

Certi.MenTu

Certification of Mentors and Tutors

EUROPEAN REPORT ABOUT THE TUTORS & MENTORS SECTOR –
CHALLENGES AND TRENDS



CERTI-MENTU

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2012

EUROPEAN REPORT ABOUT THE TUTORS & MENTORS SECTOR – CHALLENGES AND TRENDS

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1. Introduction to the report

The objective of the current report is to present the definitions of the participating countries in terms of mentoring and tutoring as well as the different professions in which these roles exist. The report aims to compare the different definitions so as to set the framework for the development of Certi.MenTu materials and certification.

What is more, the current report presents the existing developments in the field in terms of formal and non formal learning and the impact the project is expected to have in the participating countries.

This report is based on national reports developed by the participating countries in the project. The structure of the report simulates the structure of the national reports. In each section, the national report sections are presented for all countries. A comparison between countries is provided at the end of the section.

2. Definitions used:

The terms formal, non-formal and informal learning were used in Certi.MenTu in accordance to their definition by CEDEFOP:

Formal learning

Learning that occurs in an **organised and structured context** (in a school/training centre or on the job) and is **explicitly designated as learning** (in terms of objectives, time or learning support). Formal learning is intentional from the learner's point of view. It typically leads to certification.

Source: Cedefop, 2003.

Informal learning

Learning resulting from daily work-related, family or leisure activities. It is not organised or structured (in terms of objectives, time or learning support). Informal learning is in most cases unintentional from the learner's perspective. It typically does not lead to certification.

Source: Cedefop, 2003.

Non-formal learning

Learning which is embedded in planned activities not explicitly designated as learning (in terms of learning objectives, learning time or learning support), but which contain an important learning element. Non-formal learning is intentional from the learner's point of view. It typically does not lead to certification.

Source: Cedefop, 2003.

Certificate:

An official document, issued by an awarding body, which records the achievements of an individual following an assessment and validation against a pre-defined standard.

However, the national definitions of formal, non formal and informal learning have also been taken into account.

3. General overview/ Definitions-Mentors

3.1. The situation in different countries

Austria, Schulungszentrum Fohnsdorf (P0)

The Mentoring System in Austria is a tool in HRD and frequently applied as such in large companies as well as in SMEs depending on the size and the level of organization.

Mentors related to apprenticeship trainings in companies who offer these trainings, introduce apprentices into and guide them through their apprenticeship training, helping them to develop their professional knowledge, skills and abilities as well as basic social and generic employment skills. In Austria company-based training of apprentices is complemented by compulsory attendance of a part-time vocational school for apprentices [Berufsschule]. Thus, apprenticeship training is also referred to as "dual vocational training system" or as "dual system". The mentors are usually senior employees with a special qualification as "Lehrlingsausbilder" (apprentice trainer) and experienced in their field of employment. In small companies or if mentors are the immediate supervisors, in addition to their work with the apprentice, they are an important link to the vocational school regarding the learning progress and to the parents of the apprentice regarding the pastoral responsibilities if aged under 18.

Mentors are also active in placement programs for unemployed persons. In these so-called "implacement foundations" trainings consist of approximately 60% -70% practical work in a company and 40% - 30% learning in a training institute. The role of the mentor in the company is similar to the role of the mentor in apprenticeship training.

Apart from this, mentors are senior employees with good work experience who introduce new employees into their workplace (frequently trainee programs) or support employees when changing tasks within their company and guide them through a fixed period of time with a plan of action and a clear target. Mentors may also support employees whose job is

at risk, but may be preserved by providing the respective employee with further training or education or, if the job can't be preserved, with career services outside the company or outplacement services. These mentors, however, are in most cases drawn from a different organization.

A special form of mentoring in Austria is cross-mentoring, which is becoming more and more popular. Mentor and mentee are usually on the same professional and educational level but from different companies and/or different sectors like NGOs getting mentoring from profit-oriented enterprises.

Another special form of mentoring in Austria is "Mentoring for Migrants", a common initiative of the Austrian Public-Employment-Service, the Austrian Chamber of Commerce and the Austrian Integration Fund. During a 6-months-partnership between an expert/entrepreneur of the Austrian economy (mentor) and the migrant (mentee) the mentees learn about chances and requirements on the Austrian labour market, get contacts and introduction into networks, motivation and employment skills. Getting familiar with the Austrian working culture and consequently adjusting the expectations of the migrants can also be part of the mentoring program.

Sweden, Institutionen för pedagogik och specialpedagogik (P1)

The Certi.MenTu project stipulates that the situations being described in this national report should follow the EQF level 5 & 6. Since the process of relating the EQF levels to the Swedish VET-sector is not yet finished the following text is based on the roles of tutors and mentors in secondary level vocational education. We are talking about students between 16 and 19 years of age.

This description relates to students in the ages of 16 to 19. The secondary level vocational education can be of two sorts:

First a learning system that is based on school based learning as the major learning situation but with complementary work places training. There are different choices of trade /

industry, for example carpeting, car and truck mechanic, office work, child care etc. In all of these programs 15 weeks of work based training is needed as a minimum of the total time during the three year program. Many programs use more than this though.

The **second** possible choice for a student is to choose an apprentice based program. This program is based on the major time spent as work place learning. This is complemented by school based learning. The work place part needs to be more than 50% in this choice. This form of vocational education is new since 2011.

The following definitions are used:

Mentors: In the Swedish VET-system what is meant by a mentor is the person engaged in the work place learning part. The mentor is the supervisor and instructor for the student at the work place. The mentor is employed by the work place organisation and has no special payment from the school. The learning that should take place in the work place is governed by the course curricula and it is the responsibility of the vocational teacher in the VET-school to direct what special learning outcome is the target.

Cyprus, M.M.C Management Center Ltd (P3)

There are many situations where the mentoring system is being used in Cyprus:

Mentors are used in apprenticeship or placement programs, where unemployed people are being placed in a company in order to gain work experience. In these cases, the mentor is the person within the company that provides coaching to the learner mostly as far as the specifics of the job are concerned.

Mentors are also **senior employees** in a company or organization that have the role to introduce new employees into the company, thus implementing an informal induction program. The main role of mentors in this case is to introduce new employees to the culture and the informal rules of the company as well as to support them during their induction.

As far as the Ministry of Education and Culture in Cyprus is concerned, the term mentor is used for **experienced teachers and trainers** that have both the experience as well as the

knowledge and skills to coach and support new teachers (specific criteria have been set by the Ministry of Education and Culture).

Finally, the term mentor is used a lot in the area of **entrepreneurship** since mentors exist to coach new entrepreneurs to set up their own businesses. Some of these mentors are hired through the government (e.g. Ministry of Industry and Commerce call to hire mentors that will coach new entrepreneurs) or through private institutions (especially in the case when the mentoring is a result of a European project).

Poland, INSTYTUT TECHNOLOGII EKSPLOATACJI – PIB (P4)

Generally, in the development trends of the Polish VET system, an increasing involvement of employers and employees in the processes of vocational education has been observed. “Mentors” are employers and employees, who are involved in work-based learning of apprentices, trainees, graduates seeking the first employment, workers changing the job or unemployed people.

As far as mentors are concerned, two main groups should be taken into consideration:

Instructors of work-based learning – employers (or employees assigned by employers) carrying out the work-based training of pupils/trainees of public secondary schools providing vocational education, and for youngsters (junior workers) taking vocational preparation. It is also applicable in work-based training conducted during learning of the profession at school workshops, in continuing and practical education institutions as well as in companies; Management staff, especially employees responsible for people management and for the organization of team work. These are people, who develop the potential and capability of the employees and develop the culture of work. Usually they work in companies hardly investing in Human Resources Development, in transfer of knowledge between employees and in talents` development.

The competences of the first mentioned group are defined in the Order of Ministry of Education concerning work-based learning of a profession (2010).

