

Country Report POLAND

Olga Strietska-Ilina

1. Background and country context

The legislation does not provide a single overall classification of teaching and training occupations. There are various categories of practitioners in initial and continuing vocational education and training (IVET and CVET), depending on their place of work and on the level and the type of education or training provided. Teachers and academic teachers are distinguished in the legislation as separate categories. They work within the education system and provide both IVET and CVET (Cedefop 6).

Trainers are not distinguished as an occupational category and thus the term is not defined in the legislation. As a general term, it may be taken to include various groups of practitioners who provide training outside the education system, as well as those who provide training within the education system, but do not qualify for the category of teachers or academic teachers and/or are not employed in teaching staff positions. Practical vocational training instructors, who are the only distinct category of trainers, work in both IVET and CVET. Other trainers work mainly in CVET, though they may also be involved in IVET on a limited basis (Cedefop 6).

Within the broad category of trainers, only practical vocational training instructors have a clearly defined status in the 2002 Regulation of the Minister of National Education and Sport on practical vocational training, as amended, and the Act on the Education System of 1991, as amended. Practical vocational training instructors are employees, employers or persons running privately owned farms who provide practical vocational training as part of IVET or CVET (alternance IVET or practical training organised for pupils/learners in schools and schools for adults which do not have adequate facilities) at the workplace or in a farm. Thus, an instructor is a role or function in a work-based setting rather than a separate occupation. Instructors are sub-divided into two categories:

- employees who provide training to learners and young workers as their primary activity weekly teaching load laid down for teachers in the relevant legislation; and
- employers, employees appointed by employers or persons running privately owned farms who do not provide training to learners or young workers as their primary activity or who provide such training for a smaller number of hours than laid down as the weekly load for teachers (Cedefop 6).

Though the legislation does not use specific terms for the two categories, they are further on referred to in brief as full-time and part-time practical vocational training instructors respectively. In practice, instructors may also provide practical training in schools, continuing education centres (centrum kształcenia ustawicznego, CKU) or practical training centres (centrum kształcenia praktycznego, CKP) which, for example, have a shortage of practical vocational training teachers (Cedefop 6).

The legislation does not distinguish any other category of practitioners who provide training outside the education system or practitioners other than teachers who provide training within the education system. This is a very broad and diverse group of practitioners, representing various levels and types of qualifications and working in a wide variety of institutions and organisations, who may provide training as their primary or additional activity.

Although there is no official general term for this group of trainers, they may be jointly referred to as trainers-specialists because they are qualified specialists in the area in which they provide training. Trainers-specialists work mainly in CVET (Cedefop 6).

Trainers (Instruktorzy or Szkoleniowcy)	
Practical vocational training instructors (Instruktorzy praktycznej nauki zawodu)	Mainly: Employers (workplace) and privately owned farms; on a limited basis: VET schools for adults, continuing education centres (CKU) and practical training centres (CKP)
Trainers-specialists (Szkoleniowcy-specjaliści) (NB. No official term is used in the legislation; the term “trainers-specialists” used only for ease of reference in this report)	Mainly: employers, employers’ and employees’ organisations, trade unions, employment services, government bodies, re-search institutions, churches and other religious organisations, commercial providers; on a limited basis: VET secondary and post-secondary schools for adults, continuing education centres (CKU), retraining and further training centres (ODiDZ), practical training centres (CKP), higher education institutions.

Source: (Cedefop 6).

2. Organisation: How is the work and training of trainers organised?

2.1 How is the training of trainers organised, how is it embedded in the general education system and in the further education system? (Source: Cedefop 6)

Generally, the differences between VET teachers and trainers concern the extent to which the entry into their professions is regulated by law, the level of qualifications and/or pedagogical qualifications. Depending on the aspect considered, there are differences between teachers and trainers, as well as between the two categories of teachers (teachers and academic teachers) and between the two types of trainers (practical vocational training instructors and trainers-specialists).

The legislation defines specific entry requirements for teachers and academic teachers, both providing IVET and CVET. Detailed entry requirements are also defined by law for practical vocational training instructors, working in IVET and CVET. The legislation applicable to trainers-specialists, providing mainly CVET, includes only general provisions concerning the qualifications required.

Teachers and practical vocational training instructors must have a pedagogical qualification (pedagogical competence confirmed by a diploma or certificate awarded upon completion of theoretical and practical training) before entry into their profession. Only in exceptional cases may teachers obtain a pedagogical qualification during the first year of employment. No pedagogical qualification is required of academic teachers. Generally, there is no requirement for trainers-specialists to hold a pedagogical qualification. However, trainers-specialists in institutions and organisations providing VET which have been or apply to be accredited by the educational authorities should have experience in teaching/training in non-school settings.

In addition to a pedagogical qualification, teachers must have a specific level of qualification, depending on the level and type of education or training provided. General subject teachers, except those teaching at ISCED 3C level, college teachers, teachers-pedagogues, teachers-psychologists, teachers-methodological advisers and teachers-consultants are required to have a Master’s degree (ISCED 5A). Theoretical vocational subject teachers, except at ISCED 3C level, must hold at least a Bachelor’s degree (ISCED 5A). The minimum qualification for general subject and theoretical vocational

subject teachers at ISCED 3C level is a diploma of an initial teacher training institution (a currently existing teacher training college, ISCED 5B, or a previously existing teacher training institute, ISCED 3A or 4). The minimum qualification required of practical vocational training teachers is either a maturity certificate (ISCED 3A) together with a vocational title, combined however with work experience in a given occupation, or a certificate from a previously existing technical teacher training institute (ISCED 3A or 4), or the vocational title of Master Craftsman (awarded to those who have completed at least secondary education (ISCED 3), have relevant work experience in a given occupation and have passed an examination which validates knowledge and skills acquired while in employment).

There are no general qualification requirements applicable to all academic teachers. Entry requirements in the legislation are laid down for specific positions of teaching staff and research and teaching staff to be held by academic teachers. They are defined in terms of the degree, academic degree or academic title required. In order to be employed in the positions for teaching staff, academic teachers must hold a Master's degree or an equivalent degree, except in one optional position which requires a doctoral degree. A Master's degree is also required for the lowest position for research and teaching staff, while academic teachers taking up higher positions must hold a doctoral or post-doctoral degree or the academic title of professor, as appropriate. The statutes of higher education institutions may specify additional requirements for academic teachers.

In addition to a pedagogical qualification, there are specific entry requirements for practical vocational training instructors. Regardless of the differences in detailed requirements for full-time and part-time instructors, the minimum level of formal qualifications for both sub-categories is either a maturity certificate and a vocational title from an ISCED 3A school, combined with work experience in a given occupation, or the above-mentioned vocational title of Master Craftsman. Full-time instructors should have the same qualifications as practical vocational training teachers; those who do not hold a Bachelor's or Master's degree must have relevant work experience in a given occupation. Part-time instructors are in all cases required to have work experience in a given occupation either in combination with a qualification obtained in formal education or as a prerequisite for taking a Master Craftsman examination.

The legislation applicable to trainers-specialists providing IVET and/or CVET stipulates only that they should have occupational qualifications appropriate to the type of training provided. Since trainers-specialists are not recognised as a distinct occupational category, no information is specifically collected about their qualifications or work experience.

2.2 Which ways do exist to become a trainer and to further develop as a trainer? (Source: Cedefop 6)

The legislation applicable to trainers working in CVET provides only that trainers should have occupational qualifications appropriate to the type of training provided. Specific requirements are defined by individual institutions and organisations employing trainers, depending on the level and type of education or training provided. The legislation includes only more specific provisions concerning trainers in institutions and organisations (except schools for adults) which apply to be, or have been, accredited by the educational authorities. Trainers working for such providers should have competence necessary for training in non-school settings in addition to their occupational qualifications. However, accreditation by the educational authorities is voluntary.

Practical vocational training instructors are employees, employers or persons running privately owned farms who provide practical training as their primary or additional activity

at the workplace or in a farm. Both full-time and part-time instructors are required to have at least a secondary school certificate as the minimum level of qualifications obtained in formal education, and a pedagogical qualification. Depending on the occupation and career path chosen, they may be trained at higher education, post-secondary or secondary level to obtain a relevant qualification in a given field/occupation in formal education. In order to obtain a pedagogical qualification, full-time instructors take a pedagogical qualification course for practical vocational training teachers in an in-service teacher training institution. Part-time instructors may complete either a pedagogical qualification course, like full-time instructors, or a pedagogical course for practical vocational training instructors in an in-service teacher training institution or other authorised training institution (e.g. a continuing education centre (centrum kształcenia ustawicznego, CKU), practical training centre (centrum kształcenia praktycznego, CKP), professional association).

