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# GLOBAL THEMES & TRENDS

European, US and Brazilian  
Comparisons on the Key Drivers  
and Issues in L&D Today

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## 1. EXECUTIVE SUMMARY

There's no doubt that the global L&D sector today is continuing to undergo dramatic changes. With so much economic gloom, particularly in Europe and the US, there is a real fear that any hopes of an economic recovery will be quashed, with L&D like any other business function under threat.

This being said, however, the last few years has also seen L&D reinvent itself in terms of the types of training it provides, who it targets, and its various vehicles for reaching the end user. And at a time when the search for talent and being more productive with fewer resources is more important than ever, it's clear that L&D will have a crucial role to play as many countries return to growth.

Yet, how does learning vary across regions and economic cycles? For all the talk of economic slowdown in the United States and Western Europe, it is sometimes forgotten that many other countries are still posting strong growth rates.

For example, countries, such as the newly industrialised Asian economies are predicted to grow at 4.9% during 2011, according to the IMF's 2011 World Economic Outlook – China at 9.6%, India at 8.2%. While not at the rates of Asia, Latin American is also expected to grow with 2011 growth projections for Mexico of 4.6% and Brazil 4.5%.

Against this backdrop, this white paper will provide a unique perspective of the state of learning across three key regions – Brazil, Europe, and the United States. While sourcing other research, where relevant, the paper will draw from three main bodies of research:

- Cegos Group's annual learning and development research study among 2,500 European employees released at the American Society for Training & Development's (ASTD) Annual Conference in May 2011.
- An online interactive survey which took place at the 2011 ASTD conference where, 130 learning professionals, more than half of whom were American, provided their insights on some of the key issues in learning today.
- And high value research from The Brazilian Association for Training and Development (ABTD). The research, published in 2011 and conducted in partnership with MOT Research, provides an overview of training in Brazil in 2010. The survey sample consisted of 287 organisations from diverse segments throughout the Brazilian economy and was the fifth annual survey of its kind.

All three surveys reveal a number of common themes as well as challenges that the learning and development function must embrace in order to maximize the effectiveness of learning in the workplace today and in the future. It is also important to stress that for this paper the main focal point will be Brazil, with comparisons then drawn from other regions.

Below are some of the initial conclusions we can draw that will be expanded further in the paper.

### **Brazil Leads the Way in L&D Investment Growth**

One of the key findings of the survey is that growth in L&D in Brazil is substantially higher than either the United States or Europe. The ABTD predicts growth rates of between 5% and 8% in 2011/2012 with the survey in Brazil finding that three in four respondents expect their L&D budgets to increase.

## ! KEY RESEARCH FINDINGS

Brazil is ahead of the US and Europe in terms of investment growth in L&D.

Brazil spends more time training its employees than its European and US counterparts.

Leadership development remains a key focus in Brazil and the US – not so much in Europe.

Classroom learning, supplemented by technologies, continues to be embraced across regions.

European employees appear to be more willing to fund their training.

The dangers of a gap between the 'haves' and 'have-nots' in Brazilian training.

Today, an average of US\$2,000 is spent on training for each employee per annum in Brazil – a 21% increase on previous figures. In addition, the average annual investment in L&D as a proportion of total payroll in Brazil is 3.7% climbing to 4.8% for larger organisations. These figures are particularly impressive when compared to the US and Europe, where typical increases in L&D spending are closer to 2%.

### **Brazil spends more time training its employees**

The survey found that Brazilian employees receive, on average, up to three or four times the amount of annual training than their European and US counterparts – an average of 45 hours training per year. This compares to an average of 9 hours in Europe and 12 hours from the ASTD audience.

This might be due to a number of facts such as the Brazilian economy growing at a higher rate than the US and Europe or the fact that technology-based, shorter training modules are more prevalent outside Brazil (although this is unlikely to be the overriding factor). What is clear, however, is that L&D is becoming more and more established in Brazil.

### **The focus on leadership development in Brazil**

Leadership development appears to be a key focus within Brazil with the implementation of leadership programmes considered the top L&D priority. This is also manifesting itself in corporate universities with one in five Brazilian organisations now running one. One in ten organisations in Brazil also offer MBA programmes.

In both Europe and across the Atlantic, however, there still seems to be a lack of priority given to management training. At a time when management skills are more important than ever – especially as companies look to rebuild after the recession – this is a cause for concern.

### **The rise of emerging & blended learning tools ... but not at the expense of the human touch**

Emerging learning tools are continuing to grow in popularity globally, but as a means of enhancing traditional classroom-based tools rather than replacing them. The human touch remains more important in training than ever before.

This was seen in all three regions. In Brazil, for example, the ABTD survey found that 42% receive their training solely through the classroom with the remaining 58% receiving training through a variety of different channels – predominantly through blended learning.

91% of trained employees in Europe use classroom training and 45% of respondents at the ASTD conference said that classroom training is the most widely used method among their organisation. 29% of respondents to the Cegos/ASTD survey cited blended learning as the most widely used delivery method within their organisation and, in Europe, blended learning is currently used by 37% of trained employees.

There are also substantial investments in technology-based learning with 11% of all L&D budgets in Brazil spent on technology-based learning. Of this total, the share allocated exclusively to e-learning was an average of 8.6% of the total annual budget. We do not have comparable figures to this in the US and Europe.

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Today's learners are looking for the perfect mix in their training – a balance of face-to-face and emerging learning tools tailored to their individual needs. One cause for concern, cited in the Brazilian survey, however, was that only one out of two employees completed their e-learning modules, raising questions as to the effectiveness of the tracking and measuring of these modules. This number increased to 91% in larger organisations.

### **A gap in attitudes towards training**

It would appear that trained staff in Europe would be more willing to take part in training in their own time or part fund it, as compared to the US and Brazil. While the ABTD survey didn't ask respondents specifically whether they would be willing to fund their training, in 73% of cases there is no part funding. At the ASTD conference, 44% thought that less than 10% of their employees would be willing to train outside working hours while 67% felt that less than 10% would be prepared to part fund their training. This raises the potential question, as to whether learners in Europe are more committed to training than employees in Brazil and the US.

### **The haves and have-nots**

While the ABTD report was very positive towards L&D in Brazil, there were a few areas where there appeared to be a potential training gap between larger and smaller organisations. For, example, 91% of employees taking e-learning in larger organisations completed their modules, as compared to an average figure of only 46%. There are also definitely areas for improvement in making L&D more all encompassing. Only 26% of organisations surveyed provide training to all their staff, for example, and there was a 6% decline in the percentage of employees who receive formal training as compared to 2010 ABTD data. While there is much positive to come out of the ABTD survey, trends such as this need to be closely monitored.

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# 1. SURVEY DEMOGRAPHICS & RESEARCH PARAMETERS

Below are some details on the three main surveys we will be referencing in this white paper.

## The Brazilian ABTD Survey

The Brazilian ABTD survey sample consisted of 287 organisations with an average number of employees of 4,500. Out of these, 8.7% were from the public sector and 91.3% belonged to the private sector. 12% of organisations had more than 25 000 employees, 15% of organisations about 5,000 employees, and 27% of organisations up to 300 employees (see figure 1).