Greece, “DIMITRA” INSTITUTE OF TRAINING AND DEVELOPMENT (P5)

Mentors: are called the employers/employees who want to share his or her knowledge and experience. A mentor offers professional training; he/she is involved **in practical training** of trainees in the framework of VET programmes, or guides on the job the employees/workers without experience.

United Kingdom, Vocational Rehabilitation Consultants Ltd, (P6)

The mentor role, in the context of people undertaking learning in the workplace, is the person who is responsible for providing one-to-one support in the workplace for the learner, concerned with learning at work and also where relevant with the transition into work and into working for the organisation. The mentor may be the learner’s formal supervisor, or another experienced person in the organisation who is accessible to the learner and able to provide him or her with adequate support and guidance. For some professional development programmes the mentor can be a qualified professional from another organisation.

3.2. Comparison and conclusions

All countries mentioned **that mentor is a role taken by senior employees in an organisation to help and coach newcomers to the organisation.** Some even mentioned that this is included in the role of the HRD. Most of the countries state that the mentor is also the person within the company that has the responsibility for the **apprenticeship** (excluding Greece) **or in the case where learners gain practical experience in a company as part of a VET program** (Greece, Poland and Sweden). Some partners have even noted more narrow definitions of the term such as the definition given by the Ministry of Education and Culture in Cyprus to experienced teachers and trainers or the role given to people that coach entrepreneurs (Cyprus). The issue of cross mentoring also appears in the cases of United

Kingdom and Austria where the role of mentor is undertaken from an experienced or qualified person in another organization (in the same industry).

The comparison of the results is presented in the table below:

Table 1: Definitions of mentors (comparative)

	Person within the company that has the responsibility for Apprenticeship	People within the company where practical experience takes place in the framework of VET	Senior Employees/HRD responsible for newcomers	Mentors of new Entrepreneurs	Cross Mentoring	Other
Austria, Schulungszentrum Fohnsdorf (P0)	√		√ (tool in HRD)		√ (from different companies or NGO's)	
Sweden, Institutionen för pedagog och specialpedagogik (P1)	√	√				
Cyprus, MMC	√		√	√		√

	Person within the company that has the responsibility for Apprenticeship	People within the company where practical experience takes place in the framework of VET	Senior Employees/HRD responsible for newcomers	Mentors of new Entrepreneurs	Cross Mentoring	Other
Management Centre Ltd (P3)	(people within the company)					(experienced teachers and trainers-Ministry of Education and Culture)
Poland, INSTYTUT TECHNOLOGII EKSPLOATACJI – PIB (P4)	√	√	√			
Greece, “DIMITRA”	√	√	√			

	Person within the company that has the responsibility for Apprenticeship	People within the company where practical experience takes place in the framework of VET	Senior Employees/HRD responsible for newcomers	Mentors of new Entrepreneurs	Cross Mentoring	Other
INSTITUTE OF TRAINING AND DEVELOPMENT						
United Kingdom, Vocational Rehabilitation Consultants Ltd, (P6)	√	√	√	√	√ (a qualified person from another organization)	

4. General overview/Definitions-Tutors

4.1. The situation in different countries

Austria, Schulungszentrum Fohnsdorf (P0)

The Tutoring System in Austria is strongly related to secondary schools providing general education and institutes of higher education like colleges and universities. In the learning context tutors at schools are senior pupils who support pupils in solving learning tasks in special tutoring projects or simply support them when they have learning difficulties. In the pastoral context a team of tutors who are teachers and advisors are responsible for the welfare of the learner.

Tutors at universities and universities of applied sciences (Fachhochschule) are senior students or graduates, who either support students in organizing their studies and their student life or support them in learning and reaching their learning targets.

In the context of workplace learning tutoring is usually not declared as such, but practiced in secondary technical and vocational schools as well as in colleges. The tutors do not only support students in overcoming barriers to learning, they also guide them in their transition to work placements and work.

This model is also valid for adult education and labour market-oriented trainings with the goal of keeping people employed or re-entering the labour market. Tutoring in this sense is located not only at the training institutes but is also provided by the Austrian Public-Employment-Service and external consultants.

Sweden, Institutionen för pedagogik och specialpedagogik (P1)

The tutor is the vocational teacher employed by the vocational school. The VET teacher has the responsibility to grade the student after a finished course. That does also include the grading of the learning done at the work place. In reality the grading is done after consulting

and discussing with the mentor. There is a continuous communication between the mentor and tutor during work placement.

The VET teacher in Sweden can in his role of being responsible for grading the student be seen as a civil servant being responsible to fulfil this duty according to regulations stated in the school curricula. The qualifications needed for the role of the VET teacher are regulated and are at the moment in a process of being even more strict based on the fact that a VET teacher by 2015 will have to be certified according to criteria set by the school authorities.

Cyprus, MMC Management Centre Ltd (P3)

The term tutor is used in several cases in Cyprus:

Firstly it is heavily being used in the **tertiary education** (colleges and universities) where senior students (Master or PhD students usually) support undergraduate students, mostly in the area of their studies.

In the case of adult learners the tutor is a teacher or trainer in the training institution that will support the individuals to learn at work.

However, especially in the case of **placement programmes**, a tutor is a trainer from the training institution that will guide the learner in his or her induction in the labour market and may also provide general advice on personal or professional development as well as future action plans.

Employment consultants also have the role of a tutor, providing coaching and advice to unemployed people to enter the labour market, or make some career choices (that is choose their career path) or develop their professional skills. Employment consultants use a tailor-made approach to help and advice each learner¹.

¹ It is important to note here that we call employment consultants mentors but their profile fits more the definition of the tutor

Poland, INSTYTUT TECHNOLOGII EKSPLOATACJI – PIB (P4)

Tutoring is known in Poland as one of the individualized methods of education. However, there is lack of explicit regulations (incl. definition). Speaking about methodology, tutoring is based on the individual meetings and conversations of tutor (teacher/ trainer/counsellor) with pupil/ trainee/ student. The tasks of tutor are very often undertaken by personal and/or vocational counsellors, job brokers, specialists of professional development. These are people running their own business or the workers of institutions of public employment services.

Very similar to the professions mentioned above is also the “educational broker”, which was put in the national classification of professions in 2007. The heart of this new profession is to help the employed and unemployed people to choose the educational offer, which will be the best and most proper for them. Educational brokers deliver the individual counselling, on the base of detailed interviews and the analysis of different predispositions. Many educational and counselling institutions also use in their activities some elements of tutoring, but rather as a form of counselling (most often as a single session), directing the further activities of trainee after the training is finished. There are also very few institutions in Poland dealing with tutoring directly: using the method of tutoring in their educational activities, but also training the tutors according their own curricula and standards, i.e.: *College of Tutors* or *Collegium Wratislaviense*. They are successful in promotion and implementation of academic tutoring. In the time of 2008-2011 there was also a project that was executed *supporting for the tutoring in lower secondary schools in Wroclaw*, financed by Educational Department of Municipal Council of Wroclaw. Results of this initiative’s evaluation were very positive and optimistic, but the project remained as a pedagogical experiment, because possible multiplication needs additional financial sources. According to the definition of *College of Tutors*, tutor is a guardian ensuring the use of full potential of the learner, motivating him to reflect on his/her development, supporting the learner by his experience. *Collegium Wratislaviense* supplements the definition in the following way: tutor manages the development of young people, discovers their abilities, they plan together the path of personal, vocational and social development.

Research work conducted by ITeE-PIB in the frame of the EOF project enabled to extend the understanding of the term “tutor”. Next to traditional rules and characteristics for teachers in school system, a tutor can be also a counsellor, trainer, consultant (in the institutions out of school system) or in the institutions of public employment services. Similarly to the mentor, there is neither a nationally valid competence standard, nor a certification system for tutors. Mentors, as well as tutors are qualified for their professional tasks in the frame of non-formal education system. Some specific regulations are defined for the competences of public employment services (the order concerning the employment promotion and institutions of labour market, 2004).

