Standard for In-Company Trainers in ASEAN Countries

Developed in a twelve-day workshop by 60 experts from Cambodia, Laos, Myanmar, Philippines, Thailand and Vietnam

german cooperation
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Effective In-Company Vocational Training

in the Mekong Region

Supported by Experts from

Federal Institute for Vocational Education and Training **BiBB** Researching Advising Shaping the future

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Contents

1. Introduction

Many ASEAN nations suffer from a lack of skilled workers which is slowing down economic growth and the development of industry and society. To tackle this issue, participants from six ASEAN member states[1] (Cambodia, Laos, Myanmar, Philippines, Thailand and Vietnam) agreed upon a common standard for in-company trainers. The standard was developed by 60 experts from these countries during four workshops, each three days between September 2014 and February 2015. The group consisted of experts from government institutions, chambers of commerce, private entreprises, universities and other educational and training institutions. The process of generating the framework was moderated by German experts from the Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) and the Karlsruher Institut fürTechnologie (KIT).

Currently, the industries of the countries involved are acting in a rapidly and constantly changing globalized environment. The changes are driven by short cycles of technological innovation, changing forms of work organization, a switch from cheap labor to high quality production and the restructuring of the economies by the ASEAN process. One of the consequences of the ASEAN community will be a rising migration of skilled workers that require synchronized standards for in-company trainers.

The standard aims at supporting a better cohesion between education and training systems and the labor market by synchronizing education standards and work demands in the ASEAN countries. It is a standard that can be applied by all participating countries. Hence it has to be short, simple and not too detailed to be flexible and adaptable to the different economic and educational systems of the participating countries and to ensure acceptance of the industry. The concept of the standard implies that there is the option to expand the duration or content of certain modules as needed.

The underlying occupational profile of an in-company trainer reaches from analyzing work (in order to adjust training to changing working requirements) to assessing competencies, which trainees have acquired (in order to assure a good quality of training). The core of the in-company trainer's activity is to plan and to conduct Technical Vocational Education and Training (TVET) competently and effectively.

It is suggested to validate this standard and the respective training program in a pilot project phase by establishing a network of in-company trainers under the supervision of an advisory board including relevant stakeholders in the ASEAN region and accompanied by a professional evaluation. It is assumed that such a network may help to overcome the fragmented training situation in the ASEAN region and helps to improve the quality of training delivery. It is necessary to compare the standard in

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[1] With support from Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) and Karlsruher Institut für Technologie (KIT)

detail to the laws and regulations and to develop strategies of implementation in the participating countries as a further step.

It is also recommended to use this standard as a blueprint for the other ASEAN countries by further developing it and adapting it to the situation of these countries.

2.The Standard

2.1 Standard Overview

In principle, the standard follows the common scope of standards in the ASEAN region, i.e. description of general requirements, competencies and tasks that form the frame curriculum. It is also influenced by the German standard for in-company trainers (Ausbildereignungsverordnung AEVO). It targets all economic sectors and professions and is applicable to all areas of TVET.

The standard was developed using a bottom-up approach by first defining the actual needs of training and trainers in real work processes. Four main areas of action of an in-company trainer were identified by the group of experts. These areas were arranged in four modules. Each module contains three to five competencies. The modules and competencies are related to each other and follow a logical order.

The modules are:

1. Analyzing Work Tasks and Defining Learning Requirements

2. Planning and Preparing Training

3. Conducting Training

4. Evaluation and Further Development of Training

The necessary skills, knowledge and topics of training are structured using the concept of competencies. Each module includes activities of planning, action and evaluation in regard to the participants' learning process, which are summarized under different competencies relevant to the work process.

2.2 Modules of the In-Company Trainer Standard

In the following section fields of activity (essential job functions) of in-company trainers are described as modules within the in-company trainer program. These fields of activity have been transformed into learning fields, which imply that essential job functions of in-company trainers have been taken as a vehicle for learning. Thus, learners are able to recognize which theoretical elements refer to which kind of training practice.

Each module entails a complete process of work (planning, performance, evaluation), through which it is intended that learners are able to draw conclusions in order to improve their planning and delivery of training.

The standard encourages development, which means that work and learning tasks incorporated should be appropriate for different stages of growing expertise of the learners.

The modules are task related; they are arranged in competencies, skills/knowledge and topics to be trained. A definition of these terms is given in the appendix. The standard framework allows more training topics to be added according to the specific needs of the country, industry or profession.