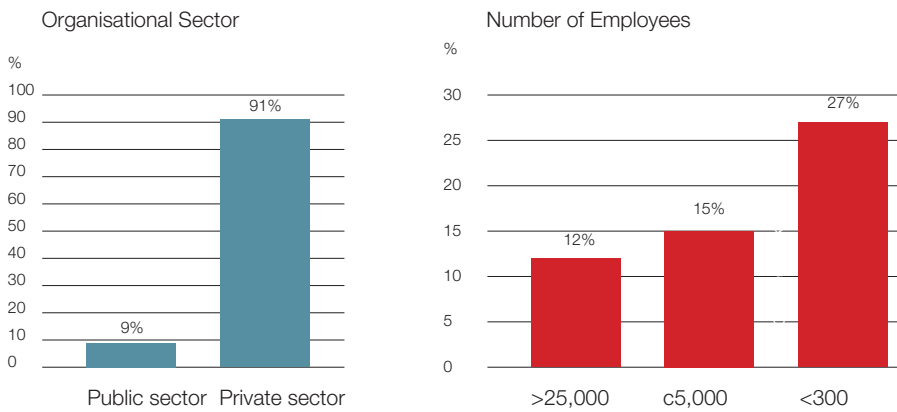


Figure 1: Respondent Profile for ABTD survey.

## The European Survey

Figure 2 provides details of the sample of more than 2,500 European learners surveyed by the Cegos Observatory in April 2011. Respondents were almost equally divided between executive and non-executive employees. In terms of age groups, there was a strong cross section with 25-34 year olds and 35-44 year olds most strongly represented.

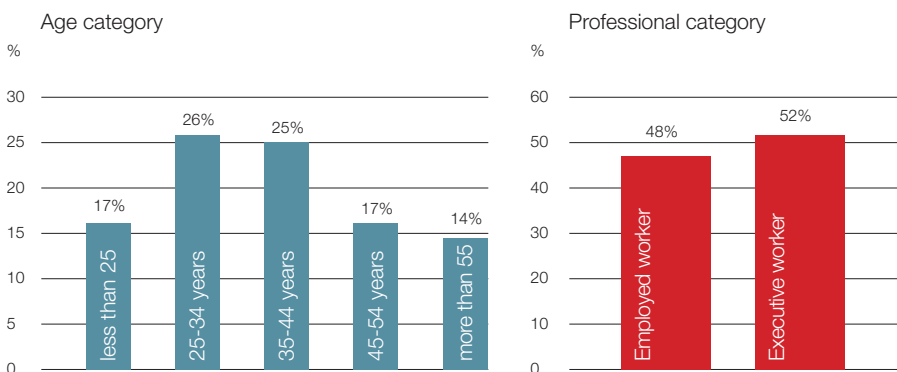


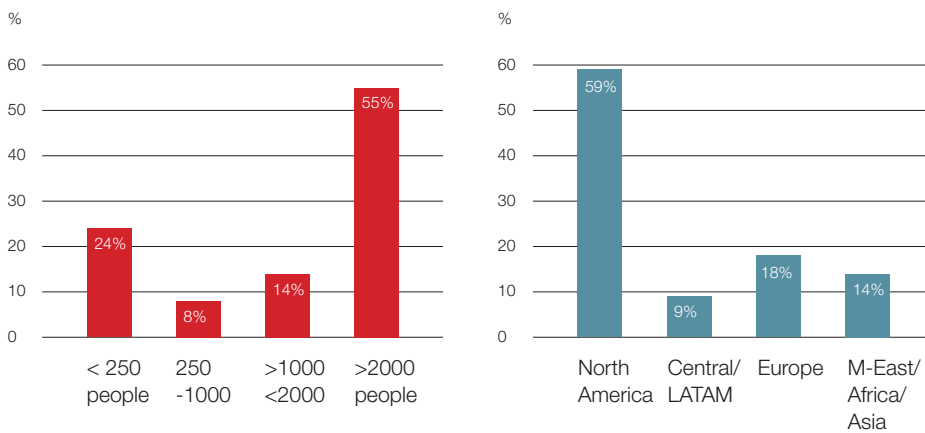
Figure 2: Survey sample demographics of European learning community.

## The ASTD Survey

Figures 3a and 3b provide details of the group of 132 learning professionals surveyed by Cegos at ASTD's 2011 conference. These individuals were drawn from all industry sectors, with the majority working for organisations with more than 2,000 employees.

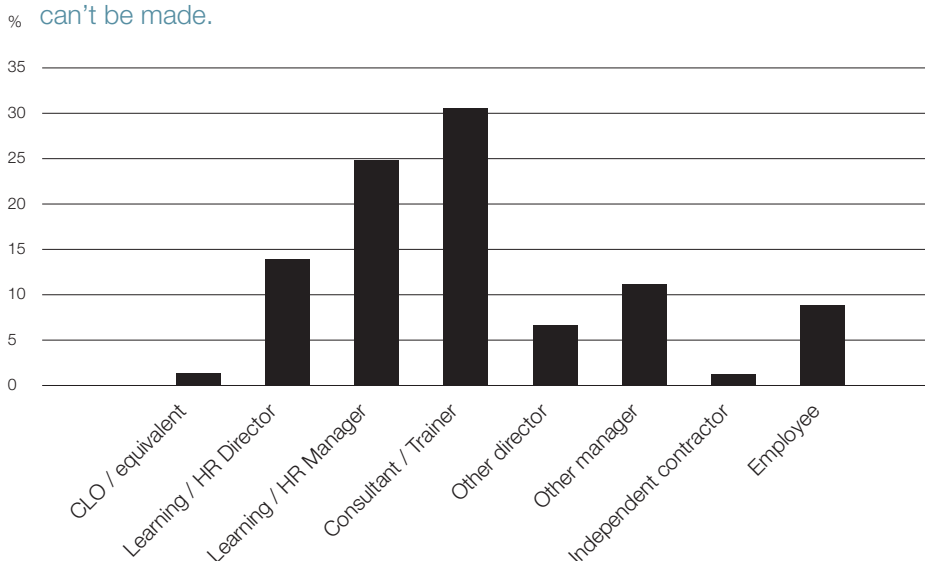
More than half of the respondents were based in North America, with other learning professionals being represented from around the world including Europe and the Middle East. Those surveyed ranged in seniority from Chief Learning Officer to Learning/HR Directors and Managers as well as consultants and trainers. Approximately half of the respondents work within organisations that deliver training solutions internationally.

While this is perhaps the less clearly defined sample, we are assuming that the majority of respondents have a US-focus for the benefits of comparisons – especially as the ASTD annual conference is very much a US-focused event.



**Figure 3a: Survey sample demographics of learning professionals polled at ASTD's 2011 conference.**

In order to compare the findings of these three surveys, the results are separated into a number of areas in this paper including the growth in training and the links to economic growth; time spent training; key training domains; and the delivery methods used. The paper also examines the commitment of learners to training and training priorities for 2011. It is also important to stress that since all three surveys were designed and carried out completely independently of one another, there will be times when direct comparisons can't be made.



**Figure 3b: Survey sample demographics of learning professionals polled at ASTD's 2011 conference.**

## 2. THE GROWTH IN TRAINING AND THE LINKS TO ECONOMIC GROWTH

One of the strongest perceived links in L&D today is the link between L&D and the economic context of the region in which L&D operates. If a region is facing economic difficulties, for example, is this reflected in L&D budgets?

A counter-argument to this, however, is that such economic challenges and regions facing economic slow-down require an even greater focus on people skills and the management of talent – talent that is often faced with the need to do more with less.