Trainers-specialists are not recognised in the legislation as a distinct occupational category. Thus, there are no general qualification requirements and there is no predefined level or structure of pre-service training for this group.

Experts interviewed in the framework of the Eurotrainer survey mentioned that there is not enough offer for continuing learning for trainers. There are some associations which can offer the training and courses for their members. Other way to develop yourself as a trainer is to go to post-graduate studies which offer post-diploma courses. The same concerns policy provisions to support training of trainers in enterprises: each company has its own solution and there is no system at national level (Eurotrainer interview survey).

2.3 Who is taking which decisions concerning the work and training of trainers? (Source: Cedefop 6).

The implementation of a practical training programme by instructors is supervised by their employers/farm owners or specially appointed persons at the workplace or in a farm. In case trainees are sent for practical training to the workplace or a farm by a school, instructors are approved by the sending school and the implementation of a practical training programme is also supervised by the school.

There is no special guidance for prospective practical vocational training instructors. Information concerning qualification requirements and pedagogical training for prospective instructors may be obtained in staff training sections at the workplace or from the regional educational authorities, or directly from institutions providing such courses.

No special guidance is offered for prospective trainers-specialists. Information about training career opportunities may be obtained directly from training providers.

Interview with experts in the framework of the Eurotrainer survey provides evidence to the fact that the basic motivation for continuing learning among trainers is the effort to keep the job due to the tough competition on the labour market. The trainer must undergo training if required by the company, especially in cases where new technologies, innovations, new products are included in the company production / services. The trainer has to adjust to such changes and has to possess skills and competences in new technologies and innovations in order to be able to train others.

3. Economy: How is the work and training of trainers financed?

In Poland there is, as yet, no single data collection system which would bring together different categories of information on financing education and training. The available information is partial, collected unsystematically and incomprehensive. Unfortunately there is lack of data on the national scale regarding financing continuing education in out-of-school forms (Cedefop 10). The information on financing of training of in-company trainers is not collected.

3.1 How is the training of trainers financed, who invests why into the training of trainers?

In-company trainers' training is normally financed by the employer or by the employee. If training takes place in the interest of the company it is funded by the enterprise. The most frequent internal training courses are organised to observe the work and safety legislation (30 per cent), followed by skills upgrading (21 per cent) and IT training (17 per cent) (MNES 2005). Reasons for employers to organise training are normally – new products / services, innovations, new training methods etc. It is however also important for trainers to keep up with the pace of change on a permanent basis. Therefore often in-company trainers undergo self-training, e-learning, learning by doing, informal learning, and sometimes engage into courses on their own costs.

There are also funds coming from EU sources, e.g. innovation projects implementing new learning methods in the framework of Leonardo da Vinci, EQUAL initiative, and recently the European Social Fund. Such projects include (pilot) training phases where trainers in enterprises are often trained to disseminate further the project results in a cascade manner.

3.2 How much money is invested in the training of trainers (percentage/GDP(gross domestic product))?

There is no information available on financing of training of trainers. The following information in this sub-chapter is provided on financing of education and training in general. The information source is Cedefop's Country Report on Poland 'Theme 10: Financing – Investment in Human Resources' (Cedefop 10)

In 2004 public expenditure on education and science totalled PLN 38.4 billion (in 2004 1 €=4.534 PLN), approximately 4.3 per cent of GDP. The expenditures for education from the state budget amounted to 37.2 billion PLN, approximately 4.13 per cent of GDP. Territorial government units spent on education 36 billion PLN.

A great deal of funding for the education and training system is co-financed by the ESF under the Operational Programme for Human Resource Development. Between 2004/2006, the Ministry for National Education and Sport has been allocated € 527.4 million (€ 395.55 from ESF and € 131.85 from the state budget). These are budgetary guidelines rather than levels of real expenditure.

Education in public schools for adults is free of charge. These schools are financed in the same way as public schools for youths. Education in non-public schools is paid. Non-public schools in certain cases receive a subsidy from the state budget. In general, continuing education can be financed from the following sources: state budget (school forms and expenditures of Labour Fund); trainees' own funds; enterprises/employers; foreign assistance funds.

The Survey on Educational Activity of Adults, carried out by the Central Statistical Office in 2003 shows that in out-of-school education 31 per cent of participants finance their education from their own or family's resources, 57.6 per cent have the education financed

by employers, 4.6 per cent by foundations and other NGOs, 2.2 per cent by labour offices and 4.7 per cent have the education financed from other public funds.

The pilot monitoring project concerning vocational training of employees in enterprises, carried out in 2002 demonstrates that the involvement of employers in the training of their employees depends on the number of staff and type of business activity. In 2002, the cost of completed and financed training programmes in the surveyed enterprises (100 randomly selected enterprises in the Mazowsze region) totalled 452,700 PLN (117,410.58 €), which accounted for 0.6 per cent of total labour costs. The training investment per capita (regardless of the training duration) was 442 PLN (114.64 €) (Source: Cedefop 10).

3.3 Who benefits from the work of trainers (average income of trainers, cost-benefit analyses per enterprise/sector/region/nation)?

There are no regulations concerning the remuneration of trainers. Salaries of trainers are decided by their employers in accordance with the Labour Code and the legislation concerning a given type of institution or organisation, where applicable. No data are available about salary rates for trainers. (Cedefop 6). The monthly average gross salary level of a teacher is 85 per cent of the salary level for all state employees (EC 2006).

There are benefits for a trainer in terms of a positive impact on the career progression of the employee, a positive impact on the status of the employee and, although to a lesser extent, a positive impact on the salary of the employee. (Eurotrainer questionnaire).

The 2002 survey of continuous vocational training in enterprises was based on the CVTS2 methodology (cf. Balicki 2003). The survey findings show that 41.4 per cent enterprises were involved in training, and that the bigger the enterprise the larger the share it had in the financing or co-financing of training. The obtained data indicates that, on average, in 2002 enterprises spent 694 PLN (179.99 €) on every employee in training. As the enterprise size increased, the unit training cost would diminish. In small enterprises, the largest training costs were borne by entities in the sector of wholesale and consignment trade – 1,879 PLN (487.33 €) per trainee. In medium-sized enterprises, most funds were spent on training by entities manufacturing means of transport – 2,607 PLN (676.14 €), and in large ones – by entities manufacturing cellulose pulp, paper and paper products – 1,291 PLN (334.82 €) (Cedefop 10).

The amounts spent on training also depend on the type of the enterprise's activity, and were the largest (on average) in the sector of wholesale and consignment trade – 1,297 PLN (336.38 €) per trainee. The survey shows that as the expenditures on training grow, measured by the relation of total training costs to total labour costs, the average training costs per trainee also increase (cf. Balicki 2003) (Cedefop 10).

Surveys carried out by the Management Institute at the turn of 2001 indicate that the average cost of training depends on the training content and the level of the personnel for whom the training is organised. Research proves that the training costs of executives and managers are on average twice as high as those of other employees. Also, considerable regional disparities in the training costs can easily be observed. The average cost of 1 training day for 1 trainee who is an executive/manager reached 383 PLN (99.33 €) in central Poland (Warsaw and Mazowieckie region), and 138 PLN (35.79 €) in Malopolskie region. The average cost of one training day for one trainee among the other (non-executive) staff is, in the above regions, 204 PLN (52.90 €) and 111 PLN (28.78 €), respectively (Cedefop 10).

As far as the structure of costs for training is concerned, the CVTS 2 shows that 80 per cent of direct costs compose of fees and direct payments for courses as well as subsistence and travel costs. Labour costs for internal company trainers constitute only 16 per cent. This may lead to the conclusion that employing in-company trainers is in fact very cost efficient and may save companies' finance for fees and payments of external training providers.

