



CEDEFOP

European Centre for the Development
of Vocational Training



TWG 'Professional development of VET trainers'

Support to trainers competence development in small and medium-sized enterprises

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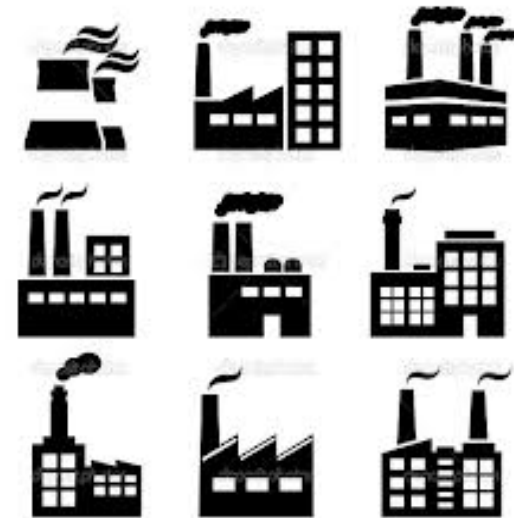


The discussion should focus on:

- specificity and challenges of competence development in SMEs – effect on roles and tasks of persons who train in SMEs;
- opportunities and support measures to develop competences of 'trainers' in SMEs
 - apprenticeship(type) (IVET);
 - skills development in enterprise ('CVET')



Why SMEs?