When comparing Europe, the US and Brazil, a useful reference point is the International Monetary Fund's (IMF) 2011 World Economic Outlook, already cited in this white paper.

Here, as figure 4 shows, the United States saw 2.8% growth in 2010 with IMF projections of 2.8% and 2.9% for 2011 and 2012 respectively.

For the Euro Area of Germany, France, Italy and Spain, 2010 growth was only 1.7% with growth predicted for 2011 of 1.6% and 1.8% in 2012 (out of these four countries, Germany had by far the highest predicted figures). In the UK, growth was 1.3% in 2011 and is predicted for 1.7% in 2011 and 2.3% in 2012, although it is highly likely that these figures will be revised further downwards.

	2010 Growth	2011 Projections	2012 Projections
US	2.8%	2.8%	2.9%
Eurozone*	1.7%	1.6%	1.8%
UK	1.3%	1.7%	2.3%
Brazil	7.5%	4.5%	4.1%

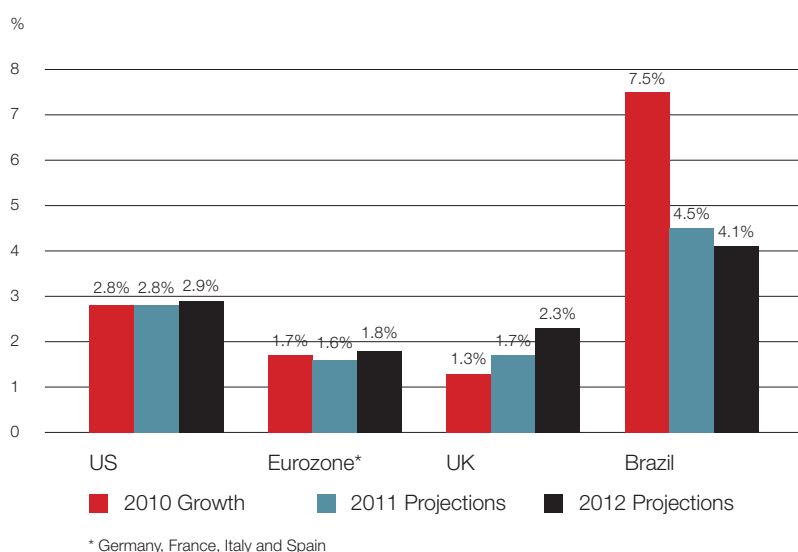


Figure 4: 2010 Growth Rates & 2010 Projections. Source: 2011 World Economic Outlook, IMF.



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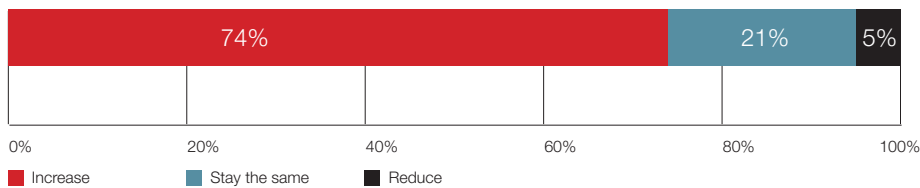
## L&D Investment on the rise in Brazil

In Brazil, however, GDP growth was 7.5% during 2010 with IMF projections of 4.5% for 2011 and 4.1% for 2012. These figures are in fact less optimistic than those from the ABTD, who estimate in their survey that GDP in Brazil will grow by between 5% and 8% in 2011/2012, with a growth in both domestic demand and an expansion of production capacity to meet that demand. The survey goes on to point out, however, that such growth could be hampered by limitations in available talent with it being essential that companies invest in L&D.

So how does this economic growth reflect in the growth or decline in training budgets? Is Brazil leading the way in L&D expenditure growth, based on its considerably higher GDP growth as compared to the US and Europe?

The answer would appear to be yes, with the ABTD predicting a growth in L&D investment of above GDP growth rates of 5% to 8% in 2011. Furthermore, when respondents in the survey asked whether the economy had an impact on the L&D sector, 73% of Brazilian respondents said yes and 28% no. Breaking the 73% figure down further, 26% said that the economic situation has a strong impact on their L&D activities and 47% a smaller impact.

The relatively positive economic outlook also reflected optimism in L&D investments for 2011. When asked the question: 'Do you expect to reduce, increase or keep your investments at the same level in relation to L&D?', 74% of respondents said that they expected to increase their L&D investment, 21% said they expected it to remain the same, and only 5% said that they were likely to reduce their L&D investments (see figure 5).



**Figure 5: 'Do you expect to reduce, increase or keep your investments at the same level in relation to L&D?' Source: ABTD.**

Drilling further down, the ABTD research also found that the average amount invested annually in training per person per annum is R\$3,423 – just over US\$2,000 (although exchange rates fluctuate). This average is a 21% increase on 2009 when the average investment was R\$ 2,704 (US\$1,500 approx). This was lower than the public sector where the average was R\$2,216 per annum.

These figures are indeed a substantial increase on previous figures and reflect both a significant increase in the perceived importance of training in Brazil and a growing economy, despite the wider global economic malaise (although it would be wrong to claim that Brazil doesn't have its economic challenges as well).

When one compares these figures with the average remuneration for Brazilian employees, the ratio of average annual investment in L&D as a proportion of total payroll in Brazil is 3.7% – the same percentage as in previous research. Such a percentage indicator (see figure 6 for previous years) could be very useful in setting L&D budgets in Brazil in the future, as the ABTD indeed stresses in its survey report.

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2010	3.7%
2009	3.7%
2008	3.4%
2007	3.2%

**Figure 6 – Annual Investments in Brazil in as a percentage of payroll. Source: ABTD.**

The research also finds that it is the larger organisations that tend to invest more in training. For organisations where the annual L&D budget is over R\$ 20 million (US\$12 million) per annum, this ratio climbs to a very healthy 4.8%.

### A less positive picture in Europe and the US

Research from the Europe and the US, however, paints a less positive picture, illustrating that L&D budgets have been more under threat in these regions – to a certain extent a reflection of the slower economies.

The US and Europe have traditionally been on a par in terms of average training expenditure. UK Trade and Investment, the UK government’s international business development arm, for example, estimates that large companies from across the Americas and Western Europe typically invest more than 2 to 3% of their revenue in training – below what Brazil is now spending.

While we cannot draw upon research which provides a ‘like for like’ comparison with the ABTD’s very comprehensive report, there are a number of other findings from the US and Europe that we can draw upon.

In the UK, for example, the Keynote Market Report 2011 estimated a fall in the value of UK private sector training of around 2.5% between April 2010 and April 2011. In the US, the 2011 Bersin & Associates Corporate Learning Factbook found that in 2010 US companies increased their training budgets by 2% compared with 2009, reflecting closely the GDP growth rate for that year of 2.8%.

What is clear from this research is that investment in Brazilian L&D is ahead of the US and Europe, reflecting the country’s favourable growth situation as part of the fast growing BRIC countries.

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### 3. TODAY'S TRAINING PRACTICES – TIME SPENT TRAINING

Yet, how are these rises in L&D investment actually reflected in the training itself?

One of the traditional indicators in measuring the importance of training for organisations is the average time spent training for each employee – a figure that it should be acknowledged is likely to decline in importance over the next few years with the rise in technology-based learning. In all three surveys, we therefore wanted to understand how much training the average trained employee received during 2010.