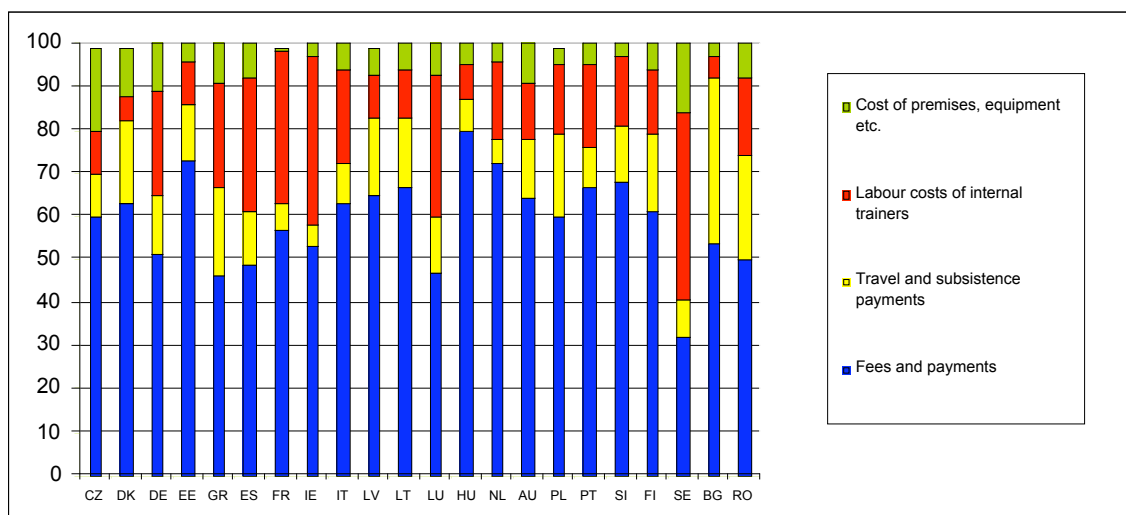
Table: Percentage of direct cost of CVT courses, by type of direct cost in PL

Type of costs	per cent
Fees and payments	60
Travel and subsistence payments	19
Labour costs of internal trainers, exclusively involved in training	11
Labour costs of internal trainers, partly involved in training	5
Cost of premises, equipment etc.	4

Source: Eurostat database, CVTS 2

Compared to other EU countries the proportion of labour costs for in-company trainers in the structure of all direct CVT costs is rather small: in Ireland it is 39 per cent, France 35 per cent, Luxembourg 33 per cent, Spain 31 per cent.

Figure: Percentage of direct cost of CVT courses, by type of direct cost in the EU Member States



Source: Eurostat database, CVTS 2

3.4 Which role does the work and training of trainers play as a means for economic development?

There is evidence about returns on investments into training at different levels: for individuals (e.g. higher salary, better quality jobs), enterprises (e.g. better economic performance, lower staff turnover), society (e.g. lower unemployment, lower poverty and crime) and national economy (higher economic competitiveness). Certainly a level of preparation of trainers and their subsequent work in the training provision in enterprises directly con-

tribute to investments into human resources and therefore in individual, social and economic returns on these investments. Although apparent, it is still hypothetical, because there is no hard evidence in research and statistics.

Many respondents in the Eurotrainer survey mentioned insufficient awareness on the site of companies on usefulness and economic necessity to invest into training in their companies. It was suggested to organize an information campaign via media, publications, promotional materials, projects and conference explaining about returns on investments into in-company training and on the important role of in-company trainers in this process.

4. Selection and Allocation: How are trainers selected and how are human resources allocated?

4.1 How many persons are working (formally/informally; full-time/part-time; female/male; nationals/foreigners)?

Since trainers are not recognised as a distinct category in the legislation, no statistical data on working status, origin, age or gender distribution are specifically collected for this group. The overall number of qualified teachers of all levels in Poland in 2004 was 588,419 (EC 2006).

4.2 What are the prerequisites to become a trainer? (Source: Cedefop 6).

Admission requirements for practical vocational training instructors are laid down in the 2002 Regulation of the Minister of National Education and Sport on practical vocational training, as amended. Requirements are defined as a combination of the level of formal qualifications, competence in a given field/occupation and pedagogical competence. They do not depend on the level at which instructors will provide practical training, but are slightly different for full-time and part-time instructors (see the table below). However, the minimum level of formal qualifications for both sub-categories of instructors is either a maturity certificate from an ISCED 3A school combined with work experience or the vocational title of Master Craftsman awarded upon passing an examination which validates knowledge and skills acquired while in employment (which may be taken by those who have completed at least secondary education, from ISCED 3C upwards, and have necessary work experience, its duration depending on the level of qualifications obtained in formal education). Full-time instructors should have the same qualifications as practical vocational training teachers; those who do not hold a Bachelor's or Master's degree must have work experience in a given occupation. Part-time instructors are in all cases required to have work experience in a given occupation either in combination with a qualification obtained in formal education or as a prerequisite for taking a Master Craftsman examination.

Both types of instructors must have pedagogical competence acquired, in accordance with the above-mentioned 2002 Regulation, as a result of completing pedagogical training which leads to a recognised pedagogical qualification (a certificate of completion of a course in an authorised institution). However, while full-time instructors should complete a pedagogical qualification course for practical vocational teachers, part-time instructors may also take a shorter pedagogical course for instructors.

There is no way to award a pedagogical qualification through the assessment and validation of training experience or knowledge and skills acquired in non-formal or informal education.

Practical voca-	Level of qualifications and other requirements
-----------------	--

tional training instructors	
Full-time practical vocational training instructors	<p>The same requirements as for practical vocational training teachers:</p> <ol style="list-style-type: none"> 1) a Master's degree (ISCED 5A) in the field corresponding or close to the subject to be taught/type of training to be provided, and a pedagogical qualification; or 2) a Master's degree (ISCED 5A) in a field different from the subject to be taught/type of training to be provided, a pedagogical qualification, and a certificate of completion of a non-degree postgraduate programme in the subject to be taught; 3) a Bachelor's degree (ISCED 5A) in the field corresponding or close to the subject to be taught/type of training to be provided, and a pedagogical qualification; 4) a diploma of a technical teacher training institute (previously existing initial teacher training institution, ISECD 3A or 4); or 5) a maturity certificate from a technical secondary school ((ISCED 3A) offering a programme in a given field, together with a vocational title, corresponding to the subject to be taught/type of training to be provided, a pedagogical qualification, a certificate of completion of a course on health and safety at work, and at least 2 years of work experience in the occupation in which the prospective instructor will provide training or the title of skilled worker/employee; or 6) the vocational title of Master Craftsman in the occupation in which the prospective instructor will provide training (awarded to those who have completed education at ISCED 3, 4 or 5A level, have necessary work experience and have passed a MC examination which validates knowledge and skills acquired while in employment), and a pedagogical qualification.
Part-time practical vocational training instructors	<ol style="list-style-type: none"> 1) the vocational title of Master Craftsman in the occupation in which the prospective instructor will provide training (see: above) and a pedagogical qualification; or 2) a maturity certificate from a technical secondary school or an equivalent school (ISCED 3A) or a leaving certificate/diploma from a post-secondary school (ISCED 4) and a vocational title in an occupation related to the one in which the prospective instructor will provide training, at least 3-year work experience in the occupation in which the instructor will provide training, and a pedagogical qualification; or 3) a maturity certificate from a vocational secondary school (vocational lyceum, ISCED 3A) and the title of skilled worker or an equivalent title in the occupation in which the prospective instructor will provide training, at least 4-year work experience in this occupation after the award of the vocational title, and a pedagogical qualification; or 4) a maturity certificate from a general education secondary school (general lyceum) or technical secondary school (technical lyceum or technical school) (all ISCED 3A) training in a different occupation than the one in which the prospective instructor will provide training, or from a secondary vocational institute (ISCED 3) and the vocational title of skilled worker or an equivalent title in the occupation in which the instructor will provide training, at least 6-year work experience after the award of the title, and a pedagogical qualification; or 5) a Bachelor's or Master's degree (ISCED 5A) in the field corresponding to the occupation in which the prospective instructor will provide training and at least 3-year work experience in this occupation after the award of the diploma, or a Bachelor's or Master's degree in a different field and at least 6-year work experience in the occupation in which the instructor will provide training, and a pedagogical qualification.

There is no distinction between practical vocational training instructors working in IVET and CVET.

Since trainers-specialists are not recognised in the legislation as a distinct occupational category, there are no general admission requirements for this group. Specific admission requirements are defined by individual institutions and organisations providing IVET which employ trainers, depending on the level and type of education or training provided. However, IVET for young people aged 16-18 years in part-time compulsory education may be provided – apart from institutions within the education system – only by employers, who employ practical vocational training instructors, and commercial providers accredited by the educational authorities. Trainers working for such accredited providers should have competence necessary for training in non-school settings in addition to their occupational qualifications.

The legislation applicable to trainers working in CVET provides only that trainers should have occupational qualifications appropriate to the type of training provided. Specific requirements are defined by individual institutions and organisations employing trainers, depending on the level and type of education or training provided. The legislation includes only more specific provisions concerning trainers in institutions and organisations (except schools for adults) which apply to be, or have been, accredited by the educational authorities. Trainers working for such providers should have competence necessary for training in non-school settings in addition to their occupational qualifications. However, accreditation by the educational authorities is voluntary (Cedefop 6).

