

CASE STUDY - THE EXPERIENCE OF TUTORSHIP TRAINING

Context

At present, within the IFAPME network, training tutorship projects are developed as experimental plans and within the framework of European projects:

- ESF: Objectives 1 and 3
- ESF: Equal Control of alternance training
- ESF: Equal Tutorship - directions for use
- ESF: Equal Safrhan
- LEONARDO: Redac.

The elements leading the IFAPME to the creation of a tutorship training path are various:

- the number of severances of business contracts is increasing,
- the quality of on-the-job vocational training is not very high,
- the value of tutor's role is not increased (recognition of human, technical and pedagogical skills),
- tutor is not always aware of the importance of his/her training task, of the availability and time to spend for apprentice's training, and of the space he/she has to leave to apprentice's development,
- tutor does not know the IFAPME network in which he/she has been working for many years, or in which he/she is employed,
- ...

Presentation of the project

The project is meant to implement a pilot training for tutors. It is a pilot training that, after the experimental phase, will be:

- integrated into the educational planning of public of 2nd CE year,
- proposed (within a short space of time) to the new entrepreneurs demanding approval, and highly recommended to the tutors demanding a deviation from age or seniority terms,
- proposed to all entrepreneurs within the IFAPME network.

The tutor is a key figure within the alternance training system of the IFAPME network: he/she is the person responsible for training the young apprentice within the company.

The tutor can be:

- the company's owner himself/herself,
- the leader, that is the person delegated by the owner to train the learner.

The tutor's role is to organize the job apprenticeship within the company; the training centre perfects the business education. Therefore, the tutor is an essential stakeholder of alternance vocational training. His/her teaching is based on the job analysis, as it is performed within the enterprise.

For that reason, he/she has to be responsible for:

- implementing apprenticeship situations, in order to make the apprentice more and more operative within the company,
- developing his/her skills that are most directly linked to the job and the way he/she has grown,
- acting to develop the right behaviours that are necessary for the apprentice.

The training purposes

The main purpose of training is, of course, the improvement of practical training quality in the company, in order to maximize the adjustment between the two poles of alternance training, and the supply of an actual pedagogical qualification to the business tutor.

The improvement of pedagogical qualification will help tutor in his/her task and will allow him/her to transmit, in the most suitable way, his/her knowledge:

- knowledge: all knowledge acquired through a mental activity;
- know-how: ability to carry out a non-verbal or conceptual aptitude and the knowledge that are necessary to accomplish an activity properly;
- behavioural know-how: ability to show aptitudes or behaviours adapted to working situations.

These pedagogical qualifications will allow tutor to join practical and vocational knowledge, taking into account the economic and social changes, the evolution of target public, the new entrepreneurial obligations ...

Alternance is at the core of the paths performed by learners:

- **Apprenticeship** assures a general, both technical and practical, training for young people from 15 years old, through the stipulation of an apprenticeship contract. The subject of this contract is the practical apprenticeship of a job within a company, completed through a general and vocational theoretical training at a training centre. It leads to the achievement of a vocational qualification and of a certificate validated by French Community.
- **Entrepreneur's training** prepares for the practice of a self-employment or of a managerial role within a SME. The IFAPME network developed an alternance training system that, through the training agreement, includes some management and vocational knowledge courses that prepare to the general, technical, commercial, financial and administrative direction of a company. This training leads to the achievement of a qualification validated by French Community.

The two poles of alternance training

This paragraph is meant to identify the fundamental principles of alternance that will lead us through tutor's actions and, consequently, his/her training's contents. The alternance is based on the existence of two training poles: the training Centre and the Enterprise. Therefore, they are not only two places, but two "environments" and two typologies of activity for the learner who is integrated into the training path.

Each of the two environments is characterized for its own culture, rules, organization and hierarchical structure.

On the one hand, there is the educational environment, which is centred on the logic of process, of knowledge to be transmitted to the learners that have to be trained on-the-job, with its own professionals, that is to say the trainers.

On the other hand, there is the enterprise, an environment that is organized around the logic of result, the production of goods and services and financial profitability, is based on specific professionalism and is subject to market obligations.

Sometimes, these two logics may come into conflict with each other.

The trainee, therefore, passes alternately from an environment to the other.

Alternance is exactly the linking between these two poles and the strengthening of one through the other: complementarity of roles and interaction among times.

Tutor's task is to favour the integration of young people into the enterprise and to help the implementation of alternance training.

For the enterprise, having at its disposal skilled tutors who are able to integrate effectively and train each new learner represents a long term opportunity. In order to make this aspect professional, it is useful to implement a training path addressed to tutors.

In order to define the training purposes and what tutors have to be trained to, it is convenient to define, first of all, what they are expected to do.

Methodological approach of the project

Step I: Research

Documentary research

We carried out two kinds of research:

- a research of documents within the network, at the partners' and other training operators',
- a bibliographic research of reference books.