Figure 7 shows the results amongst the European learning community with considerable variations across countries. UK employees appear to receive the least hours training per person (6 hours) compared to Spain and France where trained employees receive an average of 13 hours and 10 hours per person respectively. The final column shows the average duration in the US, according to Bersin Associates and their state of learning survey – 12.8 hours per year per employee during 2010.

Figure 8 illustrates the findings from the Cegos/ASTD survey amongst learning professionals. 42% of respondents said that trained employees within their organisations each received over 15 hours of training last year and a further 12% said their employees received between 13 and 15 hours of training per head.

The Bersin figure and the data from the Cegos/ASTD survey (albeit weighted towards International/US companies) also confirm the return to training investment which is being seen in the US, with investment increasing at a faster pace than in Europe.

Furthermore, if we examine time spent on training in Europe, there are some marked differences among neighbouring countries. Clearly there are a number of other factors that come into play here including legislation, budget allocation per employee, and the types of training methods being used.

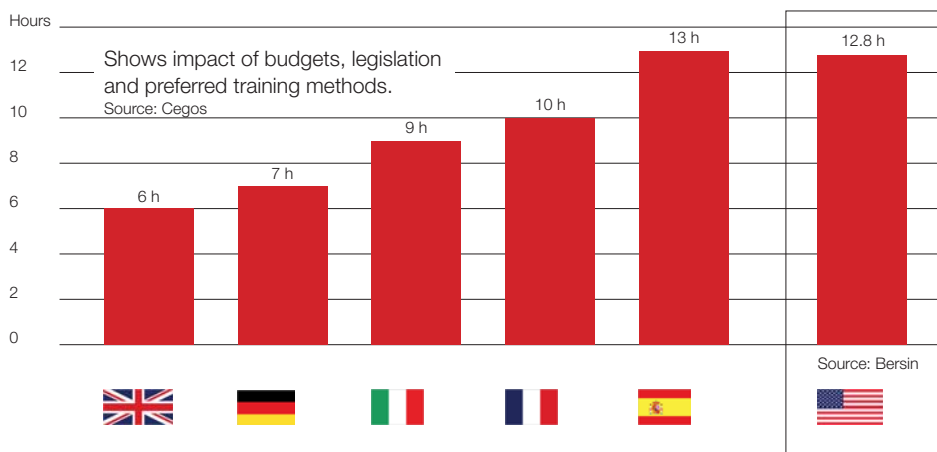
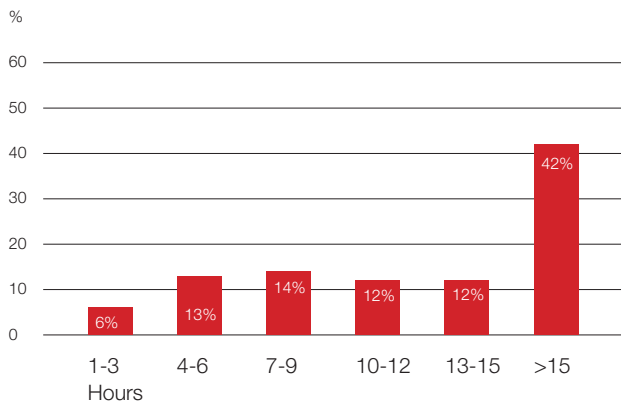


Figure 7: Amount of training the average trained employee in Europe received last year. Source: Cegos Group.



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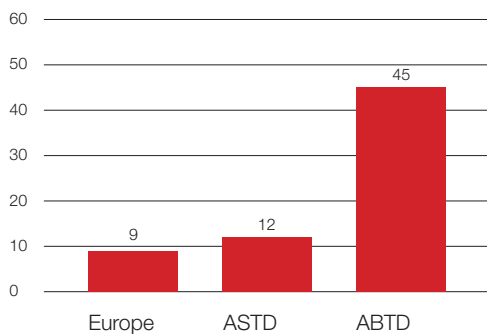




**Figure 8: Amount of training the average trained employee received last year.**  
**Source: Cegos/ASTD survey.**

What is particularly striking, however, is that Brazilian employees receive on average up to three or four times the amount of annual training than their European and US counterparts, according to the ABTD survey results.

As figure 9 shows in comparing the three regions, the 2011 ABTD survey found that, on average, Brazilian employees received 45 hours of training per year – a figure that is even higher in the public sector at 49 hours a year (and in the service sector at 92 hours!). These figures are also significantly higher than 2009 figures where the average was 38 hours per year.



**Figure 9: Europe, US (ASTD) and ABTD (Brazil) comparisons based on amount of hours training received.**

Why the huge difference here? A number of factors can potentially come into play. As we have already noted, the Brazilian economy is today growing at a higher rate than the US and Europe. Another factor might also be that technology-based, shorter training modules are more prevalent outside Brazil, although this is unlikely to be the overriding factor.

What is clear, though, is that training in Brazil is indeed on the rise.

## ! KEY POINT

While there are a number of caveats to time spent training, such as the rise in technology-based learning, the figures show that Brazilian employees receive, on average, up to three or four times the amount of annual training than their European and US counterparts.

#### 4. KEY TRAINING DOMAINS AND THE FOCUS ON LEADERSHIP DEVELOPMENT

What are the primary areas of focus for training in the workplace today?

Figure 10 highlights the European results for trained employees with our May 2010 European survey results in brackets. Figure 11 shows the top training domains used by organisations taking part in the Cegos/ASTD survey.

Both surveys show that the ‘must have’ job related technical skills and what is often compliance-led training remains the most popular forms of training today with 26% of training across Europe focusing on this area and 40% of respondents from the Cegos/ASTD survey confirming that these job related technical skills were the top training domain their organisations deployed last year.

Of concern, however, was that HR, leadership and project management training were found to represent only 11% of training among European learners surveyed, compared to the ASTD survey where this particular category of skills development was cited as the top training domain for organisations by 23% of respondents.

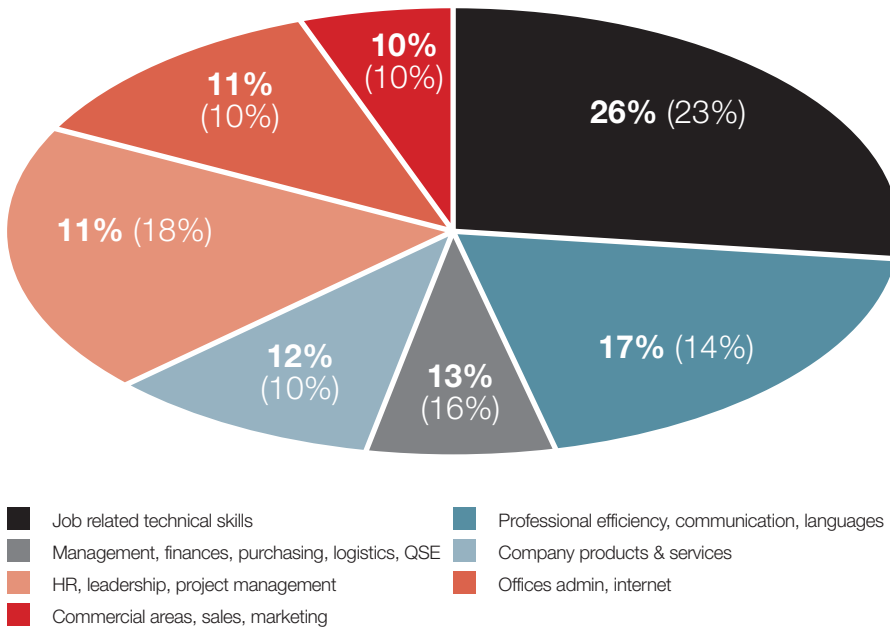


Figure 10: Domain focus for training courses in Europe. Source: Cegos Group.