From a competence and skills point of view, to become a trainer in a company, somebody in the first place needs to have subject-specific/technical competences in combination with pedagogical competences/teaching abilities, social skills (such as communication, interaction, counselling, conflict resolution) and organisational competences (such as relating to course and training organisation), as well as work experience (Eurotrainer project questionnaire).

Trainers need to possess andragogic (adult learning) competences, and a number of skills that could only be attained through work and personal experience. Trainers also need to possess personal predispositions such as person-to-person contact, communication skills etc. Personality of the trainer is very important (Eurotrainer interview survey).

4.3 How are trainers recruited by enterprises?

There is no special structure for attracting people to the teaching or training profession. Teachers and trainers are recruited by individual institutions and organisations (Cedefop 6). Trainers in enterprises are recruited both externally and internally, as full or part-time employees or sometimes as external trainers (Eurotrainer survey).

4.4 Are there too many/not enough trainers in different sectors of the labour market?

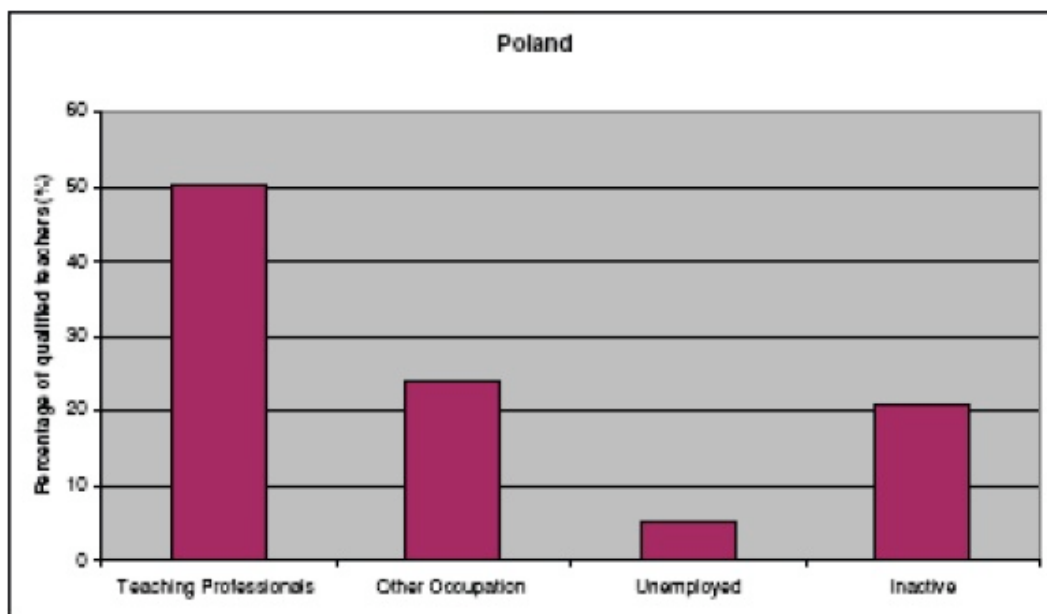
In 2005 the Institute of Public Affairs (Instytut Spraw Publicznych) carried out a study on the initial and in-service teacher training system commissioned by the Ministry of Education. The study covered teachers in all types of schools. The study discovered that every year, the number of graduates who have completed teacher training programmes exceeds by far the demand for teachers in the school education system. It should, however, be noted that no analysis was carried out specifically for vocational subject teachers. (Cedefop 6). Moreover, there is no information on shortage/surplus of trainers in enterprises and there has not been a study on future labour demand for trainers in companies. It is however important to note that the projected annual decrease in the school age children between 2004 and 2015 is -3.4 per cent. At the same time the annual decline in

numbers of teachers in Poland between 2000 and 2004 was -0.1 per cent. (EC 2006). Thus there is no indication of shortages in the teaching professions at least in the new future. It can be suggested that there will be a further shift in the demand for teachers and trainers occupations from the school sector to the adult training sector. At present there are however already shortages of teachers and trainers in certain fields, such as training in foreign western-European languages. Retraining measures targeted at those who are qualified non-language teachers or teachers of other languages (e.g. Russian) are organized to combat the indicated shortage (EC 2006).

The situation with presence of trainers in companies is better among middle sized and large enterprises. In-company trainers are more common in the foreign-owned companies. Also the situation is better in bigger cities and industrial provinces as opposed to small towns, villages and rural areas. (Eurotrainer questionnaire).

Regarding the problem of shortages of teachers, respondents of the Eurotrainer interview survey indicated that in fact there was no specific research into this problem in Poland but in general in VET schools there is no shortage of teachers, and there is even oversupply in certain fields. Teachers do not always want to work as teachers due to low salaries. (Eurotrainer questionnaire). There is evidence that 50 per cent of qualified teachers in Poland are the so called dormant teachers i.e. those who for various reasons do not work in the profession being either employed in another occupation or are inactive or unemployed (EC 2006, LFS 2nd Q 2005).

Figure: Status of qualified teachers in Poland



Source: EC 2006

There are indications of shortage of in-company trainers. It is difficult to attract teachers and trainers from the school sector to become trainers in companies because this profession is not very attractive: it involves a lot more work and responsibility than for teachers at schools which is not always reflected in salaries. This is also connected to the lack of tradition of employing in-company trainers and providing in-company internal training. Companies, especially SMEs, rather use external training providers. To solve this problem, a promotional campaign about the role of trainers in companies, their usefulness for company performance through mass media, publications and conferences is needed. Also, recognition of in-company trainers and publicising of their useful role for companies

by employers' organisations would be useful. Companies should be helped to realise that investment in in-company training is investment in the future and that they have to attract trainers financially and to create conditions competitive to those at schools (Eurotrainer interview survey).

Teachers from the IVET school sector sometimes move to work in companies but their competences do not always correspond to the requirements of employers. Training in companies requires technical knowledge in the professional work performance and specialisation of the company as well as other competences which may not be possessed by school teachers. Due to the fact of still rather high unemployment in Poland there are teachers on the labour market available for recruitment for in-company training but it is not known whether these people satisfy skill requirements of companies for this work (Eurotrainer interview survey).

The major obstacle in enhancing the role of in-company training in Poland is the lack of tradition which is linked to transition from planned to market economy. Often a trainer in companies is not called 'trainer' and is incorporated to the department of personnel / HR.

Further obstacles for taking up a job of a trainer in an enterprise were mentioned by the respondent:

- financial constraints;
- no strong policy for training of staff and therefore low need in such training personnel; the situation however depends on the size of enterprise: in smaller companies there is no strong policy for training of staff but in larger companies the situation is much better;
- if training is carried out by a person outside the company, it often enjoys a better authority among the participants/trainees (Eurotrainer interview survey).

Polish society is an aging society and the profession of teachers and trainers is one of the most 'aging' too. There are measures taken to ensure transfer of knowledge from older trainers to younger workers to enable them to take up a role of a trainer. As a good practice example was mentioned the experience of some private companies that have developed their own internal culture leading to sharing the experience between young and "old" workers/employees. But respondents consider these measures insufficient, they are rather accidental, taking place at a company level and have no systematic and long-term character. Initial preparation of young personnel is not considered anyhow problematic. Also again due to high unemployment, recruitment prospects for companies is still good, as there is oversupply of labour on the market. Thus companies have a choice in their recruitment process at least for the time being. But it is true that companies prefer recruiting older trainers, to whom there is a stronger trust and respect which has a good impact on the training performance and outcomes (Eurotrainer interview survey).

5. Qualification: How are trainers qualified?

5.1 Who determines the training contents for trainers and how are these contents found? (Source: Cedefop 6)

Practical vocational training instructor: There are two types of pedagogical training:

- pedagogical qualification courses, which should be taken by full-time instructors, and
- pedagogical courses designed specifically for instructors, which may be taken by part-time instructors.

Minimum requirements for pedagogical qualification courses (which are the same courses as for practical vocational training teachers) are laid down in the 2002 Regulation of the Minister of National Education and Sport on detailed qualification requirements for teachers and framework curricula developed in 1993 by teacher training experts appointed by the Ministry of Education. Detailed curricula are developed by providers (in-service teacher training institutions).