In opposition to the formal education (where the quality is assured by the formal evaluation system, supervised by the Central Examination Commission consisting of the external standardized tests and examinations), in the non-formal system of education in Poland the quality assurance is limited, e.g.: accreditation awarded by the education superintendent (kurator) or registration at the regional employment office or any kind of “environmental certification” or certification according to ISO.

According to the data of the Polish Centre for Accreditation (<http://www.pca.gov.pl/english>), in Poland there are 12 bodies entitled to certify according to ISO 17024 norm, e.g.: Polish Centre for Testing and Certification, Polish Welding Centre of Excellence, Central Mining Institute, Refrigeration Engineering Centre, Motor Transport Institute, Office of Technical Inspection, TÜVPOL. None of them has in its “portfolio of accreditation” the field of either mentoring or tutoring.

Greece, “DIMITRA” INSTITUTE OF TRAINING AND DEVELOPMENT (P5)

Tutors: are called the teachers of adults of non formal education and post secondary vocational education who are employed to teach and/or instruct another person in some branch or branches of learning. They possess a teaching qualification and they are responsible for **theoretical training** (in-class training) of the participants in VET programmes.

United Kingdom, Vocational Rehabilitation Consultants Ltd, (P6)

The tutor role in this context is concerned with making the link between the learning programme and the work environment, including liaising between the college, training

provider or training department and the workplace, supporting learners to transfer learning into the workplace, and where relevant to develop their employability and support their transition to work. Tutors can have a pastoral role particularly in respect of young or vulnerable learners. Most tutors work for universities, colleges or training providers, although (particularly where employers run programmes internally) they can also come from within the employing organisation. Tutoring can be organised in various ways, so that for instance in some training providers vocational teachers or trainers take on the workplace tutor role, while in others this is done by a link, placement or peripatetic tutor who may not be a specialist in the occupational area.

4.2. Comparison and conclusions

Although there is a variety in the definitions for tutors (definitions are more diverse than those of the mentors) most of the countries agree that a tutor is a **trainer in training institutions supporting learners to learn at work**. Some countries mention apprenticeship explicitly stating that tutors are **people in training institutions handling Apprenticeship**. A different definition is provided by Cyprus and Austria as senior students in secondary or tertiary education helping newcomers or postgraduates. **Employment consultants** have the role of tutors in Cyprus, Austria and Poland. At the same time the term tutor is synonymous with the term **trainer in adult, non formal or vet** for Greece and Austria while in Sweden the tutor is seen as the vocational teacher at the vocational school.

The above comparison is presented in detail in Table 2.

Table 2: Definitions of tutors (comparative)

TUTORS	Senior students in secondary or tertiary education	Trainers in training institutions supporting learners <u>to learn at work</u>	People in training institutions handling Apprenticeship	Trainers/Teachers in Adult education /labour market trainings/ non formal/VET	Employment Consultants/Public employment services	External Consultants
Austria, Schulungszentrum Fohnsdorf (PO)	√ (support students in overcoming barriers to learning but also in their transition to work placements and work)	√ (tutors in secondary technical or vocational schools or colleges)	√	√	√	√
Sweden,		√		√		

TUTORS	Senior students in secondary or tertiary education	Trainers in training institutions supporting learners <u>to learn at work</u>	People in training institutions handling Apprenticeship	Trainers/Teachers in Adult education /labour market trainings/ non formal/VET	Employment Consultants/Public employment services	External Consultants
Institutionen för pedagogik och specialpedagogik (P1)		(the tutor is responsible for the in-school vocational learning but has a continuous communication with the mentor)				
Cyprus, MMC Management Centre Ltd (P3)	√ (MA, MSc or PhD students)	√ (from the training institution)	√ (tutor is the person in the		√	

TUTORS	Senior students in secondary or tertiary education	Trainers in training institutions supporting learners <u>to learn at work</u>	People in training institutions handling Apprenticeship	Trainers/Teachers in Adult education /labour market trainings/ non formal/VET	Employment Consultants/Public employment services	External Consultants
	supporting undergraduate students)		training institution ensuring the link with the workplace)			
Poland, INSTYTUT TECHNOLOGII EKSPLOATACJI – PIB (P4)		√		√	√	√ (Individualised education as personal and vocational counsellors, job

TUTORS	Senior students in secondary or tertiary education	Trainers in training institutions supporting learners <u>to learn at work</u>	People in training institutions handling Apprenticeship	Trainers/Teachers in Adult education /labour market trainings/ non formal/VET	Employment Consultants/Public employment services	External Consultants
						brokers or specialist in professional development) Also educational brokers
Greece, "DIMITRA" INSTITUTE OF TRAINING AND		√	√	√ (teachers for theoretical training)	√	

TUTORS	Senior students in secondary or tertiary education	Trainers in training institutions supporting learners <u>to learn at work</u>	People in training institutions handling Apprenticeship	Trainers/Teachers in Adult education /labour market trainings/ non formal/VET	Employment Consultants/Public employment services	External Consultants
DEVELOPMENT (P5)						
United Kingdom, Vocational Rehabilitation Consultants Ltd, (P6)		<p>√</p> <p>(in the training institution acts as a link between the learning programme and the work environment)</p> <p>Sometimes the tutor may also</p>	<p>√</p> <p>(in the training institution acts as a link between the learning programme and the work environment</p> <p>Sometimes the tutor may also</p>	<p>√</p>	<p>√</p>	<p>√</p>

TUTORS	Senior students in secondary or tertiary education	Trainers in training institutions supporting learners <u>to learn at work</u>	People in training institutions handling Apprenticeship	Trainers/Teachers in Adult education /labour market trainings/ non formal/VET	Employment Consultants/Public employment services	External Consultants
		come within the company but has the same role)	come within the company but has the same role)			

5. Existing Formal and non formal systems of education for tutors and mentors

5.1. The situation in different countries

Austria, Schulungszentrum Fohnsdorf (P0)

Formal systems of education for tutors are set up at schools and universities in Austria, the Austrian National Student Union offers trainings for tutors in institutes of higher education. In secondary technical and vocational education certain teachers, the so called “BeratungslehrerInnen/support teachers”, are available as persons of trust for pupils with learning and personal problems.

Apart from several trainings for teachers and trainers in institutes for adult education, no formal system of education for tutors exists in the context of this project.

Formal systems of education for mentors are set up at teacher training colleges in Austria as "Universitätslehrgang/university course" which is organized for teachers with at least five years of work experience on a post-graduate basis (Master's degree). There is no ISO-certification for mentors, they are informally organized in networks and platforms. In the context of this project the formal system of education for mentors would be the training for apprenticeship trainers according to the Austrian “Vocational Training Act” (§ 2, Der Lehrberechtigte/qualified instructor).

Sweden, Institutionen för pedagogik och specialpedagogik (P1)

The secondary vocational school system should be seen as a formal system. In this system there are qualifications needed for the vocational teacher.

The vocational teacher has to meet the qualifications needed to be a vocational teacher. For this he or she needs to have teacher education. To be accepted to enter vocational teacher education a theoretical base is needed, that is, you must have the normal formal level for university studies. Apart from this the vocational teacher student needs to give proof of

having profound experience in the field. This is being valued as recognition of prior learning. What is valued is that the student has both a broad and wide experience in the field. No special minimum time of experience is stipulated, but usually at least three or more years of work experience would be needed for entry to the vocational teacher program.

For the mentor role in the VET system there are no pronounced qualification demands. The documents issued by the Swedish National Agency for Education for the vocational school do not specify any special qualification demand when looking for a mentor. What is written in policy documents is only a general statement saying that the person to be chosen should be a suitable person. In reality, when the question comes from the vocational school to take a VET student, anyone that finds the role interesting and that the company officials accept would be the mentor.