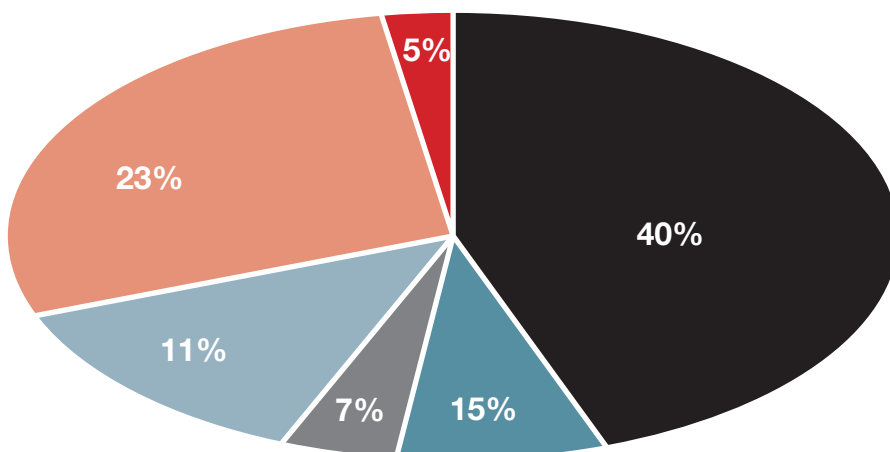


Figure 11: Domain focus for training courses amongst Cegos/ASTD respondents. Source: Cegos Group/ASTD.



Of concern, however, was that HR, leadership and project management training were found to represent only 11% of training among European learners surveyed ...



While the Brazilian ABTD survey didn't provide a comprehensive breakdown as to where current training is focused in terms of training domains, estimates from the ABTD and cited in previous white papers we have written is that 52% of training investment is currently being directed to leadership training, followed by 16% to sales training, 12% to service and 8% to skills development (see figure 12).

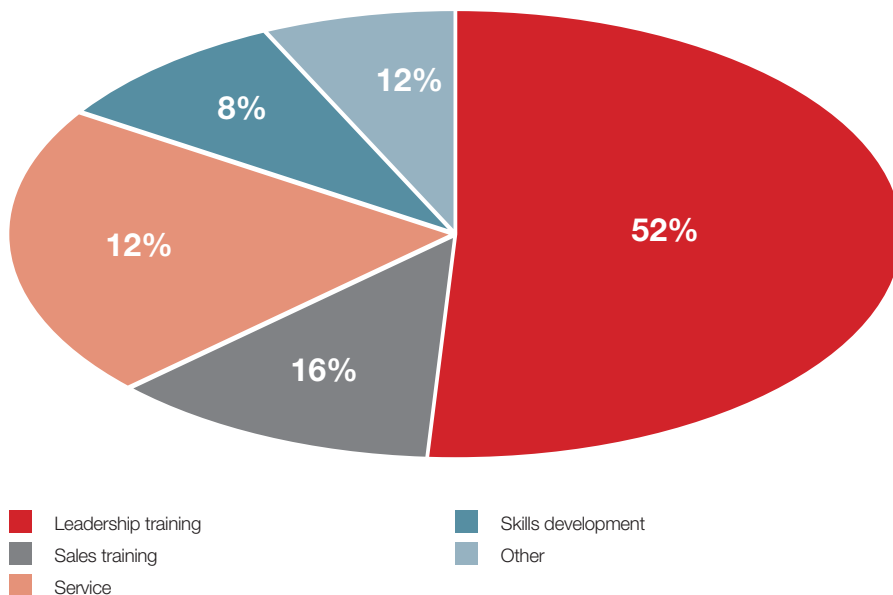


Figure 12: How training investment is divided up in Brazil. Source: ABTD.

### Leadership Development in Brazil

The key highlight from the Brazilian ABTD survey in terms of training priorities, however, was the focus on leadership development in 2011.

When asked for what they considered to be their priorities in 2011, 44% of the Brazilian respondents pointed to the implementation of leadership programmes (47% in the public sector) – a significant increase on the 30% who considered leadership in L&D a priority during 2010.

### The Rise in Corporate Universities in Brazil

The rise of corporate universities also reflects this growing focus on leadership development in Brazil with 22% of organisations having corporate universities (up from 15% in the previous survey) and the ABTD predicting that up to a third of organisations will have corporate universities within the next few years.

In the survey (see figure 13), 12% of Brazilian organisations said that they had been running a corporate university for more than two years (as compared to 8% in the previous survey); 10% that they had been running a corporate university for less than two years; and 27% said they had plans to adopt such universities in the next three years. Only 9% said that they had no plans to establish a corporate university over the next three years. Probably the best example of a corporate university in Brazil today is that of Petrobras (see separate box).

The ASTD and European surveys also show that management training is not being prioritised in the current economic climate – a cause for concern given that it is these skills which will be core to organisations hoping to put the slowdown behind them and embark on a period of sustained growth.

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When asked for what they considered to be their priorities in 2011, 44% of the Brazilian respondents pointed to the implementation of leadership programmes ...

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	2010	2009
My organisation had had a corporate university in place for more than two years.	12%	8%
My organisation had had a corporate university in place for less than two years.	10%	7%
My organisation has plans to set up a corporate university within the next three years.	27%	16%
My organisation has no plans to set up a corporate university within the next three years.	9%	10%

Figure 13: Attitudes to Corporate Universities In Brazil. Source: ABTD.

### Petrobras. Setting the Standards in Training



For the fourth year running, Brazilian oil & gas giant Petrobras was chosen as the “Young Person’s Dream Company” in a survey carried out by Brazilian Human resources specialists, Companhia de Talentos.

Total 2008 training investment at Petrobras amounted to R\$ 219.1 million (US\$122.3) in 2008, which saw staff members occupying 190,923 places on a variety of courses. The average annual number of training hours per employee in 2008 was 103 hours. Around a thousand people get training everyday at the Rio de Janeiro, São Paulo, and Salvador units

Many of these courses are held at the Petrobras University in Rio de Janeiro. The University contains 107 classrooms, including nine specialized laboratories and 25 for IT, as well as 35 distance learning booths and 27 rooms for pedagogical orientation.

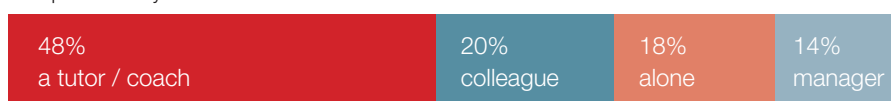
## 5. WHO ORGANISATIONS TURN TO FOR TRAINING

Particularly for the European and Cegos/ASTD surveys, we examined who employees typically prefer to work with for their training.

Figure 14 looks at the preferences of the European learner community and shows that managers are typically the last person employees turn to, with only 14% of learners turning to their manager versus 48% of learners asking for help from a coach or tutor.

This trend was very much echoed when we asked learning professionals who their employees turn to for their on the job training. Only 20% of Cegos/ASTD survey respondents said that their employees preferred to work with their managers for their on the job training, however they cited colleagues as being the employees' first choice in the majority (55%) of cases.