The minimum duration of a pedagogical qualification course is 150 hours. It comprises:

- theoretical training, 130 hours: fundamentals of education, 60 hours, including basic concepts in the area psychology and pedagogy, the organisation of the education system and the legislation in the area of education; and methodology of practical vocational training, 70 hours; and
- practical methodological training, 20 hours.

Minimum requirements for pedagogical courses specifically designed for instructors are laid down in the 2002 Regulation of the Minister of National Education and Sport on practical vocational training. Detailed curricula are developed by providers (e.g. a continuing education centre (centrum kszt_acia ustawicznego, CKU), practical training centre (centrum kszt_acia praktycznego, CKP), professional association) and approved by the regional educational authorities (educational superintendents).

The minimum duration of a pedagogical course is 80 hours. It comprises:

- theoretical training, 70 hours: courses in psychology, pedagogy and methodology; and
- practical methodological training, 10 hours.

Trainers-specialists:

There are no general qualification requirements and thus no predefined training contents or curricula for this group.

There are no special training paths and no specific arrangements concerning the award of qualifications for this group. The performance of trainers in service is assessed by their employers in accordance with their own procedures. In the case of trainers working for commercial training providers, the quality and effectiveness of their work is also verified by customers. Training providers which apply for, or have obtained, accreditation by the educational authorities are required to assess the performance of their training staff on a regular basis (Cedefop 6).

According to the answers to the Eurotrainer project questionnaire, apart from national standards, training of trainers and instructors in companies are sometimes determined also by sectoral standards (defined by relevant ministry and/or depending on specific sectoral activities). Sometimes training standards are company-specific and are determined by a manager/owner. Training standards may also be part of modular training competences defined for training of trainers.

Although in principle training standards for teachers and trainers and instructors are of the same kind, they are much less formalized in case of trainers and instructors in enterprises (Eurotrainer project questionnaire).

5.2 Which institutions are incorporated in the training of trainers and how do they co-operate? (Source: Cedefop 6).

There is no special accreditation of pedagogical qualification courses or pedagogical courses for instructors and qualifications awarded by providers. However, pedagogical qualification courses are provided only by authorised in-service teacher training institutions which are required to carry out internal evaluation of courses. Moreover, in-service teacher training institutions are subject to pedagogical supervision exercised by the relevant educational authorities. To ensure the appropriate quality of pedagogical courses for instructors, their detailed curricula are, as mentioned earlier on, approved by the regional educational superintendents, and providers within the education system are also subject to pedagogical supervision by the inspectors. In-service teacher training institutions, except the National In-Service Teacher Training Centre, and providers of pedagogical courses for instructors may also apply for accreditation by the educational authorities. Such accreditation is, however, voluntary.

Institutions involved in in-service teacher training at national level:

- National In-service Teacher Training Centre (Centralny Ośrodek Doskonalenia Nauczycieli, CODN): <http://www.codn.edu.pl>
- National Centre for Supporting Vocational and Continuing Education (Krajowy Ośrodek Wspierania Edukacji Zawodowej i Ustawicznej, KOWEZiU): <http://www.koweziu.edu.pl>
- Methodological Centre for Psychological and Pedagogical Support (Centrum Metodyczne Pomocy Psychologiczno-Pedagogicznej, CMPPP): <http://www.cmppp.edu.pl>
- Support Centre for Polish Teachers Abroad (Polonijne Centrum Nauczycielskie): <http://www.pcn.lublin.pl/pcn/intro.htm>

Additionally there are a large number of regional in-service teacher training institutions.

Professional bodies and associations exist but not specifically for in-company trainers or trainers in general. There are several sectoral bodies which among others focus on training provision and therefore network trainers in these sectors (e.g. Association of Engineers and Mechanics, Association of Electrical Workers of Poland etc.). Apart from these, the Polish Network of Modular trainers is being developed in the framework of the Leonardo project. There are also several associations of trainers in Poland for example association of trainers for management MATRIK (<http://www.matrik.pl>) (Eurotrainer interview survey).

5.3 How do trainers acquire competences (theoretical and practical knowledge, work experience)? (Source: Cedefop 6)

A practical vocational training instructor is a role performed by an employer, an employee or a person running a farm rather than a separate occupation. Moreover, work experience in a given occupation is usually required to perform the role of an instructor. Thus, prospective instructors may only take a consecutive training path. They first obtain their occupational qualifications, and acquire work experience where necessary, and only subsequently complete a pedagogical qualification course in an in-service teacher training institution or a pedagogical course in other authorised institution (e.g. a continuing education centre (centrum kształcenia ustawicznego, CKU), practical training centre (centrum kształcenia praktycznego, CKP), professional association). Both types of pedagogical training include a theoretical and practical part, but its duration varies (see above).

Prospective practical vocational training instructors obtain their qualifications in a given field/occupation in accordance with procedures applicable to formal education at higher education, post-secondary or secondary level or the examination for the vocational title of

Master Craftsman which validates knowledge and experience acquired while in employment.

Instructors taking a pedagogical qualification course for practical vocational training teachers are required to complete all theoretical courses and practical pedagogical training. Some providers conduct an examination at the end of training, while others use different forms of assessment such as papers, projects and/or continuous assessment. At the end, instructors obtain a certificate of completion of a pedagogical qualification course, which is a recognised pedagogical qualification in accordance with the 2002 Regulation of the Minister of National Education and Sport on detailed qualification requirements for teachers.

Instructors taking a pedagogical course for instructors are also required to complete both all theoretical courses and practical training. Courses may end with an examination or providers may use continuous assessment methods to assess the knowledge and skills acquired by prospective instructors. At the end, instructors obtain a certificate of completion of a pedagogical course, which is a recognised qualification in accordance with the 2002 Regulation of the Minister of National Education and Sport on practical vocational training.

Since trainers-specialists are not recognised in the legislation as a distinct occupational category, there are no general admission requirements and thus no predefined models of training for this group.

Like in the case of IVET trainers, there are no arrangements at national level for in-service training of trainers working in CVET. Specific arrangements for both practical training instructors and trainers-specialists are adopted by their employers in accordance with the Labour Code. Practical training instructors may attend, for example, courses upgrading skills which are organised by practical training centres (centrum ksztącenia praktycznego, CKP) for practical vocational training teachers.

As indicated by the Eurotrainer survey respondents, a typical career path of a trainer would be as follows. First of all each trainer should be an expert in a given field/domain. The next step is to train oneself as a trainer (methodology for training, personal attitudes). The personal attitudes, methods how to work with a group of trainees, how to present knowledge, how to carry out the workshops, give presentations – those skills can be gained during short courses (paid and they tend to be rather expensive) or during post-graduate studies (studia podyplomowe) (Eurotrainer interview survey).

Trainers in companies are most often allocated to the training personnel or HR departments (the latter are mostly available in larger enterprises). Education of this types of personnel takes place in specific education fields in sociological and pedagogical faculties (e.g. Warsaw University, labour pedagogy). Besides this day-type education, there are post-diploma studies which allow to attain pedagogical and methodical competences as well as communication skills targeted to different groups and types of trainees. Sometimes pedagogical specialisation is taken at a later stage during higher education studies (e.g. faculty of chemistry, specialisation pedagogy) (Eurotrainer interview survey).

Typically there three levels of career advancement of a trainer:

- trainer-intern normally possesses a formal qualification but has limited work experience (less than 5 years);
- trainer-specialist possesses at least 5 years of work experience;

- senior trainer who could also be a mentor to 1) and 2)

Such grading, although informal, is widespread. In some fields it is a bit different but the principle is the same: e.g. in language training there are 3 levels of trainers – basic, intermediary and advanced (Eurotrainer interview survey).

5.4 How useful is what has been learned?

Respondents to the Eurotrainer project questionnaire valued rather high the level of preparation of trainers in Poland, adequate to perform their duties in companies, including design, organisation and implementation of training activities/courses, evaluation of training outcomes, recruitment of staff or trainees, implementation of new training and teaching methods, planning and evaluation of the quality and costs of training activities, assessment of skills and competences of employees and/or trainees, counselling/mentoring trainees, facilitation of trainees' and/or employees' personal development and growth, establishment of linkages with other vocational training institutions/schools, introduction of learning-supportive elements in the work environment, resolution of conflicts and/or balancing different interests (Eurotrainer questionnaire survey).