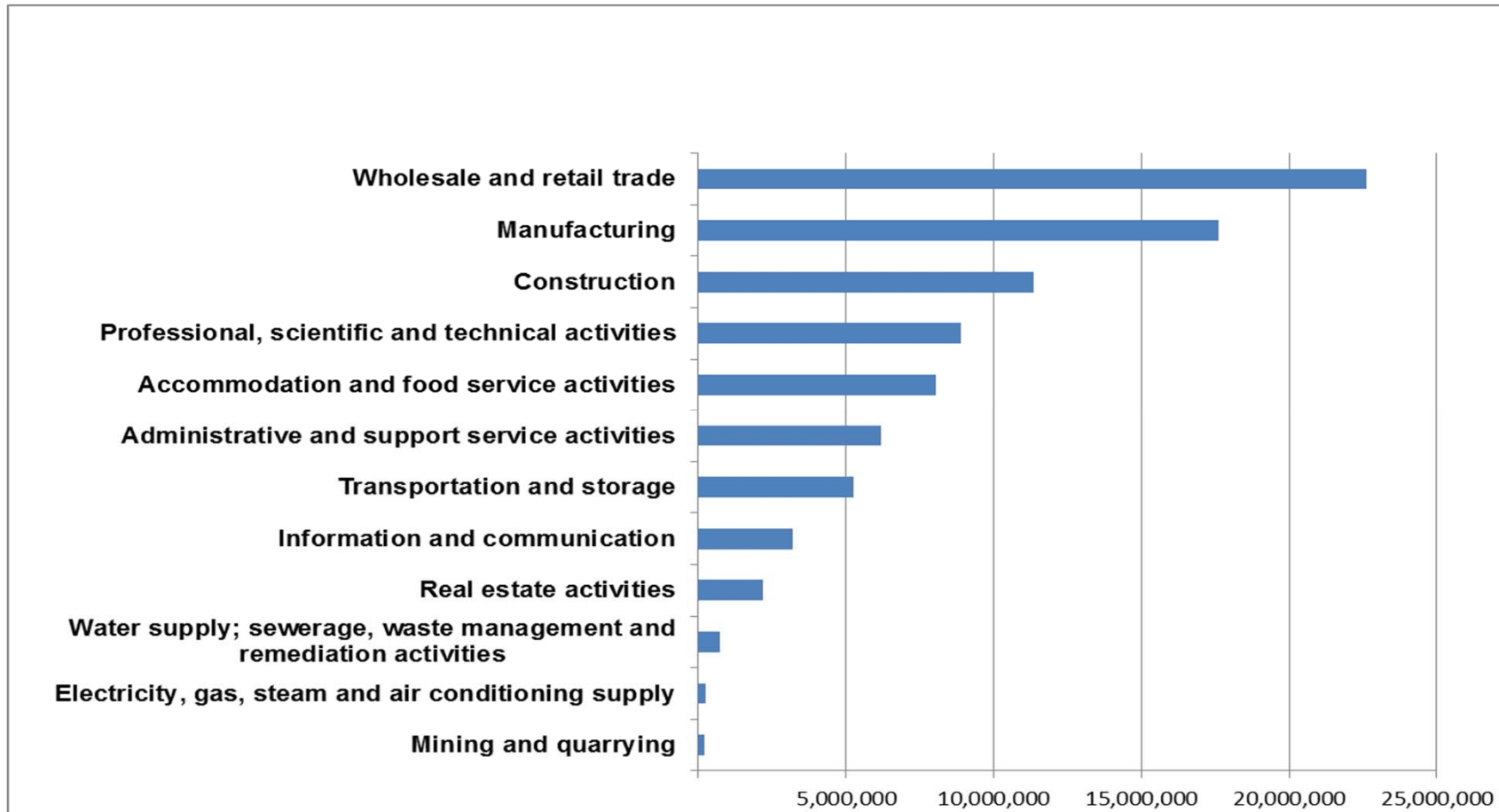


SMEs: backbone of Europe's economy

	SMEs	Micro	Small	Medium	Large
	1-249	1-9	10-49	50-249	> 250
Number of enterprises	21, 731,303	20,154,303	1,355,000	222,000	42,421
Share in total	99.68%	92.45%	6.22%	1.02%	0.19%
Persons employed	89,586,900	39,645,700	27,230,700	22,710,500	43,157,400
Share in total	67.46%	29.85%	20.51%	17.10%	32.50%
Value added (EUR Millions)	3,422,300.20	1,261,663.40	1,080,760.90	1,079,875.90	2,518,044.40
Share in total	57.55%	21.22%	18.17%	18.16%	42.34%