If we use a strict definition of what is meant by a formal school system, this is a schooling system organised under government control. This is what is described above.

Outside this we can find mentor and tutor systems within some special crafts. There we can find education run by an employer organisation in the field. We might find mentor and tutor systems in private educational organisations. There does not exist any special organisation superior that controls non formal systems so it is very hard to state any special characteristics about this.

Cyprus, MMC Management Centre Ltd (P3)

As far as the mentors are concerned, there are some training programmes targeting mentors in general that adopt the definition of the term that the mentor is a **senior employee that will support a newcomer during the induction period**. These programmes have duration of one or two days (7-14 training hours) and they do not lead to certification.

It is being noted that a formal system for the certification of trainers is currently being designed by the Human Resource Development Authority (the Cyprus National Authority for VET) but this deals with the profile of the trainer (preparation and delivery of training courses) and not the profile of the tutor as defined in the framework of this project.

A formal system exists for the training of mentors used by the **Ministry of Education and Culture** that is in fact compulsory for everybody that will have the role of the mentor to

attend. The program has duration of 40 training periods (45 min per period) and it has been designed and delivered by Cyprus Pedagogical Institute (Ministry of Education and Culture).

As far as the mentors implementing **apprenticeship or placement programmes** are concerned, no training programs exist.

As far as tutors are concerned, no formal system exists to train the tutors. Some train the trainer programmes exist for trainers that may devote one section (1-2 hours) on tutoring as supporting the learners to learn at work.

Poland, INSTYTUT TECHNOLOGII EKSPLOATACJI – PIB (P4)

There is no formal system of education of mentors and tutors in Poland.

As far as mentors are concerned, there are training programmes (out of school non formal system) dedicated to the specific group- instructors of work-based learning. According to the Polish law, they should have at least the title of “master” in the profession of learning, and should have finished a pedagogical course (approved by local governmental body of educational supervision) containing at least 70 hours of psychology, pedagogy and methodology and additionally at least 10 hours of methodical practice.

Nowadays, there is observed growing demand for the pedagogical courses, which enable the high experienced and qualified workers to become instructors of work-based learning (mentors).

Mentors understood as management staff responsible for people management and for the organization of team work, are the participants of commercial, free market- based trainings. Most of the programmes are tailored, strictly adjusted to the requirements of the specific company (exclusive and expensive product).

There is no unified competence standard for mentors in Poland, so there is also no generally recognisable and valid system of certification. Training institutions give their “own certificates”, e.g.: the participants of mentoring course received the CERTIFICATES OF MENTOR of Copllegium Wratistaviense.

Similarly for the tutor, there is neither a nationally valid competence standard, nor a certification system. Mentors, as well as tutors are qualified for their professional tasks in the frame of non-formal education system. Some specific regulations are defined for the competences of public employment services (the order concerning the employment promotion and institutions of labour market, 2004).

In the opposition to the formal education (where the quality is assured by the formal evaluation system, supervised by the Central Examination Commission consisting of the external standardized tests and examinations), in the non-formal system of education in Poland the quality assurance is limited, e.g.: accreditation awarded by the education superintendent (kurator) or registration at the regional employment office or any kind of “environmental certification” or certification according to ISO.

Greece, “DIMITRA” INSTITUTE OF TRAINING AND DEVELOPMENT (P5)

EOPPEP is the basic pillar for Accreditation for Tutors and Mentors

EOPPEP is the **National Organisation for the Certification of Qualifications and Vocational Guidance**, an all-encompassing statutory body investing on better quality and more efficient & reliable lifelong learning services in Greece (www.eoppep.gr).

EOPPEP operates under the supervision of the **Minister of Education & Religious Affairs, Culture & Sports** and is seated in Athens. It has derived from the amalgamation of three national bodies, all under the supervision of the same Ministry: the National Centre for the Accreditation of Lifelong Learning Providers (EKEPIS), the National Organisation for the Certification of Qualifications (EOPP) & the National Centre for Vocational Guidance (EKEP).

The newly established national authority, the National Organisation for the Certification of Qualifications and Vocational Guidance (EOPPEP), corresponds to the pressing need of creating and maintaining a holistic and interrelated policy framework for the development of lifelong learning and certification of qualifications in Greece, linking with the open market and responding to the needs of the citizens, a central issue in EU policy.

EOPPEP aims at quality assurance in:

inputs: accredited Providers implementing VET programs, developed upon accredited standards & specifications, based on accredited occupational profiles, employing accredited Trainers for Adults, with the aid of accredited Support Services Professionals for social vulnerable groups,

outputs-learning outcomes: accredited knowledge, skills and competences acquired via non-formal & informal learning pathways and certification of qualifications,

vocational guidance & counselling services: viable services & tools for supporting citizens of every age, as well as educational information tools according to the latest ICT applications.

Regarding tutors and mentors in Greece, they have to be accredited by the **National Organisation for the Certification of Qualifications and Vocational Guidance (EOPPEP)**. In order to assure the quality of vocational training courses, **EOPPEP** uses evaluation criteria and has implemented systems for Accreditation of Trainers of Continuing Vocational Training. All the vocational training tutors/mentors come from the database of **National Organisation for the Certification of Qualifications and Vocational Guidance (EOPPEP)**.

Certification of the teaching qualification of Trainers for Adults of non-formal education.

Trainers for adults (tutors and mentors) are required to possess a teaching qualification awarded upon accreditation in order to fulfil eligibility conditions for public funded non-formal education programmes, pursuant to Law 3879, article 19.3 (GOG 163/A/21.09.2010) on "*Development of Lifelong Learning*".

Developing and implementing a comprehensive and innovative accreditation system for the teaching qualification of "**Trainers for Adults of non-formal education**", include the unification of registers in operation, responds to new social, economic and educational needs:

gearing the education system to learning outcomes,

linking education content to labour market & reinforcing social partners' role in human resources development,

expanding trainers' field of activity into initial & continuing vocational training as well as non-formal education, including adult education,

updating knowledge, skills and competencies of trainers for adults.

United Kingdom, Vocational Rehabilitation Consultants Ltd, (P6)

Teachers, tutors and trainers tend to work in three sectors:

The further education / VET sector. This can be defined as all organisations and individuals providing publicly-funded education and training, outside of schools and higher education institutions. This ranges from full-time teachers and trainers to those who occasionally undertake this role in the same or a different organisation to their main (non-teaching) job. The Institute for Learning has estimated a total workforce (excluding occasional part-time tutors) of around 185,000 (2010), of whom around half are full-time or substantial part-time staff. Some of these staff will be teaching academic rather than vocational subjects, and even vocational teachers and trainers (particularly in colleges) may not come into contact with the workplace; colleges often split the role of teacher/lecturer from that of the tutor or tutor/assessor who visits learners' workplaces and liaises with employers.

Trainers and tutors providing programmes in-house or on a commercial basis. Some of these will be undertaking a similar role to VET staff, e.g. delivering qualifications but without public funding; they include full-time trainers and people doing training alongside their main jobs. In some organisations the same person may act as a part-time trainer (e.g. for a group of apprentices working in their vocational area) as well as a mentor (e.g. for an individual apprentice in their department). Numbers are difficult to estimate.

Higher education tutors. There are 181,000 academic staff in the UK (2011 figures), of whom a small proportion (likely to be less than 5%) are involved in sandwich, vocational or professional courses in a way that brings them into contact with the workplace. Formally recognised (i.e. credit-bearing) workplace learning is an increasing though far from universal feature of higher education in the UK.