European survey data



ASTD conference survey data



**Figure 14: Who trained employees turn to for on the job training. Source: Cegos Group & Cegos/ASTD**

There are a number of observations we can make here and, to a degree, it depends on the nature of the skills being transferred. For personal development, the manager could and should be more involved in on the job training. The learning function has a key role to play here in ensuring that managers have the skills they need to coach and develop their staff.

In terms of whether training is delivered externally or in-house, the Brazilian ABTD research found that in-house training is still the most popular, used by 37% (up from 32%) of organisations with external instructors adopted by 31% (up from 28%).

The ABTD research also examined the average cost of external training providers which amounted to US\$936 a day and \$117 per hour. This was a significant increase on the ABTD's previous research – up from \$711 per day and \$88 per hour.

One in ten organisations in Brazil also offer MBA programmes. For 31% of organisations that invest in post-graduate and MBA's, the employees establish some form of agreement (contract or commitment) so that he or she does not leave the company after graduation.

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## 6. TODAY'S KEY LEARNING DELIVERY METHODS

All three surveys looked to identify the main forms of training delivery used today. Figure 15 shows all of the different delivery methods used by trained employees in Europe. Figure 16 (source Cegos/ASTD survey) asked learning professionals to state the single most used delivery method within their organisation today.

In Brazil, the ABTD survey found that 42% receive their training solely through the classroom with the remaining 58% receiving training through a variety of different channels. The ABTD survey found an increase in technology resources associated with training alongside traditional classroom training, pointing specifically to an increase in 'blended learning' among Brazilian organisations.

The ABTD survey also found an increase in technology investment with 11% of all L&D budgets spent on technology-based learning, such as asynchronous distance learning, video conferencing, and e-learning. Of this total, the share allocated exclusively to e-learning was an average of 8.6% of the total annual budget.

While technology-based learning is on the rise in Brazil, however, the biggest concern was the number of people who didn't complete the e-learning modules available to them. The survey found, for example, that only 46% of Brazilian participants who began a programme with purely technological resources (e-learning) actually concluded the programme.

While this was an increase on 2009 (where only 38% completed the modules), it is a cause for concern and does raise the question as to how well the e-learning modules are deployed, administered and tracked.

In Brazil, there may well be a need to focus on more measurement tools in e-learning as well as ensure that the learner is fully engaged in the process. A fully engaged learner, clear as to how e-learning will enhance his or her skills, is much more likely to complete the module.

It was interesting to note, however, that for the Brazilian organisations who were considered leaders in L&D (in terms of the value of their investments and the amount of hours deployed), this number increased to a much more healthy 91%, demonstrating how important an L&D-focused culture is.

It is hoped, however, that this will not lead to vast discrepancies between a few, large organisations who embrace L&D and the rest.

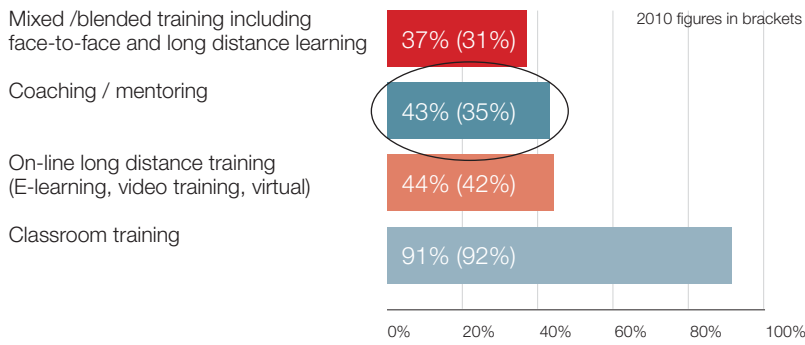
In other regions outside Brazil, it is clear to see that classroom training still remains the most widely used method. 91% of trained employees in Europe use this method and 45% of respondents at the ASTD conference said that classroom training is the most widely used method among their organisation. The human touch remains core to training today with technology-led learning complementing and enhancing face-to-face learning rather than replacing it.

This is exemplified by the fact that blended learning remains popular and indeed continues to grow. 29% of respondents to the Cegos/ASTD survey cited blended learning as the most widely used delivery method within their organisation. And in Europe, our survey found that blended learning has grown dramatically in the past year and is currently used by 37% of trained employees compared to 31% in the previous year.

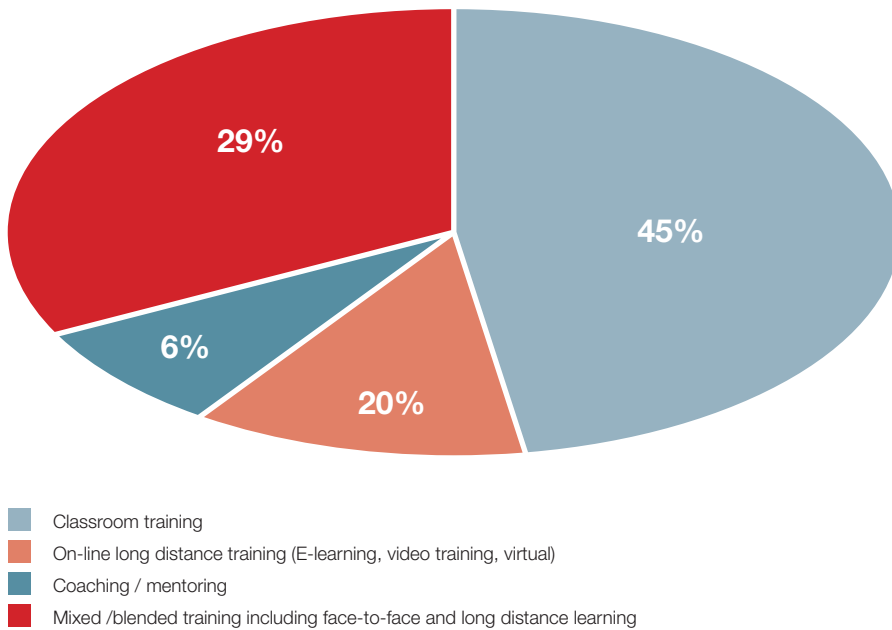
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**The survey found, for example, that only 46% of Brazilian participants who began a programme with purely technological resources (e-learning) actually concluded the programme.**

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**Figure 15: Learning delivery methods used by trained employees in Europe.**  
 Source: Cegos Group.



**Figure 16: Learning delivery methods most widely used within the organisation.**  
 Source: Cegos/ASTD.

## 7. LEARNERS INVOLVEMENT & COMMITMENT TO TRAINING

We wanted to know how many employees are involved in training and their commitment towards it.

In terms of the number of employees who are actually trained in Brazil, the survey found that 73% of employees surveyed participated in formal L&D programmes over the past year. This figure was significantly lower in the public sector, however, where only 51% said that they received formal training. Of slight concern, was that this 73% figure was a decline on 2009 research where 79% said that they received formal training.

What can we surmise from this? Although the general macro figures, such as average hours of training received and growth in L&D spend are very favourable in Brazil, a question mark remains as to how widespread training is in Brazil today. The same ABTD report, for example, found that only 26% of organisations provided training for all their staff.

While we have little direct data to compare these figures to in Europe and the US, one figure that we can cite from the Cegos 2011 European survey is the fact that 21% of employees in Europe have not received any training – a lower figure compared to the 27% in Brazil.

One measure as to how committed employees are towards training is whether they are prepared to fund it.