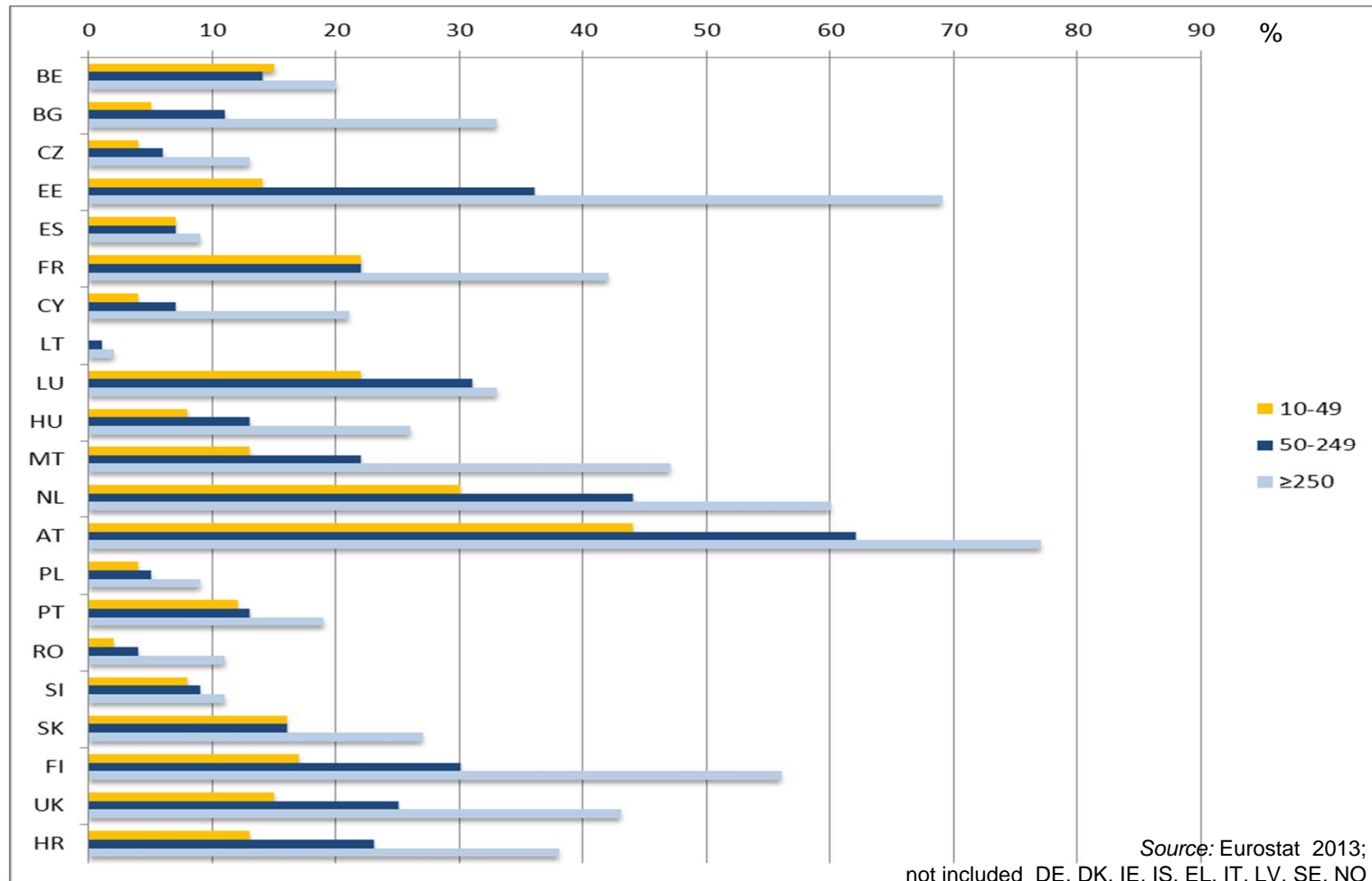


SMEs: backbone of Europe's economy





Enterprises which train





Specificities and/or challenges?

As all enterprises

need to develop strategies for skill development and upgrade

- assessment of needs
- use training incentives
- identify training offers and providers

But

all this is a **bigger** challenge for them

specificity is not in the need but in their capacity
(often limited by their size)



OECD (2013): Skill development and training in SMEs

- **Market** is the key driver (especially for informal)
- **Regulations, policies and other public incentives** supporting training and business development – not seen as dominant drivers

BUT

are important **supports**



OECD (2013): Skill development and training in SMEs

- Use **both formal and informal** training (KISA – knowledge intensive service activities)

BUT

- Report **better outcomes from informal** training and activities



OECD (2013): Skill development and training in SMEs

- **Access** equal to all employees (high-skilled and low-skilled); **participation** differs (in alternative types)
- In 'growth potential' SMEs – participation in **informal** training is twice as much
- Content:
 - low-skilled – routine, generic, IT, safety
 - high-skilled – productivity competence building (technical skills, business planning, management)



OECD (2013): Skill development and training in SMEs - Policy implications

- **acknowledge**: skill development is resource-intensive activity – focus on help to get a systematic approach (needs assessment, development plans, training capacity);
- **recognise** the importance of informal training – validation, bring together formal and informal
- allow market to inform policy-making – intervene at market failures and public good, impact points of decision by **company**
- allow **local responses** but demand uniform focus on productivity skills
- establish **communities of practice**, knowledge sharing



Questions to look for answers

What is and can be done to support competence development of those who train in SMEs taking into account SMEs challenges?

SMEs and apprenticeship:

- measures to involve SMEs in providing apprenticeships;
- training or other support to apprentice tutors or to any other staff in companies

Skill development in SMEs

- part of broader policy agenda (strategy/legal act/ national programme; specific reference to training of training staff or managers and owners)
- support measures to training of training staff, owners and managers