Mentoring is typically undertaken by experienced workers who take on responsibility for the induction and/or development of other workers, trainees or students, generally on a one-to-

one or occasionally one-to-few basis. Some organisations, and professions, have a formal mentoring framework for new entrants; many other mentors work informally and it is difficult to estimate the number of people who have mentoring responsibility. Mentors are found across industry and professional sectors, in most cases with no formal recognition or status, and simply termed supervisors rather than mentors; formal mentoring schemes exist for new entrants in a few professions such as nursing, surveying and accountancy.

Training and certification

Courses and qualifications for tutors and mentors are geared to preparing people for these roles who already have work experience, or for enhancing the skills and knowledge of those already in the role. They are provided within the VET system and in universities. Certification for tutors is well-organised, accessible, and in part statutory (see below); certification for mentors is less common outside a minority of professions, and represents a gap in provision that the project may be able to contribute to filling.

In 2001 a regulation was introduced requiring teachers, tutors and trainers in further education (VET) colleges to obtain a state-approved teaching qualification within five years of starting in the job. In 2008 this was extended via the conditions of funding to the whole of the publicly-funded VET sector, to include staff in organisations such as private and charitable training organisations, prison education departments, and employers running funded training. The regulations also developed a new set of qualifications: an introductory certificate at level 4 or 5 (6 credits)², a certificate at level 4 or 5 (12 credits), and a diploma at level 5, 6 or 7 (60 credits) which forms the full teaching qualification and is equivalent to the teaching certificate for schools. Qualifications are based on the Learning and Skills Improvement Service professional standards. The sequence and specification of the qualifications have recently been reviewed and changes are expected in 2013; the proposals are not radically different from the present structure. Most people taking the qualifications do so on a part-time basis after starting in the job (a very few full-time university postgraduate courses are available). Experienced but unqualified tutors can be assessed

² Qualification levels and credits are expressed in EQF and ECTS/ECVET terms respectively.

directly without attending training. A licence to practise (QTLS status) was in place between 2008 and 2012, but it was only partly successful and is likely only to remain compulsory for VET tutors who want to teach under-16s.

A large number of other qualifications are available for tutors and trainers working outside the regulated sector. These include course-based and competence-based certificates (generally levels 4 and 5, awarded by bodies such as City & Guilds, Edexcel, ILM and CIPD), and university postgraduate qualifications (level 7) for higher education tutors and for trainers (particularly management developers). Courses for university staff normally follow Higher Education Academy standards. Again these courses and schemes are taken almost exclusively part-time by people already doing the relevant job.

Mentoring courses are again almost completely part-time, with the majority certificated by vocational awarding bodies and leading to qualifications at level 4. These generally relate to mentoring employees rather than students and trainees. A few qualifications for mentors of managers and leaders are offered by awarding bodies and universities at levels 5, 6 and 7. In addition several professions train mentors who provide the work-based support for student or early-career practitioners; this training is not usually certificated but leads to approval to act as a mentor within the profession's training or qualification scheme (e.g. nurse mentors).

5.2. Comparison and conclusions

As far as mentors are concerned (as they are defined in the current project) no formal system is available for Sweden, Poland and Cyprus while a clear formal system for mentoring exists in Austria and the UK. As far as Greece is concerned a formal system exists for tutors and mentors, but this system does not target mentors as these were defined in the current project (one definition being the person within the company that deals with apprenticeship or placement). Non formal systems for mentors exist in Austria, Poland, Cyprus and UK.

As far as tutors are concerned a formal system exists in Austria, Sweden, Cyprus (under progress), Greece and the UK. Non formal systems exist in Austria, Cyprus and Poland and UK.

Table 3: Formal and non formal system for mentors and tutors³

COUNTRY	Formal System for mentors	Non formal system for mentors	Formal system for tutors	Non formal system for tutors
Austria, Schulungszentrum Fohnsdorf (PO)	<p>Postgraduate courses for mentors are available at teaching training colleges</p> <p>Training for apprenticeship trainers according to the Austrian Vocational Training Act</p>		<p>Formal trainings for tutors available in institutes of higher education</p> <p>No formal existing system for tutors as used in the context of this project</p>	Several trainings for teachers and trainers
Sweden, Institutionen för pedagogik och specialpedagogik	<p>No formal system</p> <p>Mentor system within</p>		Formal system for the vocational teacher including university degree and work experience	

³ The terms formal and non formal are used here in accordance with the national legislation or rules of each country

COUNTRY	Formal System for mentors	Non formal system for mentors	Formal system for tutors	Non formal system for tutors
(P1)	special craft ⁴		Tutor system within special craft sector	
Cyprus, MMC Management Centre Ltd (P3)	Formal system leading to certification is provided by Ministry of Education and Culture for mentors defined as experienced teachers and trainers	Classroom training not leading to certification available for mentors defined as senior employers responsible for the induction of others ⁵	The system for the certification of trainers by the Human Resource Development Authority is currently being designed. Therefore, soon formal system will exist for the certification of trainers. However, this system takes into account the trainer in the 'traditional form of	Some train the trainer programmes with a couple of hours focusing on supporting learners to learn at work but not leading to certification ⁶

⁴ This could also be considered non formal if definition of formal is a schooling system outside government control

⁵ As the system for validation of training providers is not in place in Cyprus, it is not clear if this is considered formal or non formal learning.

⁶ As the system for validation of training providers is not in place in Cyprus, it is not clear if this is considered formal or non formal learning.

COUNTRY	Formal System for mentors	Non formal system for mentors	Formal system for tutors	Non formal system for tutors
			the term' and not the tutor.	
Poland, INSTYTUT TECHNOLOGII EKSPLOATACJI – PIB (P4)	No formal system	Trainings for Instructors of work-based learning (see p.12)	No formal system	Some organisations provide courses for tutors, which are certified by these institutions (no one general valid certificate).
Greece, “DIMITRA” INSTITUTE OF TRAINING AND DEVELOPMENT (P5)	Formal system exists as mentors have to be accredited by the National Organisation for the certification of qualifications and Vocational Guidance (EOPPEP)	No non formal system	Formal system exists as tutors have to be accredited by the National Organisation for the certification of qualifications and Vocational Guidance (EOPPEP) Trainers for adults (tutors and mentors) are required to possess a teaching qualification awarded	None

COUNTRY	Formal System for mentors	Non formal system for mentors	Formal system for tutors	Non formal system for tutors
	Trainers for adults (tutors and mentors) are required to possess a teaching qualification awarded upon accreditation in order to fulfil eligibility conditions for public funded non-formal education programmes, pursuant to Law 3879, article 19.3 (GOG 163/A/21.09.2010) on “Development of Lifelong Learning”.		upon accreditation in order to fulfil eligibility conditions for public funded non-formal education programmes, pursuant to Law 3879, article 19.3 (GOG 163/A/21.09.2010) on “Development of Lifelong Learning”.	
United Kingdom, Vocational	Mentoring courses available with the	Typically internal training provided by	Statutory training and certification for tutors in the VET system.	Wide range of ongoing development programmes

COUNTRY	Formal System for mentors	Non formal system for mentors	Formal system for tutors	Non formal system for tutors
<p>Rehabilitation Consultants Ltd, (P6)</p>	<p>majority certificated by vocational awarding bodies and leading to qualifications at level 4.</p> <p>A few qualifications for mentors of managers and leaders are offered by awarding bodies and universities at levels 5,6 and 7.</p> <p>Some professions have formal sign-off for mentors providing recognition within the profession but not formal certification.</p>	<p>companies.</p>	<p>Widely-available certificated programmes for tutors in higher education, commercial training and for further development in the VET system.</p>	<p>and work-based support in different parts of the sector.</p>

6. In which professions is the role of mentors and tutors integrated?

6.1. The situation in different countries

Austria, Schulungszentrum Fohnsdorf (P0)

Professions integrating the role of Mentors

Apprenticeship trainers in companies offering apprenticeship training.