5.5 How important is a formal qualification/certificate?

As far as formal regulations to take up a trainer's job in an enterprise are concerned, according to answers of respondents to the Eurotrainer project questionnaire and the interview survey, the situation is rather deregulated. In fact there are no specific regulations which would not allow to employ anybody as a trainer in a company. The employer decides him/herself. But in practice companies do require pedagogical competences. Formal qualification is an important factor of distinguishing qualified trainers from those without formal qualification. A typical trainer in a company does hold a formal qualification (preferable) or at least a non-formal qualification / skills, and is also expected to possess knowledge of foreign languages, especially in companies with foreign capital, and ICT competences. (Eurotrainer questionnaire and interview surveys)

Comprehensive statistical surveys covering qualifications held by trainers-specialists working in CVET are not conducted. A pilot survey among institutions providing CVET was carried out in 2003 by PBS DGA (formerly Pracownia Badań Spo_ecznych in Sopot), a public opinion research company, within the framework of the project "The National Vocational Training System" under the PHARE 2000 Programme. However, it covered only a small sample of 55 CVET providers in 5 of 16 Polish provinces, including: continuing education centres (CKU), practical training centres (CKP), retraining and further training centres (ODiDZ), employers, labour offices, professional associations, employers' and employees' organisations, trade unions, churches and religious organisations, associations, foundations and other voluntary organisations, research institutions, and central and local government bodies. It did not include the sector of commercial training providers. Moreover, it covered all practitioners providing CVET jointly, without distinguishing between teachers and trainers-specialists. Thus, the findings of the survey are not representative. However, by way of illustration, the survey shows that practitioners working in CVET, including trainers-specialists, are trained mainly at higher education level and that they have the following qualifications (Source: Cedefop 6):

- a doctoral or post-doctoral degree: 41.2 per cent;
- a Master's degree (ISCED 5A): 38.0 per cent, including 31.6 per cent also holding a pedagogical qualification;
- a Bachelor's degree (ISCED 5A): 1.3 per cent, including 1.1 per cent also holding a pedagogical qualification;

- a diploma/certificate from an initial teacher training institution: 1.8 per cent, including 0.3 per cent holding diplomas of currently existing teacher training colleges (ISCED 5B), and 1.5 per cent holding diplomas of previously existing teacher training institutions (ISCED 3A or 4);
- a maturity certificate (ISCED 3A): 2.6 per cent, including 1.9 per cent also holding a pedagogical qualification;
- the vocational title of Master Craftsman (awarded to those who have completed at least upper secondary education, from ISCED 3C upwards, have necessary work experience and have passed an examination which validates knowledge and skills acquired while in employment): 0.3 per cent, including 0.2 per cent also holding a pedagogical qualification;
- other qualifications: 14.8 per cent.

Most or all of 36.6 per cent practitioners holding a pedagogical qualification, including a diploma/certificate from an initial teacher training institution, may be teachers working in continuing education centres (CKU), practical training centres (CKP) and retraining and further training centres (ODiDZ) which form a part of the education system.

6. Integration: How is the reputation of trainers and how are they integrated in enterprises/society?

6.1 Which functions of social integration are fulfilled through the work and training of trainers?

See above - 3.4

To meet the demands of increasingly diversified trainee groups, the most common approach among trainers is their own intuition as well as asking participants about their expectations and needs. The training needs analysis is very important in order to provide successful training targeted to different social and educational background of trainees. This is especially important for the adult learning sector, including in-company training. (Eurotrainer interview survey)

No more information

6.2 How is the work of trainers recognised in enterprises and in the society?

Generally, trainers in enterprises engage regularly in continuing training to update their knowledge and skills related to their training activities. However, a number of obstacles to engage into training activities were indicated in the Eurotrainer project's survey: trainers often do not have access to training offers, trainers are not always supported by their employer to participate in CVET (financially or in terms of freeing them from their regular work duties), and also participating in training is not always adequately recognised within the company. It is however important to note that majority of respondents agreed that employers valued and recognised continuing learning among trainers, considering it an important aspect for the employee's career progression and thus actively supporting such training engagement. They also agreed that assuming a role of a trainer in a company is relatively attractive for employees. The main effect of becoming a trainer on one's career in an enterprise is normally the authority which becomes more valuable (Eurotrainer questionnaire and interview surveys).

One of the problems of trainers' recognition is that they are not perceived as people with a specific occupational status but rather as regular employees. This leads to the situation

where overall occupational status of trainers working in enterprises is undervalued. Low, demotivating salaries further worsen the situation (Eurotrainer questionnaire). The status of trainers is not very pronounced especially in SMEs, unlike in large companies, multinational corporations, companies with foreign capital (Eurotrainer interview survey).

As far as accreditation of prior learning is concerned, it is different in case of formal education and in/non-formal learning. In the former, Bologna declaration regulations are applied. Pedagogical qualification (normally 4-5 years of studying is assumed), also those in technical faculties, automatically entitle graduates to perform teaching and training. Such qualifications rate the highest on the market. Apart from those, there are courses provided by institutions accredited by the Ministry of National Education which provide training to professionals who would like to become trainers. Such certificates, though not of the same weight as qualifications mentioned earlier, are better acknowledged by employers on the market than certificates from non-accredited training providers – quite numerous on the market. The latter have their trial by employers in practice on the market. Since the profession of a trainer is not included on the list of occupations, there is no systemic way (institutions, regulations) of accreditation and recognition of prior informal learning. In case of crafts an individual may pass an exam which would validate his knowledge and skills but in case of trainers such system does not exist (Eurotrainer interview survey).

In general there is no self-recognition / occupational identity of an in-company trainer because there is no such occupation officially. The awareness exists only among trainers who have pronounced predispositions to the profession. Occupational identification in general is weak. Communities of practice and networks are not developed. Unlike in case of e.g. the profession of a career counsellor, whose occupation is included in the official classification, and this profession is organised in associations and enjoys higher self-recognition and identity (Eurotrainer interview survey).

At the same time the training profession is well-perceived in the society and enjoys high recognition – similar to teachers. A job of a trainer in a company is very responsible, it supposes that the trainer assists the company workforce in professional development, helps to plan individual development and monitors the implementation of the plan. Such job should be well respected in the company. The situation where a worker in a company becomes a trainer is rather exceptional but if it happens it is most certain career advancement linked to his or her growing responsibility (Eurotrainer interview survey).

6.3 Which is the unemployment rate of trainers?

Trainers are not recognised as a specific occupational category and therefore their unemployment rate is not recorded. Unemployment rate of teachers (those indicating having a teacher qualification as their highest qualification) in 2005 was 5.1 per cent (EC 2006, LFS data).

7. Innovation

7.1 How innovative is the work and training of trainers?

It is not a very easy task to cope with the accelerated pace of innovation – trainers usually have to manage information on their own and to develop their knowledge themselves. Trainers cope with the accelerated pace of innovation mostly by self-learning, Internet resources, in more specific cases they use training on order from outside training providers. There are training providers on the market that train in new technologies, ICTs, for-

eign languages etc. Often these are used as part of ESF-funded training (Eurotrainer interview survey).

In order to employ new learning methods, trainers also sometimes use training services of specialised institutions. For instance, the Institute for Sustainable Technologies (ITeE) provides training in modular curricula and training. If such training services are not used, trainers try to implement new learning methods by 'attempts and mistakes'. Also trainers try new methods themselves, making workshops, running simulations, and preparing case studies (Eurotrainer interview survey).

Observations of the Leonardo da Vinci projects regarding implementation of new learning methods show that more and more projects can offer the innovative tools for trainers and teachers - the most popular is e-learning for trainers and teachers and to train them how to use e-learning/ICT solutions to create training (Eurotrainer interview survey).

7.2 How is the quality and efficiency of trainers' training assessed?

Qualifications and competences of trainers in enterprises are assessed, monitored and adjusted but not on a regular basis, depending rather on changing training demands. The process to a large extent depends on specific enterprise and its management. Methodological tools used to assess qualifications and competences of trainers in enterprises are evaluation questionnaires, surveys, control lists, observations, although these are not applied by all or majority of companies on a standard basis (again a lot depends on the management of a specific company) (Eurotrainer project questionnaire).

Enterprises also assess the quality of the training they provide, mostly on a regular basis. Methodological tools for training assessment depend largely on the company; some have tools to measure the effectiveness of trainings, such as practical check in the workplace, questionnaires, surveys, independent experts' evaluation; partial evaluation, evaluation of training; ISO evaluation procedures and methods etc. The work of trainers (their methods, training design, competences) are also subject to the quality assessment. In such assessment learners are consulted on the quality of training provision (i.e. curriculum, content, method) and results (output) of training, the latter type of evaluation prevailing. Company's evaluations also consider the impact on the learner as well as the impact on the organisation. Training is evaluated based on opinions of participants and managers, comparison of the results at work and skills owned before and after training as well as according to the criteria of a client that orders training.