We asked learners in Europe, for example, whether they would be prepared to take part in training in their own time and whether they would also be willing to make a personal financial contribution towards their learning and development. Figure 17 provides a breakdown of data by European country. Such is the engagement and motivation of learners in Europe who have already received some training that 79% are willing to give up their free time to undertake training and 61% are even prepared to part fund it.

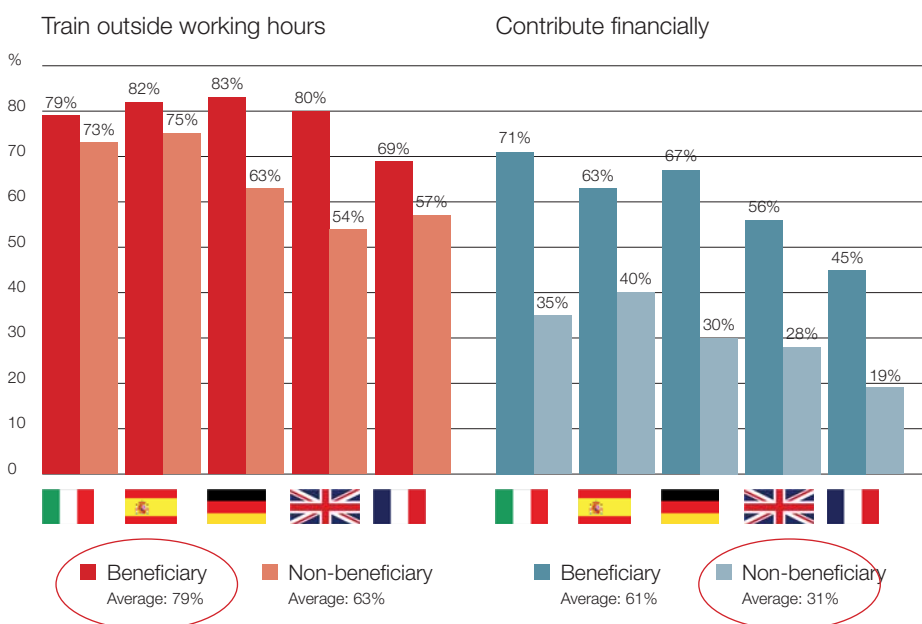


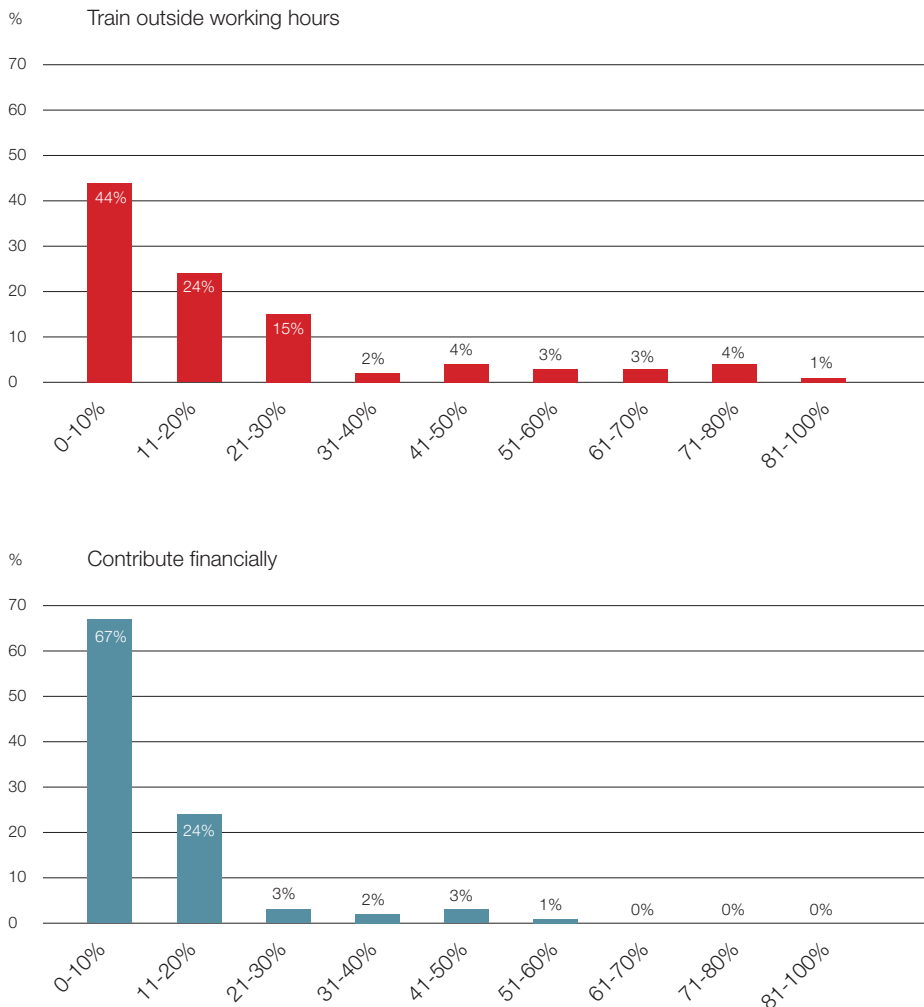
Figure 17: Willingness of trained and untrained employees in Europe to train outside working hours or contribute financially to their training. Source: Cegos Group.

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... a question mark remains as to how widespread training is in Brazil today.

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In comparison we asked learning professionals at the ASTD 2011 conference what proportion of their workforce they believed would be prepared to undertake training outside work hours and contribute financially to their own training (see figure 18). An overwhelming 44% thought that less than 10% of their employees would be willing to train outside working hours while 67% felt that less than 10% would be prepared to part fund their training.



**Figure 18: Perceived willingness of employees to train outside working hours or contribute financially to their training. Source Cegos/ASTD survey.**

In the ABTD research from Brazil, 6% of employees said that they shared with their employees at least 50% of the total of the training (see figure 18). However, for 73% of cases, there is no payment from the participant at all, although this rate drops to 62% when just focusing on public sector organisations. What is also interesting to note is that there has been a decline in employees' funding of training as compared to previous research, as illustrated in figure 19.

	2010	2009
No involvement in funding	73%	67%
10 to 25% of cost	11%	17%
25 to 50% of cost	10%	11%
50 to 80% of cost	3%	12%
80 to 100% of cost	3%	3%

**Figure 19: Employee Participation in Funding L&D. Source: ABTD.**

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**What is also interesting to note is that there has been a decline in employees' funding of training as compared to previous research ...**

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## 8. 2011 AND BEYOND

In the final section of our survey we asked employees and organisations to look ahead and tell us which different training methods they would like to use during 2011. In Brazil, for example, the implementation of programmes for leadership development is clearly the top priority and has increased since previous research was conducted. Other priorities for 2011 include the importance of performance indicators and the need to align L&D with corporate strategy as well as the rise in coaching (see figure 20) – although both these figures are down on research conducted a year ago.

	For 2011	Previously
Implement Leadership Programmes	44%	30%
Create Performance Indicators, Aligned with Organisational Strategy.	32%	36%
Implement Coaching Programmes	9%	14%

Figure 20: What are your development priorities for 2011. Source: ABTD.

Figure 21 shows the results of the Brazilian survey when participants were asked to give multiple answers as to what they view to be the development issues which should be prioritized in 2011, with leadership coming out top.