Data collection at reference experts

We met some reference experts:

- inside the network: pedagogical advisors, the tutelage coordinator, territorial managers, tutelage delegates, directors of Centres, main trainers, B trainers, training advisors, ...
- outside the network (partners): CCW, Educam, Forem, IAWM, FAC Centre, Bruxelles-Formation, Sysfal, ...

These reference experts are privileged witnesses, because they rank in different levels within the training « chain ».

This collected information is even more precious because it comes from witnesses that consider the « tutorship role » according to their position within the alternance training system, each of them with their own personal view of this role.

Step II: Elaboration of a first draft of training programme

This training programme was:

- realized starting from the data collected during step I,
- subjected and validated by the tutelage coordinator and the A pedagogical Advisors.

Step III: Selection of training Centres

Four training Centres were selected:

- two in the Hainaut region (Target 1): Charleroi and Tournai,
- two in the remaining Walloon region (Target 3): Liège and Namur.

Step IV: four pilot experiences starting from different data

We launched four pilot experiences starting from data that were different from one another.

This method allows comparing the placements in a situation and identifying the one that meets better involved people's needs:

- trainees at 2nd CE year in building sector (painting section): Formatpme Namur,
- tutors of car industry: Formation PME Liège,
- tutors belonging to all grouped activity sectors: Centre PME of Charleroi,
- tutors and listeners of 2nd CE year belonging to all grouped activity sectors: FOCLAM and Tournai.

Step V: Training Methodology

We opted for a methodology that the four pilot experiences share.

Training will not be assured as ex cathedra courses:

- creating dynamics of collective observation, starting from tutors' knowledge, know-how and behavioural know-how,
- giving observations, so that all participants question themselves,
- answering the questions put by participants,
- starting from the group's « past experiences » and lead it to reflect and reopen the issues,
- working with tutors.

Step VI: implementation of pilot training

We organized some work meetings:

- meeting of tutelage delegates interested in the project,
- meeting with the 4 managers of the Centres to launch the pilot experience,
- meeting of the speakers of the training Centre, to prepare the training implementation: who will animate this meeting? How will we proceed?,
- meeting of the speakers of the training Centre to prepare the last training session: sharing of impressions and of speech contents, with a view to realize the assessment and the conclusions.

Step VII: Sensitization of target public and promotion of pilot training

- 1) Forwarding post and brochure to the target public (with receipt):
 - specific for tutors,
 - specific for listeners.
- 2) Distribution of programmes and brochures to the training Services and Centres of the network.
- 3) Phone contact to the tutors « recommended » by tutelage delegates (and by the main trainers), thus assuring the follow-up of trainees.
- 4) Phone contact to the participants some days before each training session.

Step VIII: Assessment of pilot training

Considering the small number of participants, it is a qualitative assessment.

- 1) Questionnaire addressed to participants.
- 2) Oral assessment of participants on the basis of questions / answers.
- 3) Questionnaire addressed to speakers.

Meeting of all speakers, in order to share the content of their speeches, with a view to « standardize » training. As a matter of fact, for this first experience, each speaker worked and prepared his/her own speech on himself/herself.

At first: sharing according to speakers' typology:

- tutelage delegates
- psycho-pedagogist trainers,
- Centres' representatives
- pedagogical advisors.

A mouthpiece for each work group.

Later: plenary session of all the speakers and general sharing.

Conclusions

In general, the participants in the training path, that were all aware and sure of their role of tutor and who were all entrepreneurs:

- explain that this training is a good start, but it has to be developed,
- hope that there will be **more psycho-pedagogical sessions**: they recognise that, in front of specific situations, they feel unprepared. More psycho-pedagogy on adolescents, in order to understand better the « behaviour » of the young learner: to be trainer, owner, parent (more than one task) ... what words to use, what behaviours to adopt in some problematical situations, how to motivate young people when they have capabilities, ...
- underline the « deficiencies » of the network with respect to the information concerning P/F: to strengthen contact and communication between the Centre (trainers) and the Enterprise (tutors), in young learner's interest = **lack of proximity**,
- ask for a **larger number of tutelage delegates** within the enterprises: the presence of this figure at the moment of training sessions allowed them to assess better their availabilities,
- ask for **more help, proximity in everyday situations**, « for help »,
- admit the **scanty usage of pedagogical tools**: the pedagogical tools are rarely used ... somebody even ignores their existence (see with CP),
- are not really satisfied with the way by which the system is currently performing, « but there is nothing better »,
- do not know the network,
- are disappointed and surprised because of the low number of participants,
- (...)
- hope that **an instalment will be worked out**: the participants ask for supports,
- consider positively the idea to make this training compulsory.

In effect, this pilot experience shows the necessity of this training by both participants and speakers.

Source du document

Site Internet **www.dream-job.org**
http://www.dream-job.org/bp/B_IFAPME_tutorat_eng.htm

(réalisation : IFAPME, Belgique : www.ifapme.be)