7.3 Is there research about the work and training of trainers and what does it suggest?

Most of the so far research was organised either into the subject of IVET / CVET in general or into the subject of teachers and their training (e.g. Instytut Spraw Publicznych 2005, Cedefop 6). There is very little information on in-company trainers, their work, qualifications and skills. The limited research results were used in the form of secondary sources in this report. The empirical research of the Eurotrainer questionnaire was useful but very difficult due to the fact that the Delphi method cannot be used in the condition of virtual absence of the primary data. The basic problem in Poland is that the profession of trainers is not formally recognised and therefore there is no data collection and analyses. It could be useful to organise a survey among trainers in companies to find out how many they are, what their qualifications and skills are, how their work and training are organised etc. There are very few experts who could answer these questions without having such reliable data at their hand.

Also – see above (5.6)

7.4 Which are weaknesses and strengths with respect to the training of trainers? Where is a need for reform?

Since trainers are not distinguished as a separate occupational category in the legislation, there is no specific policy for their initial or in-service training (Cedefop 6).

According to opinions of respondents of the Eurotrainer questionnaire survey, the training of trainers in Poland is rather cost-effective. Job positions of trainers generally reflect their relatively good-level qualifications and potentials to a satisfactory level. However, training of trainers is not very effectively organised, the work of trainers generally is not well recognised in the society, and the national training system of trainers may not be able to meet future needs and demands (Eurotrainer questionnaire).

The respondents of the Eurotrainer interview survey mentioned the following problems and challenges that in-company trainers in Poland face at the moment:

- skill shortages among in-company trainers;
- financial constraints including equipment and resources for the training provision and for the attraction of trainers to work;
- linked to the above problem – insufficient provision of training for trainers;
- combination of trainers' tasks with other professional duties of trainers (often training becomes an additional tasks which is not financed);
- lack of understanding of usefulness to employ trainers on the side of enterprises, especially SMEs: large companies, especially multinational corporations, realise the need and usefulness to employ in-company trainers, but SMEs do not;
- the current system of occupational classification does not contain the occupation of an in-company trainer: there are school teachers, HR specialists and managers as well as career counselling workers, and the closest occupation 'lecturer at a course' for which the qualification standard has been developed but trainers in companies do not officially exist, and this has also a direct negative impact on the education and training offer for trainers on the market;
- lack of capacity to adjust to the change on the market and to the change in general as well as lack of planning and strategic thinking among companies;
- adequacy and actuality of training materials;
- time organisation of training (Eurotrainer interview survey).

Although these problems are often solved by enterprises themselves, there is no systemic solution. The solution rests at the discretion of enterprises (Eurotrainer interview survey).

As far as the vision of future trends of in-company training is concerned, the interviewed experts were not united. On the one hand, it was suggested that the role of trainers in companies will increase and will become more important than traditional school training. Provision of training in course outside companies will be less important than in-company training, although it could be different for SMEs. On the other hand, it was recognised that the future vision of an in-company trainer is directly linked to the future of the company. The trends show abandoning of hierarchical structures, more important role of new technologies. It was therefore suggested that new retraining centres will be developed where a network type of cooperation among companies could be possible. So the second possible trend would be rather from in-company training towards re-training in centres for companies. This could be a network-type of solution, especially for SMEs. Such centres should offer apart from retraining also access to new technologies and offer e-learning possibilities (Eurotrainer interview survey)

Furthermore, experts recommended:

- a stronger support to people who have an excellent knowledge, experience and they simply need some background as a trainer;
- more support to the development of the training offer for “beginners” and for advanced trainers: the training offer should be adjusted to the specific needs and to the situation of an employee who is interested or have the potential to become a trainer;
- in order to improve the situation of in-company training in Poland, it is necessary to help companies to understand that training is very important for the company performance and it can really improve their position on the market. This could be done through seminars, advertisements, flyers and so on (information campaign).

Some policy provisions aimed at enhancing human resource development in enterprises including the role of training and trainers in company performance are already included in the ESF Operational Programme Human Resources. Further recognition of competences and experiences of trainers could be improved through new projects which allow elaboration of qualification standards (250 standards, 1,800 occupations). The most close to a ‘trainer’ is a ‘lecturer at courses’. The standard includes the description of competence requirements for recruitment and further training (www.standardyiszkolenia.praca.gov.pl). The inclusion of the occupation of the in-company trainer into the list of occupations and the development of the qualification standard become the alpha and omega for further improvement of the situation.

The respondent suggests to verify qualification standards of trainers in other countries in the framework of EQF. It could be useful to collect information on standards of all professions the most close to trainers and to make a comparison across EU countries. (Euro-trainer interview survey)

7.5 Are there any ‘good practice examples’ at company or sectoral level?

- Institutions co-operation network i.e. Polish Network of Modular education (Euro-trainer questionnaire).
- Organizing training out of a regular dwelling place (Eurotrainer questionnaire).
- Headmaster’s prizes (money) (Eurotrainer questionnaire).
- The Institute for Sustainable Technologies - National Research Institute (ITeE-PIB) is a state-owned research and development institution conducting basic and applied research as well as implementation in the field of advanced technologies related to machines manufacturing and maintenance, materials engineering, environmental protection and systems engineering. ITeE is engaged in building competences of trainers and teachers in 3 phases: identification of competences needs; design of the training offer / programmes; pilot training implementation. In particular ITeE designs modular training and focuses on building up didactical / methodical competences during pilot training of trainers. In the framework of the project ‘Preparation of the information system for monitoring and evaluation of the qualification requirements of workers’ (ITeE, 2007-2008) a prototype of the information system for identification of qualification and skill needs is developed and the system will serve as a tool for HRM in enterprises. The system allows to monitor requirements for competences as well as training needs in specific professions. The conceptual basis of the newly developed information system is the existing vocational qualification standards of the database of the Ministry of Labour and Social Policy. The standards will be used as a tool to measure the gaps between the job requirements (skills, knowledge, competences and

psychophysical features) in a specific occupation and the factual qualifications and skills of the worker. The identified gap will indicate the training needs. The database will also include a possibility for updating competence requirements for the profession 'lecturer at a course (educator, trainer)' – the closest to the in-company trainer at the moment.

(http://www.standardyiszkolenia.praca.gov.pl/servlet/dane_s?zaw_id=235910) (Euro-trainer interview survey);

- the Leonardo da Vinci project 'European bank for the development of modular curricula and educational technologies' where among other tasks a competence profile of a trainer of modular training is designed (the 2-year project is in its final stage, www.emcet.net) (Eurotrainer interview survey);
- project 'Development of retraining in the framework of advances technological manufacturing and maintenance' in the framework of the government programme 'Development of innovative systems of manufacturing and maintenance 2004-2008', where a training programme is designed for trainers in distance education courses 'Organisation and implementation of e-learning in SMEs' (www.itee.radom.pl) (Eurotrainer interview survey);
- projects coordinated by the Polish Agency for Enterprise Development and co-financed by European Structural Funds, e.g. training of trainers, design of on-line e-learning courses for SMEs in the consumption sector in the framework of the initiative EQUAL for micro-enterprises etc. (Eurotrainer interview survey);
- experience of some private companies that have developed their own internal culture leading to sharing the experiences between young and "old" workers/employees (Eurotrainer interview survey);
- some private companies provide training carried out by the experienced employees who are simply experts in a given narrow domain (Eurotrainer interview survey);
- Altadis Poland – after the change of ownership, the 'bilanc des competences' were performed and total retraining of the personnel on the basis of a French model. The role of trainers in the company enhanced (Eurotrainer interview survey).

Sources

Cedefop 6: Training VET Teachers and Trainers, Thematic Overview, Theme 6, Cedefop, http://www.trainingvillage.gr/etv/Information_resources/NationalVet/Thematic/criteria_reply.asp

Cedefop 10: Financing – Investment in Human Resources, Thematic Overview, Theme 10, http://www.trainingvillage.gr/etv/Information_resources/NationalVet/Thematic/criteria_reply.asp

Questionnaire survey of the Eurotrainer project.

Telephone interviews with selected experts.

