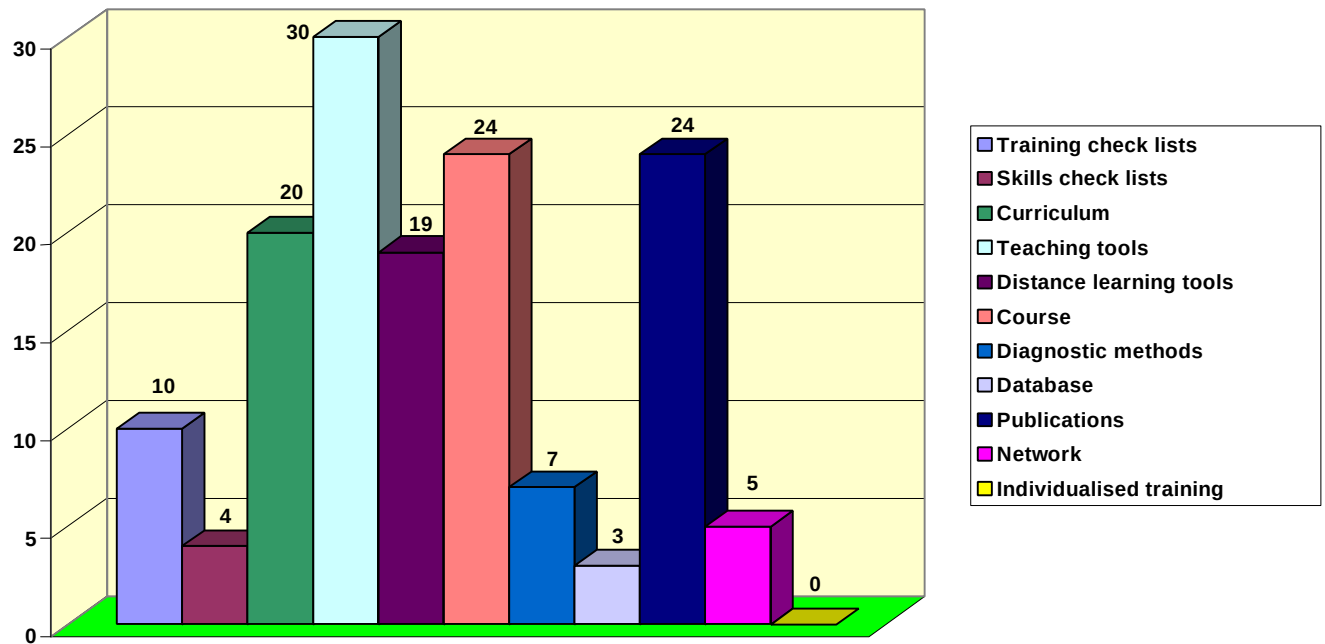
TYPES DE PROJECT OUTCOME

DIAGRAMS I1 - I2 - I3 - I4

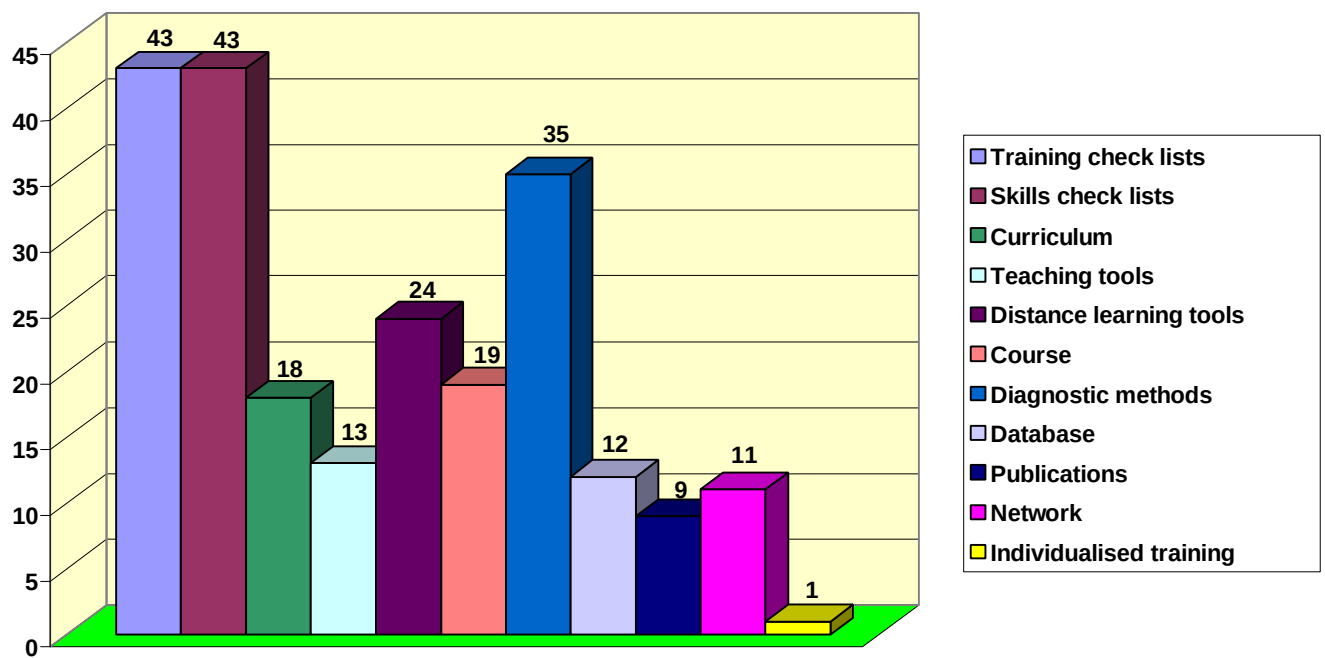
I1 - Types of project outcome
(Leonardo 1995)



I2 - Types of project outcome (Leonardo 1996)



I3 - Types of project outcome (Leonardo 1997)



Project outcomes (Leonardo 1995 – 1996 – 1997)