Senior employees with good work experience like work masters, workplace supervisors, experienced executives from inside the company (not a functional manager) who support junior employees/trainees/students in work placements in achieving their goals.

Managers/employees responsible for HRD from inside the company fulfilling tasks along the human resource development cycle.

Consultants/advisors from outside the company who take over tasks in human resource development.

Entrepreneurs /experienced executives/managers from other companies.

Professions integrating the role of Tutors

Teachers in secondary technical and vocational schools, who, in addition to their main (teaching) job, are persons of trust for the students. These teachers may also be involved in supporting students in transition to work placements and liaise with employers.

Trainers in institutes for adult education who, in addition to developing the professional skills of the learners, have a role in overcoming barriers to learning, promoting independence, empowering and transition into work and liaise with employers.

Employees in institutes for adult education who provide placement services for learners (full-time or part-time in addition to other tasks).

Employees at the Austrian Labour Market Service who are providing placement services.

Students and academic staff at universities and universities of applied sciences, colleges.

Sweden, Institutionen för pedagogik och specialpedagogik (P1)

Professions integrating the role of Mentors

Mentors / instructors employed by and working regularly at the workplace used for work-based training parts in vocational education. The person could be a skilled worker with special qualification in relation to the kind of skill that is the learning goal for the student's placement. The mentor would be a person on the operational level working close to the learner / student. The student would often be a teenager from upper secondary school but could also be an adult in a vocational program.

Professions integrating the role of Tutors

The tutor is easy to define. It is the vocational teacher, employed by the vocational school / training institution.

Cyprus, MMC Management Centre Ltd (P3)

Professions integrating the role of Mentors

Apprenticeship mentors in companies offering apprenticeship training.

Senior employees with good work experience.

Experienced teachers (approved by the Ministry of Education and Culture-only for mentoring other teachers).

People in the HR departments that have the role to support the employees of the company during their induction but also during the development of their careers. These people may also occasionally provide personal support to the employees and provide advice for family issues, financial issues etc.

External business consultants (e.g. mentors for new entrepreneurs etc).

Professions integrating the role of Tutors

Tutors from training institutions that implement placement programs and are responsible for guiding the learner in his or her induction in the labour market and may also provide general advice on personal or professional development, as well as future action plans.

Poland, INSTYTUT TECHNOLOGII EKSPLOATACJI – PIB (P4)

Profession integrating the role of tutors

Table 4: Professions integrating the role of tutors in Poland

Type of institution	Professions which integrate the role of tutor
Institutions of the school system (formal learning)	Vocational counsellors Psychologists Teacher (seldom, because of the costs, time, number of pupils in the classes etc.)
Training institutions out of the school system (non-formal learning)	Trainers, advisors/counsellors
Institutions of public employment services (non-formal learning)	Vocational counsellors Leaders of job clubs Specialists for vocational development Specialists for training Educational broker

Professions integrating the role of Mentors

Table 5: Professions integrating the role of mentors in Poland

Type of institution	Professions which integrate the role of mentor
Enterprises, especially in craft sector	Experienced workers of all professions (especially craft) assigned by employers to be instructors of work-based learning
Organisations of different economy sectors (production, services, administration and public services)	Employees responsible for HRD

Greece, “DIMITRA” INSTITUTE OF TRAINING AND DEVELOPMENT (P5)

Professions integrating the role of Mentors

Table 6: Professions integrating the role of mentors in Greece

Type of Institution	Professions integrating the role of Mentors
Enterprises in general	Employers/employees that hold certification in their speciality awarded by EOPPEP or Experienced employers/employees of various professions
Public school (secondary education)	Public school’s teachers responsible for detecting and recording the educational needs of the new school teacher as well as

Type of Institution	Professions integrating the role of Mentors
	developing an individual action plan for each one mentee.
Organizations in various economic sectors	Managers/employees responsible for HRD/ Consultants/advisors

Professions integrating the role of Tutors

Table 7: Professions integrating the role of tutors in Greece

	Type of Institution	Professions integrating the role of Tutors
Formal education system	Apprenticeship – Vocational Education Schools (EPAS). The Greek Manpower Employment Organization (OAED), within the framework of implementing a series of Active Labour Market Policies (ALMPs), is responsible for operating 51 Vocational Education Schools (commonly known as EPAS), aiming to educate students by means of the Apprenticeship system.	Trainers (in various scientific specializations) in technical sector / psychologists, sociologists
	Post secondary Education (a level between higher education and secondary education). I.E.K. or IEK is a public or private Institute of Vocational Training in Greece. Public and	Trainers (in various scientific specializations) in any sector (technical or not) / psychologists, sociologists

	Type of Institution	Professions integrating the role of Tutors
	private I.E.K. offer training courses accredited by the Ministry of National Education & Religious Affairs. There are over 100 public and 50 private I.E.K.	
	Higher Education (Universities)	Academic staff , vocational –career counsellors, business counsellors
Non- Formal education system	Accredited by EOPPEP VET centres (adult education)	Trainers hold certification in their speciality awarded by EOPPEP (in various scientific specializations), psychologists vocational counsellors, business counsellors.

United Kingdom, Vocational Rehabilitation Consultants Ltd, (P6)

The use of tutors as defined in this document is common in the many professions and occupations that use workplace learning as part of their training route. This spans those basic and intermediate occupations where an apprenticeship-type entry route is used, through to higher-level professions where the work-based phase often follows full-time higher education. In some areas – accountancy is a good example – there is limited linkage between the off-job course and the workplace training, so the tutor role is uncommon.

A range of mentoring arrangements is present in higher-level professions. In the health professions this is commonly arranged in the training location (hospital etc) linked to the higher education programme or postgraduate training path, and is usually formalised with the mentor requiring specialist training and approval. In others such as the construction professions and engineering, mentors can be arranged or approved by the professional

body. In some professions (accountancy is typical) it is a condition that the office has at least one approved mentor or training representative in order to train new entrants; in others mentors can be arranged individually for each learner, with some encouraging learners to have mentors from outside their work organisations.

For apprenticeships and placements, mentoring arrangements are generally less formal and agreed between the college or training provider and the employer. For publicly-funded apprenticeships, the provider has a responsibility to ensure that the workplace part of the training is satisfactory, which will normally mean checking the quality of supervision. Some providers offer training to workplace supervisors but this is not usually compulsory.

6.2. Comparison and conclusions

All countries mentioned senior employees or HRD people responsible for mentoring new comers as the most common profession where mentoring exists. Most of the countries also mentioned that mentors are people within the companies responsible for apprenticeship or placement programs as well as the senior employees or HRD people responsible for mentoring new comers. Some countries mentioned also external consultants in the area of HRD or experienced executives and entrepreneurs from other companies. The comparison is presented in Table 8 below.

As far as tutors are concerned, all countries mentioned that trainers or teachers in Adult education, labour market trainings, non formal trainings or VET also have the role of tutors while most of the countries mentioned also that employees/ trainers and people responsible for apprenticeship within the training/education institutions also have the role of a tutor. The comparison is presented in Table 9 below.