Balicki A., Badanie "Ustawiczne szkolenie zawodowe (CVTS2) w przedsiębiorstwach w 2002 r". Rynek Pracy, wydanie specjalne, grudzien 2003 (The survey on continuing vocational training in enterprises in 2002)

MNES 2005: Raport o stanie edukacji ustawicznej w Polsce w roku 2005, (Report on the situation of continuing training in Poland), Ministry of National Education and Science, Warsaw 2005

EC 2006: Study on Key Education Indicators on Social Inclusion and Efficiency, Mobility, Adult Skills and Active Citizenship; Lot 2: Mobility of Teachers and Trainers. Final Report. European Commission DG EAC

POLAND: Summary of Expert Interviews

1. Introduction

Expert 1: Responsible for monitoring the progress of thematic projects financed under *Leonardo da Vinci* Programmes (<http://www.frse.org.pl>); cooperation and coordination with companies that provide training of trainers; trains/coaches colleagues with less experiences in managing European educational programmes and provides training for trainers in 'Kuratoria', which are responsible for the dissemination of *Leonardo da Vinci* Programmes at the local/regional level.

Expert 2: Researcher at the Institute for Sustainable Technologies – National Research Institute (ITeE-PIB), a state-owned research and development institution conducting basic and applied research in the field of advanced technologies related to machines manufacturing and maintenance, materials engineering, environmental protection and systems engineering; is involved in projects in the field of methodology of training.

Expert 3 (telephone interview): Head of Vocational Education Research Department at a state-owned research and development institution, which performs scientific research, projects and other activities in the field of labour pedagogy and vocational and continuing education and training. The institution is engaged in building competences of trainers and teachers, identifying competence needs, designing training programmes and piloting training implementation.

2. Identify major issues / key challenges in a national perspective

- Skill shortages among in-company trainers, but oversupply of teachers.
- Financial constraints of companies for training provision and for attracting well-qualified trainers.
- Linked to the above problems – insufficient provision of training for trainers and lack of opportunities for trainers' continuing learning and professional development. Some trainer associations offer training and courses for their members. Other ways to develop as a trainer is to go to post-graduate studies which offer post-diploma courses. The basic motivation for continuing learning among trainers is to keep the job due to the tough competition on the labour market. The trainer must undergo training if the company requires, if there are new technologies, innovations or new products.
- Conflicting experiences of trainers in terms of combining training activities with their other professional duties ("for me it is an additional task which is not being paid"), also in terms of time management: Not enough time is allocated to the training tasks.
- There is no policy in place to support the training of staff and therefore there is low level of staff training overall. The situation, however, depends on the size of the enterprise: smaller companies do not have a training policy for their staff but larger companies often develop or rely on such policies.
- Lack of awareness: particularly SMEs do not understand the benefits of employing trainers, while large and multinational companies realise the need and usefulness to employ in-company trainers. SMEs tend to hire external training providers when training needs arise instead of developing their own training strategies.

- Since the supply of young people is higher than the demand due to high unemployment rates, companies do not need to attract new trainees by means of providing training of good quality.
- If training is carried out by a person from outside the company, it often enjoys higher recognition and more authority among the participants/trainees than when provided by internal trainers.
- Lack of equipment and resources, good training materials in particular.
- Most problems derive from lack of resources and are solved by the enterprises themselves, but without applying more systemic or strategic solutions. Most solutions are individual solutions, resting at the discretion of enterprises.
- The current system of occupational classification does not contain the occupation of in-company trainer: there are school teachers, HR specialists and managers as well as career counselling workers, and the closest occupation 'lecturer at a course' for which the qualification standard has been developed, but trainers in companies do not officially exist. This has a direct negative impact on the education and training offers for trainers on the market.

Despite these issues of concern, the training profession overall is well-perceived in society and enjoys high recognition – similar to teachers. Also in companies trainers have a recognised position and the trainer function is regarded an advancement in the career: “A job of a trainer in a company is very responsible, it supposes that the trainer assists the company workforce in professional development, helps to plan individual development and monitors the implementation of the plan. Such job should be well respected in the company. The situation where a worker in a company becomes a trainer is rather exceptional, but if it happens, it is most certain a career advancement linked to his or her growing responsibility.”

3. Discuss in a national perspective common issues that may be of relevance across Europe

- Coping with the accelerated pace of innovation presents a challenge – trainers usually have to manage information on their own and develop the relevant knowledge themselves.
- As regards the implementation of new learning methods, more and more projects introduce and offer innovative tools for trainers and teachers, the most popular being e-learning for trainers and teachers and to train them how to use e-learning/ICT solutions to create training.
- Meeting demands of increasingly diverse trainee groups: most commonly, trainers ask training participants about their expectations and needs. Such a training needs analysis is very important in order to provide successful training.

Several associations of trainers in Poland exist, for example the association of trainers for management MATRIK (<http://www.matrik.pl>). In addition, trainers are somewhat covered by sectoral bodies that provide forms of training and network trainers in these sectors (e.g. the Association of Engineers and Mechanics or the Association of Electrical Workers of Poland). Apart from these, a Polish network of modular trainers is being developed in the framework of the Leonardo project 'European bank for the development of modular curricula and educational technologies' where among other tasks a competence profile of

a trainer of modular training is designed (the 2-year project is in its final stage, www.emcet.net).

A typical career path of a trainer would be as follows. First of all each trainer should be an expert in a given field/domain. The next step is to train oneself as a trainer (methodology for training, personal attitudes). The personal attitudes, methods how to work with a group of trainees, how to present knowledge, how to carry out the workshops, give presentations – those skills can be gained during short courses (paid individually and they tend to be rather expensive) or during post-graduate studies (*studia podyplomowe*). The main benefit of becoming a trainer on one's career in an enterprise is normally that the individual authority and recognition becomes more valuable. Generally, there are three levels of advancement as a trainer:

1. trainer-intern normally possesses a formal qualification but has limited work experience (less than 5 years);
2. trainer-specialist possesses at least 5 years of work experience;
3. senior trainer who could also be a mentor to 1) and 2)

Such grading, although informal, is widespread. In some fields it is a bit different but the principle is the same: e.g. in language training there are 3 levels of trainers – basic, intermediary and advanced.

4. Good practice examples

- Some private companies have developed their own internal training and learning culture, leading to sharing experiences among young and 'older' experienced workers/employees to ensure the transfer of knowledge from older trainers to younger workers to enable them to take up a role of a trainer. Some private companies also provide training carried out by experienced employees who are in addition the experts in a given narrow domain. These measures, however, are not sufficient but are rather accidental and have no systematic and long-term character.
- Altadis Poland – after the change of ownership, the 'balance des competence' was achieved with the total retraining of the personnel on the basis of a French model. This also enhanced the role of trainers in the company.
- The project 'Development of retraining in the framework of advances technological manufacturing and maintenance' in the framework of the government programme 'Development of innovative systems of manufacturing and maintenance 2004-2008', where a training programme is designed for trainers in distance education courses 'Organisation and implementation of e-learning in SMEs' (www.itee.radom.pl).
- In the framework of the project 'Preparation of the information system for monitoring and evaluation of the qualification requirements of workers' (ITeE, 2007-2008) a prototype of the information system for identification of qualification and skill needs is developed. The system will serve as a tool for HRM in enterprises. It allows to monitor requirements for competences as well as training needs in specific professions. The conceptual basis of the newly developed information system is the existing vocational qualification standards of the database of the Polish Ministry of Labour and Social Policy. The standards will be used as a tool to measure the gaps between the job requirements (skills, knowledge, competences and psychophysical features) in a specific occupation and the factual qualifications and skills of the worker. The identi-

fied gap will indicate the training needs. The database will also include a possibility for updating competence requirements for the profession 'lecturer at a course (educator, trainer)' – the closest to the in-company trainer at the moment. (http://www.standaryizskolenia.praca.gov.pl/servlet/dane_s?zaw_id=235910)

5. Future trends

- The future vision of in-company trainers is directly linked to the future of the company. The trends show the abandoning of hierarchical structures, which emphasises the role of the trainer as a coach or a facilitator.
- New technologies and networking will become more important in the area of training and the training of trainers.
- New retraining centres will be developed where a network type of cooperation among companies could be possible. Thus, the trend will be rather from in-company training towards re-training in centres for companies. This will be a network-type of solution, especially for SMEs. Apart from retraining such centres could also offer access to new technologies and e-learning possibilities.
- The role of trainers in companies will increase and become more important than traditional school training. Provision of training in courses outside the company will also become less important than in-company training, although it could be different for SMEs.
- Future developments should support people who have an excellent vocational knowledge and experience and simply need some additional background as a trainer.
- More training offers should be provided for beginners and for advance trainers. Training offers should be adjusted to the specific needs and the situation of an employee who is interested or has the potential to become a trainer.
- In order to improve the situation of in-company training in Poland, it is necessary to help companies to understand that training is very important for the company performance and it can really improve their position on the market. This could be done through seminars, advertisements, flyers and so on (information campaign).