Leadership	48%
People Development & Careers	32%
People Management	28%
Knowledge Management	24%
Innovation	21%
Project Management	18%
Product Technology	18%
Competence Management	16%
Analysis and Planning	14%
Coaching	9%
Technical Product Training	9%
Safety Training	8%

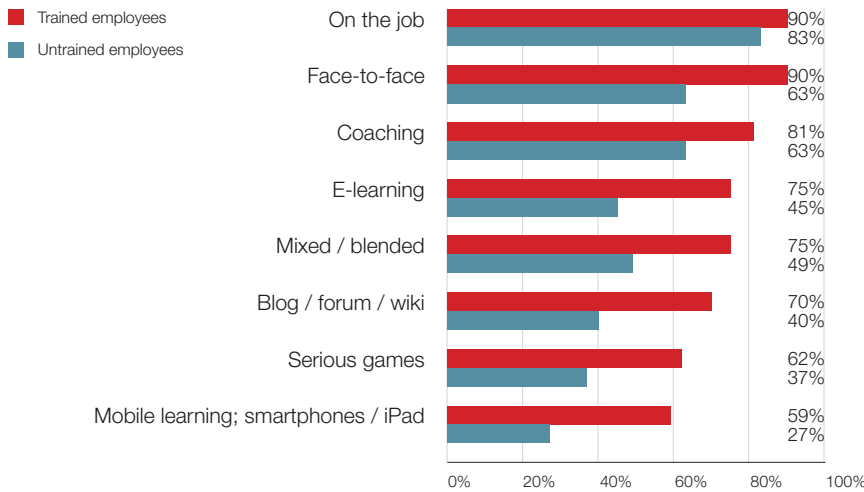
Figure 21 – Development Priorities in 2011 according to ABTD

For our European survey, we asked learning professionals to tell us the top training delivery method they intend to deploy this year. Figure 22 shows that new forms of technology-based training are far from displacing more traditional training techniques, with on the job training, face to face and coaching all leading the way as preferred training modes among European employees in 2011.



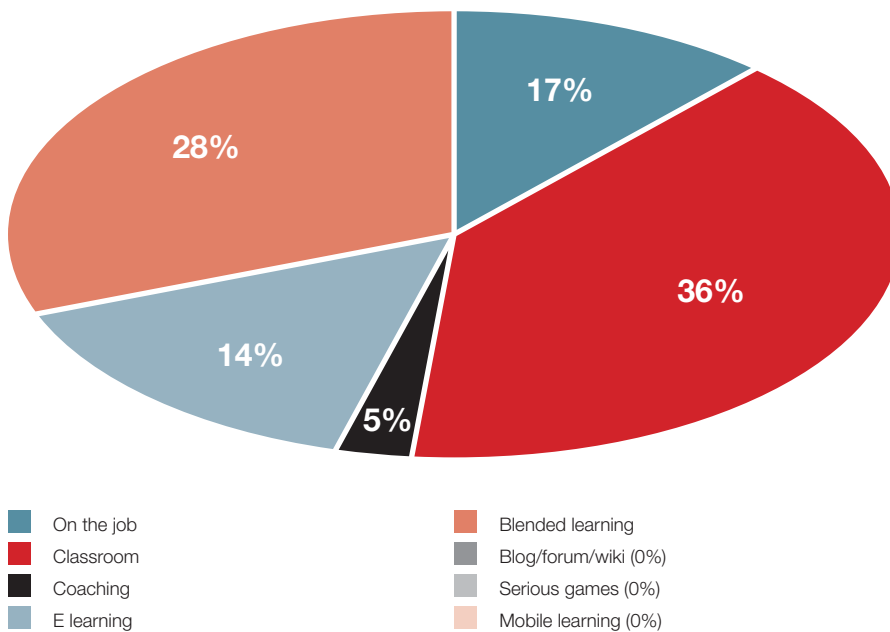
... new forms of technology-based training are far from displacing more traditional training techniques, with on the job training, face to face and coaching all leading the way as preferred training modes among European employees in 2011.





**Figure 22: Training delivery methods that trained and untrained employees would like to use in the near future**

Our Cegos/ASTD survey (Figure 23) found classroom learning is the top training delivery method that will be deployed this year (36%) with blended learning a close second with 28% of organisations surveyed planning to use blended learning as their primary delivery method.



**Figure 23: The top training delivery methods that learning professionals intend to deploy this year (source Cegos/ASTD survey)**

## 9. CONCLUDING THOUGHTS

From the considerable growth in L&D investment in Brazil to the time spent training and the growing focus on technologies, it's clear that Brazil is maturing quickly as a centre for L&D. Furthermore, corporate university templates, such as that used by Petrobras, are now being shared as an example of best practices worldwide.

When comparing Europe, the US and Brazil, there are also a number of differences between regions, such as the level of investment growth in L&D where Brazil leads the way, and the training hours per head where Brazil is again ahead of the US and Europe. In addition, employees of European companies receive fewer hours training per head than those of US/international companies confirming that the return to training investment is taking place at a faster pace in the US than in Europe. Brazilian and US/international companies also appear to be more focused on leadership development.

As well as the differences between regions, there are also a considerable number of similarities and consistent trends in today's training practices, on both sides of the Atlantic and different parts of the Americas. These include the rise of emerging learning tools sitting alongside traditional training techniques and the continued need for the human touch, exemplified through blended learning.

And finally back to Brazil ... While clearly, there are areas for improvement, such as the completion of e-learning modules and a narrowing of the training gap between larger and smaller organisations, there's no doubt that Brazil and its L&D sector is on the upward trajectory. The next few years are likely to confirm whether that remains the case.

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## 11. ABOUT CEGOS GROUP

Cegos Group, established in 1926 is today the European leader in professional education and one of the major global players. Its consultants have expertise across all subject areas in management and developing competencies: human resources, management and leadership, performance and organisational skills, individual and team performance, marketing and commercial, project management, deployment of large training systems internationally.

In 2010, Cegos Group achieved sales of 180 M€ and trained more than 200,000 staff in Europe and internationally. Cegos employs 1,200 consultants and works in 30 countries across the globe.

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## 12. ABOUT JEREMY BLAIN

Jeremy Blain is a Director of Cegos SA, and is responsible for Cegos' strategy for international expansion through a value adding Global Distribution Partners Network. He is shortly to take up a new position as head of Cegos International's operations in the Asia Pacific, based out of Singapore.

An L&D entrepreneur responsible for growing Cegos' business worldwide through a network of distribution partners, Jeremy has 10 years experience in the industry as a managing director, partner, trainer, coach and programme author. In previous roles at Procter and Gamble, Pepsico and as CEO of his own business, Jeremy's background includes marketing, sales, operations and account management.

Jeremy is a frequent international conference speaker and media commentator on topics related to the global L&D market. Themes include: the integration of emerging and informal learning technologies; the importance of performance measurement and proving ROI; developing 'core' leadership, management and commercial skills to achieve competitive business advantage; and change management and how to implement successful international training strategies.

For more details, debate or discussion, you can find Jeremy on LinkedIn <http://uk.linkedin.com/in/jeremyblain> and also on Twitter at <http://twitter.com/learntheplanet>

Jeremy has also published a series of white papers on issues relevant to L&D. These are still current and available, and include:

- Developing Multicultural Leadership & Management Skills in Today's Increasingly Globalised Workforce, October 2011
- Learning in the Cloud – Opportunities & Threats, September 2011
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