Table 8: Professions integrating the roles of mentors

Country	Mentors in companies offering Apprenticeship	Senior Employees/Managers and employees responsible for HRD	External consultants responsible for HRD	Experienced executives or entrepreneurs from other companies	Others
Austria, Schulungszentrum Fohnsdorf (P0)	√	√	√	√	√ Cross mentoring
Sweden, Institutionen för pedagogik och specialpedagogik (P1)	√	√			
Cyprus, MMC Management Centre Ltd (P3)	√	√			√ (experienced teachers approved by the ministry of Education through

Country	Mentors in companies offering Apprenticeship	Senior Employees/Managers and employees responsible for HRD	External consultants responsible for HRD	Experienced executives or entrepreneurs from other companies	Others
					a formal system) (business consultants for new entrepreneurs)
Poland, INSTYTUT TECHNOLOGII EKSPLOATACJI – PIB (P4)	√	√ (especially in craft sector experienced workers of all professions assigned by employers to be instructors of work based learning)			

Country	Mentors in companies offering Apprenticeship	Senior Employees/Managers and employees responsible for HRD	External consultants responsible for HRD	Experienced executives or entrepreneurs from other companies	Others
Greece, "DIMITRA" INSTITUTE OF TRAINING AND DEVELOPMENT (P5)	√	√ (certified by EOPPEP) (experienced employers or employees)	√		√ (Public school teachers responsible for developing an individual action plan for new school teachers)
United Kingdom, Vocational Rehabilitation Consultants Ltd, (P6)	√	√		√	√ Some professions operate a cross-firm mentoring system for trainees

Table 9: Professions integrating the role of tutors

Country	Trainers/Teachers in Adult education /labour market trainings/ non formal/VET	Employees/trainers/teachers in Adult education/VET institutes <u>responsible for placements or apprenticeships</u>	Vocational counsellors / psychologists	Private or Public Employment Services
Austria, Schulungszentrum Fohnsdorf (P0)	√	√		√
Sweden, Institutionen för pedagogik och specialpedagogik (P1)		√		
Cyprus, MMC Management Centre Ltd (P3)	√ (but very rare)	√		√
Poland, INSTYTUT TECHNOLOGII EKSPLOATACJI – PIB (P4)	√	√	√	√ (Vocational counsellors, leaders of job clubs,

Country	Trainers/Teachers in Adult education /labour market trainings/ non formal/VET	Employees/trainers/teachers in Adult education/VET institutes <u>responsible for placements or apprenticeships</u>	Vocational counsellors / psychologists	Private or Public Employment Services
				specialist for vocational development or training)
Greece, “DIMITRA” INSTITUTE OF TRAINING AND DEVELOPMENT (P5)	√ Trainers of public and private IEK	√ Trainers in apprenticeship – vocational education schools EPAS Trainers from EOPPEO VET centres having the EOPPEP certification	√	√
United Kingdom, Vocational Rehabilitation Consultants Ltd, (P6)	√	√		√

7. Description of target groups for mentors and tutors

7.1. The situation in different countries

Austria, Schulungszentrum Fohnsdorf (P0)

The main area of work of the Schulungszentrum Fohnsdorf is vocational education, further training, upgrading training and retraining, counselling and guidance in transition into work for (temporarily) unemployed people.

In this context and in the context of the project **the target groups for mentors are:**

Employees who have the task of guiding and supporting learners at the work place
Managers/employees responsible for HRD from inside the company fulfilling tasks along the human resource development cycle

Apprenticeship trainers in companies offering apprenticeship training

The target groups for tutors are:

Trainers in institutes for adult education who, in addition to developing the professional skills of the learners, have a role in overcoming barriers to learning, promoting independence, empowering transition into work and liaise with employers.

Employees in institutes for adult education who provide placement services for learners (full-time or part-time in addition to other tasks).

Employees at the Austrian Labour Market Service who are providing placement service.

Sweden, Institutionen för pedagogik och specialpedagogik (P1)

The target groups for mentors are: People employed at the work place where the student does training. He or she is engaged in the work place learning part. The mentor is the supervisor and instructor for the student at the work place. The mentor is an experienced person in the field and is active doing operational tasks and at the same time he or she also acts as a mentor for the student.

The target groups for tutors are: Vocational teachers employed by a vocational school. The mainstream vocational teachers are employed by public vocational secondary schools but it could also be vocational teachers working in adult vocational education. The tutor might also be employed by a private vocational educational institution. The base for the training that the vocational teacher is responsible for are nationally issued curricula.

Cyprus, MMC Management Centre Ltd (P3)

MMC is a vocational training centre providing services both to professionals (professional trainings) and to unemployed people for their induction to the labour market.

Therefore for the scope of the project **the target group for mentors** will include:

Senior employees in a company or organization that have the role to introduce new employees into the company thus implementing informal induction program.

Mentors responsible for placement programs (in the company where the placement takes place).

Mentors responsible for mentoring new entrepreneurs.

The target groups for tutors are:

Trainers in institutes for adult education who, in addition to developing the professional skills of the learners, have a role in overcoming barriers to learning, promoting independence, empowering transition into work and liaise with employers.

Employment consultants from the Public Employment Service

Poland, INSTYTUT TECHNOLOGII EKSPLOATACJI – PIB (P4)

As specific regulations or competence standards of mentors and tutors do not exist in our country, and on the other hand because of some general similarities to other professions mentioned above, we are going to focus on the following target groups:

Mentors - employees who carry out and who are responsible for the work-based training in the enterprises (mainly craft).

Tutors – trainers and advisors representing training institutions (out of the school system) and vocational counsellors from institutions of public employment services.

Greece, “DIMITRA” INSTITUTE OF TRAINING AND DEVELOPMENT (P5)

The target groups of mentors are:

Employees who have the task of guiding and supporting learners at the work place

Managers/employees/consultants/advisors responsible for HRD

The target groups of tutors are:

Trainees (unemployed/employed/ freelancer) in institutes for adult education, in the framework of lifelong learning or people who desire to (re)enter in the labour market, developing their knowledge, skills and competences.

United Kingdom, Vocational Rehabilitation Consultants Ltd, (P6)

VRC’s main area of work is supporting the sustainable return-to-work of people with disabilities and long-term health problems, and in particular training and supporting others (‘advisers’) to be effective in this process. There are two main areas where tutor and mentor roles apply in this context, as shown in the following table:

Context	Adviser gaining new skills	Disabled person (‘client’) returning to work
Learner	The adviser	The client
Tutor	Teacher or trainer of vocational rehabilitation skills	The adviser
Mentor	The adviser’s supervisor or other suitable professional	Workplace supervisor with whom the client is placed or is starting/returning to work

Support for transition into employment	Not relevant	Present
Support for personal welfare	Not relevant	May be present

VRC may also pilot in a more conventional student placement context.

7.2. Comparison and conclusions

As far as the pilot testing of Certi.MenTu is concerned, all countries will use employees responsible for guiding and supporting learners in the workplace in the role of the mentor. Most of the countries (except Sweden and UK) mentioned also managers/employees responsible for HRD from inside the company fulfilling tasks along the human resource development cycle. As far as tutors are concerned all countries mentioned trainers in institutes of adult/vet education who in addition to developing the professional skills of the learners have a role to play in overcoming barriers and transition into work while Austria, Cyprus and Greece mentioned also employees/trainers in adult/vet providers responsible for apprenticeship /placements. Employment consultants from the public or private sector will be used in the target group by Austria and Cyprus.

Table 10: Description of target group for mentors

Country	Employees who have the task of guiding and supporting learners at the work place	Managers/employees responsible for HRD from inside the company fulfilling tasks along the human resource development cycle	Apprenticeship trainers in companies offering apprenticeship training
Austria, Schulungszentrum Fohnsdorf (P0)	√	√	√
Sweden, Institutionen för pedagogik och specialpedagogik (P1)	√		√
Cyprus, MMC Management Centre Ltd (P3)	√	√	
Poland, INSTYTUT TECHNOLOGII EKSPLOATACJI – PIB (P4)	√ (craft sectors)		√

Country	Employees who have the task of guiding and supporting learners at the work place	Managers/employees responsible for HRD from inside the company fulfilling tasks along the human resource development cycle	Apprenticeship trainers in companies offering apprenticeship training
Greece, "DIMITRA" INSTITUTE OF TRAINING AND DEVELOPMENT (P5)	√	√	√
United Kingdom, Vocational Rehabilitation Consultants Ltd, (P6)	√ (workplace supervisor with whom the client is placed or is starting /returning to work)		

Table 11: Description of target group for tutors

Country	Trainers in institutes of adult/vet education who in addition to developing the professional skills of the learners have a role to play in overcoming barriers and transition into work	Employees/trainers in adult/vet providers responsible for apprenticeship /placements	Private or public employment services
Austria, Schulungszentrum Fohnsdorf (P0)	√	√	√
Sweden, Institutionen för pedagogik och specialpedagogik (P1)	√		
Cyprus, MMC Management Centre Ltd (P3)	√	√	√
Poland, INSTYTUT TECHNOLOGII EKSPLOATACJI – PIB (P4)	√		√

Country	Trainers in institutes of adult/vet education who in addition to developing the professional skills of the learners have a role to play in overcoming barriers and transition into work	Employees/trainers in adult/vet providers responsible for apprenticeship /placements	Private or public employment services
Greece, "DIMITRA" INSTITUTE OF TRAINING AND DEVELOPMENT (P5)	√	√	√
United Kingdom, Vocational Rehabilitation Consultants Ltd, (P6)	√ (teacher or trainer of vocational rehabilitation skills)		

8. Outlook for mentoring and tutoring

8.1. The situation in different countries

Austria, Schulungszentrum Fohnsdorf (P0)

Austria has a strong and diversified system of VET that starts early at the age of 15 containing both company-based apprenticeship training and full-time-school system for VET.

Concerning IVET (formal VET) there is a declining number of apprenticeship posts and a probably increased demand for full-time school-based training places. In CVET (non-formal VET) the extent of CVET activities has remained relatively stable to date.

In the area of apprenticeships (dual training) the number of new admissions (apprentices in the first apprenticeship year) is steadily declining due to demographic development and relatively bad image of apprenticeship, the overall number of apprentices also drops in some sectors and shows a fairly high drop-out rate probably due to a lack of motivation and deficits in personal and employment skills. Companies on the other hand hesitate to invest in apprenticeship trainings as they doubt the success. Fundamental measures to improve the quality of the general conditions and the long-term employment relevance of apprenticeships have not been sufficiently taken so far.

In Austria, like in many other countries, there is a lack of skilled employees which will increase if no measures or no efficient measures are taken to rise youth-employment on the one hand and keep skilled long-time employees in the job on the other hand. High costs for the vocational education and training system arise through people quitting their vocational training courses before finishing them. Statistics concerning the training of (temporarily) unemployed people show a fairly high drop-out rate during training courses, especially if the training lasts for a longer period of time. In addition to this, statistics show a placement rate below 50% after the training courses. Leaving aside the drop outs in the placement statistics, the placement rate rises to more than 70%. Training institutes doing trainings on behalf of the Austrian Public-Employment-Service are measured by placement rates.

Regarding all these there is a clear need for workplace tutoring and mentoring in Austria. However, an important point will be, at which stage of education tutoring and mentoring sets in (cf. Mentoring for migrants) in the sense of “prevention is better than intervention”.

Sweden, Institutionen för pedagogik och specialpedagogik (P1)

The use of work placement as an important complement to school based learning is increasing in the Swedish vocational educational system. In the last school reform, starting 2011, a new vocational program, based on apprentice idea, is started. The program can operate in all of the 12 different trade based programs, only the organisation of the studies is different to the traditional schooling, where only a small part of total school time is on work placement.

This new program is an apprentice based program. More than 50% of school time is spent on learning at the work place. This new school organisation places new demands on the mentor and conversely also on the role of the vocational teacher using much more time visiting the students on their work places. The mentor is now more tutorial in his role.

Interestingly, there have been no formal qualifications stipulated for the mentor in this new role. What is said officially from the Swedish National Agency for Education are only general suggestions pointing to the desirability of engaging a suitable person as a mentor.

In the school debate, the role of the mentor is discussed, both focusing in his or her qualifications but also on the fact that the culture for this form of vocational education has no tradition in many fields. Some fields have historically had apprentice systems, as in these it seems to work better. In the last year, many drop outs from the apprentice system have been noted.

Cyprus, MMC Management Centre Ltd (P3)

Both areas of mentoring and tutoring are currently underdeveloped so we do hope that this project will have a significant impact on their development.

More specifically, as far as mentors are concerned, there is definitely room for improvement in their role in placement projects. What happens today is that company employees just call themselves mentors without any formal training etc. The outcome from placement programmes could be maximized if the skills as well as the role of mentors are upgraded.

The role of mentors as senior employees or HR people that will help the induction and guide newcomers exists only in big organizations, although there is a need for such a role in small enterprises also. The mentoring process should not be accidental. People providing mentoring should have the skills to do so, therefore Certi.MenTu is both necessary and useful.

As far as tutors are concerned, this is usually a role the trainer should have. In reality this role does not exist in Cyprus, which leaves us with a big gap as far as the link to between VET and the labour market is concerned. There is big potential in the development of the role of the tutor since they will have an important role to play in guiding the learners during their induction to the labour market.

Poland, INSTYTUT TECHNOLOGII EKSPLOATACJI – PIB (P4)

For legislative reasons and the current development trends of the VET system, in Poland there is growing demand for courses, which entitle the well experienced employees to become instructors of work-based learning (pedagogical preparation of at least 70 hours of psychology, pedagogy and methodology is required).

As far as tutoring is concerned in Poland, it is being developed as one of the individualized methods of education. The tasks of tutors are many times integrated in different professions mentioned above, especially trainers and counsellors.

For financial reasons, tutoring is sometimes used as an exclusive and expensive product, offered by specialized educational – counselling institutions.

Greece, “DIMITRA” INSTITUTE OF TRAINING AND DEVELOPMENT (P5)

Although there is a large database of accredited tutors in various disciplines and branches of learning, it is hard to find accredited mentors or consultants. It is important to be pointed out that because of the restructuring process of the national organization for the certification (it is derived from the amalgamation of three national bodies) the certification process for tutors or mentors is not open yet.

Given the very high rates of unemployment recorded in Greece (25,3%) and especially in the younger age groups (54% for the age group 16-25), undoubtedly efficient measures should be taken to increase youth-employment and developing the skills, competence and knowledge of the labour force. In any case, certification / accreditations of learning outcomes enhance the total skills of the people, a fact that considers the passport for the entrance in the labour market.

For this reason we consider that there is fertile ground for further development of the sector of mentoring and tutoring in Greece.

United Kingdom, Vocational Rehabilitation Consultants Ltd, (P6)

Several factors are combining to increase the need for effective workplace tutoring and mentoring, including a large growth in the number (and age range) of people taking apprenticeships (from 180,000 starts in 2006-7 to 457,000 in 2010-11); government intentions that all young people aged 16-18 will be in school or college, in an apprenticeship, or in a job with training; increasing involvement of universities in the workplace, both via sandwich periods/work placements and through professional and work-based learning; and an increasing trend for professions to require formal, work-based assessment of practice before they will sign off new entrants as fully qualified. Opposing this, current financial stringencies are resulting in public funding for the VET sector decreasing in real terms; many employers reducing spending on training; and an increase in youth unemployment. The

current picture can be summarised as a trend towards increased workplace learning activity, interrupted by financial constraints.

8.2. Comparison and conclusions

Austria: There is a clear need for workplace tutoring and mentoring regarding fairly high drop-out rates in workplace trainings, at training institutes and in apprenticeship trainings. However, an important point will be, at which stage of education tutoring and mentoring sets in (prevention is better than intervention).

Sweden: New demands on the mentor and conversely also on the role of the vocational teacher using much more time visiting the students on their work places. The mentor is now more tutorial in his role. Development of both roles is needed.

Cyprus: Both areas are underdeveloped so work in the area is needed to improve placement programmes but also to improve the link between the VET and the labour market.

Poland: A great need for the development of the mentor as an instructor of work based programmes.

UK: An increase in the need for effective workplace tutoring and mentoring makes the program useful especially if financial constraints are taken into account.