2.2.1 Module 1: Analyzing works tasks and defining learning requirements

An in-company trainer is able to:
- Carry out work place analysis for occupational learning
- Identify relevant worktasks and analyze the workplace environment in order to extract essential and training-relevant work processes
- Define learning requirements

Competency 1.1
Carry out work place analysis for occupational learning

Recommended duration: 3 hours

Skills/Knowledge	Contents/Topics
- Understand the framework of employment and TVET in your country or region - Understand work systems and structures - Analyze vocations and occupations - Identify and evaluate new technologies	- Labor laws, TVET regulations and other legislative issues in the country and region relevant for training - Industrial regulations and procedures - Frameworks of employment and organizational structures - Classifications of vocational systems and structures - Job descriptions and vocational profiles - Workplace analysis processes, methods and tools - Relevant standard procedures - Technical updates relevant to workplace

Competency 1.2
Identify relevant worktasks and analyze the workplace environment in order to extract essential and training-relevant work processes

Recommended duration: 2 hours

Skills/Knowledge	Contents/Topics
• Working experience in the vocation to be trained • Carry out work task analysis	• Vocational qualification and relevant work experience in the field to be trained • Work task processes and tools • Theory of competency

Competency 1.3
Define learning requirements

Recommended duration: 3 hours

Skills/Knowledge	Contents/Topics
• Understand the theories of the vocation being taught • Self-development and motivation	• Technical descriptions of work processes and interactions • Descriptions of work activities • Learning field and learning requirement definitions • Methods of motivation and self-development • Learning psychology

Recommended duration of the module: 8 hours

2.2.2 Module 2: Planning and preparing training

An in-company trainer is able to:
- Analyze the target groups for training
- Determine working and learning tasks for specific target groups
- Select appropriate content, methods and materials for training
- Select and arrange training facilities
- Describe and arrange a learning situation in a simulation and reflect on the teaching and training experience

Competency 2.1
Analyze the target groups for training

Recommended duration: 1 hour

Skills/Knowledge	Contents/Topics
• Find out who in the company needs training • Analyze trainee's background, including their previous training activities and their position in the company	• Methods of analyzing trainees, situations and environment

Competency 2.2
Determine working and learning tasks for specific target groups

Recommended duration: 2 hours

Skills/Knowledge	Contents/Topics
• Identify training needs: assess the requirements of the company and the trainees (corporate, job/division, individual) in order to specify the competencies to be gained by trainees • Match the training content with the identified competency	• Competency gap analysis • Training needs analysis

Competency 2.3
Select appropriate content, methods and materials for training

Recommended duration: 8 hours

Skills/Knowledge	Contents/Topics
• Develop training courses to match the needs of the company and the trainees • Distinguish between different training methods, select the most appropriate method and select, prepare and produce proper training materials • Develop a training and lesson plan • Define the needed length of the training	• Course development • Order of learning steps • Training methodology • Training media and technologies • Training evaluation methodology

Skills/Knowledge	Contents/Topics
• Ensure quality by preparing the training before delivery	

Competency 2.4
Select and arrange training facilities

Recommended duration: 1 hour

Skills/Knowledge	Contents/Topics
• Select the best place to conduct your training in order to maximize the learning outcome • Prepare training facilities and arrange a conducive learning environment	• Conditions of learning • Process and factors in selecting facility, tools, equipment • Health and safety

Competency 2.5
Describe and arrange a learning situation in a simulation and reflect on the teaching and training experience

Recommended duration: 4 hours

Skills/Knowledge	Contents/Topics
• Arrange practical learning situations • Simulate a training situation • Self-evaluate teaching and training performance	• Conducting exercises • Methods of training improvement • Methods of training simulation • Methods of self-evaluation

Recommended duration of the module: 16 hours

2.2.3 Module 3: Conducting Training

An in-company trainer is able to:
- Present and explain learning tasks and working requirements
- Implement appropriate training methods
- Monitor and support trainee's learning process
- Evaluate training implementation

Competency 3.1
Present and explain learning tasks and working requirements

Recommended duration: 4 hours

Skills/Knowledge	Contents/Topics
• Knowledge of work and learning tasks	• Work regulations • Working requirements

Skills/Knowledge	Contents/Topics
• Presentation and instruction skills • Facilitation skills	• Training course curriculum • Work ethics • Training of relevant skills • Communication techniques • Presentation methods and selection of media

Competency 3.2
Implement appropriate training methods

Recommended duration: 24 hours

Skills/Knowledge	Contents/Topics
• Knowledge of training methods • Computer and ICT skills • Implement practice-oriented training • Risk management knowledge	• Various training methods • Select appropriate methods for the content • Apply the relevant software for training • Risk management related to the training organization

Competency 3.3
Monitor and support trainee's learning process

Recommended duration: 8 hours

Skills/Knowledge	Contents/Topics
• Coach and mentor the trainees • Build teams • Psychology of adolescent and adult learning	• Coaching methods • Team building techniques • Learning psychology • Developmental psychology

Competency 3.4
Evaluate training implementation

Recommended duration: 4 hours

Skills/Knowledge	Contents/Topics
• Collect feedback • Self evaluation • Analyze evaluation data	• Feedback tools and techniques • Self evaluation tools and techniques

Recommended duration of the module: 40 hours

2.2.4 Module 4: Evaluation and Further Development of Training

An in-company trainer is able to:

- Provide task oriented methods of assessment
- Assess apprentice's competencies
- Give and receive feedback
- Draw conclusions to improve training

Competency 4.1
Provide task oriented methods of assessment

Recommended duration: 6 hours

Skills/Knowledge	Contents/Topics
• Understanding assessment processes • Develop assessment tools	• Assessment and evaluation principles • Clarification of assessment objectives and criteria • Methods of assessment: oral, written and practical test, work and behavioral observation • Existing practical assessment tools: checklist, rating scale, process assessment, product assessment • Development of assessment tools: create and sequence questions or tasks • Documentation of assessment results

Competency 4.2
Assess trainee's competencies

Recommended duration: 4 hours

Skills/Knowledge	Contents/Topics
• Conduct assessment • Apply assessment criteria • Document assessment results	Steps of the assessment process: • Plan the assessment process • Prepare the tools and facilities for the assessment process • Compare the data against the criteria • Make a judgment on the result • Documentation of the judgment

	• Communicating the judgment result to trainees and other relevant persons

Competency 4.3
Give and receive feedback

Recommended duration: 4 hours

Skills/Knowledge	Contents/Topics
• Describe the importance and benefit of giving and receiving feedback • Create feedback tools • Give and receive feedback	• Principles and importance of giving and receiving feedback • Determination of needed information for feedback • Techniques, methods and procedures of giving and receiving feedback, e.g. designing a feedback form • Principles of self-assessment: benefit, criteria, form, conclusion

Competency 4.4
Draw conclusions to improve training

Recommended duration: 2 hours

Skills/Knowledge	Contents/Topics
• Analyze feedback data • Document feedback results	• Collect, analyze and interpret the feedback data • Draw conclusions and recommendations to improve the training process • Document and report the improvement process

Recommended duration of the module: 16 hours.

3. Recommended entry requirements

The following are recommended entry requirements for candidates:

• Suitable work experience in the vocational field
• Suitable personality

4. Certification

Assessment will be required prior to certification, which will be provided and arranged by the different certifying bodies of the participating countries.

Recognition of Prior Learning (RPL) will be considered by the certifying bodies.

5. Recommended Duration

In-company trainers can acquire the necessary competencies within a training program of 80 hours minimum. The training of the trainers can be conducted in different ways, such as in a block course, several block courses or continuously over a certain period of time. It is recommended to include practical units in the real workplace of the participants to apply and deepen the gained theoretical knowledge and to connect it to the real workplace situation. These practical units can be credited. Self-working phases at home (e.g. for writing reports) can also be credited and included in the workload.

In regard to the content of the different modules it is recommended to split up the duration of the modules in the following way:

Module	Recommended Share of Duration
Analyzing Work Tasks and Defining Learning Requirements	10 %
Planning and Preparing Training	20 %
Conducting Training	50 %
Evaluation and Further Development of Training	20 %

6.Glossary

The following list defines essential terms how they are understood in the standard framework. There are also other understandings and definitions of these terms

Apprentice	A person undergoing an apprenticeship (see below)
Apprenticeship	A recognized and regulated combination of on-the-job training and related instruction in which workers learn the practical and theoretical aspects of a highly skilled occupation during an established period. Upon completion of an apprenticeship, an apprentice becomes a certified and qualified tradesperson or technician.
Assessment	The process of appraising competencies, knowledge, skills and/or competences of an individual against predefined

	criteria (learning expectations, measurement of learning outcomes). Assessment is typically followed by validation and certification. *Office for Official Publications of the European Communities, 2008.* *http://www.cedefop.europa.eu/EN/publications/13125.aspx*
Certification	Process of issuing a certificate, diploma or title of learning outcomes formally attesting that a set of learning outcomes (knowledge, know-how, skills and/or competences) acquired by an individual have been assessed and validated by a competent body against a predefined standard**.** *Publications Office of the European Union, 2011.* *http://www.cedefop.europa.eu/EN/Files/4096_en.pdf*
Competency	Proven ability to use knowledge, skills and personal, social and/or methodological abilities, in work or study situations and in professional and personal development. European Commission, 2006
Curriculum	Inventory of activities implemented to design, organize and plan an education or training action, including definition of learning objectives, content, methods (including assessment) and material, as well as arrangements for training teachers and trainers *Publications Office of the European Union, 2011Glossary. Quality in education and training.* *http://www.cedefop.europa.eu/EN/Files/4106_en.pdf*
In-Company Training	Training of employees of a company or students of an institution conducted by employees in the company or workplace institution
Learning Field	Work task related entity for combining practical and theoretical learning
Learning Task	Work tasks that are suitable for training
Qualification	The term qualification covers two aspects: (a) formal qualification: the formal outcome (certificate, diploma or title) of an assessment and validation process which is obtained when a competent body determines that an individual has achieved learning outcomes to given standards and/or possesses the necessary competence to do a job in a specific area of work. A qualification confers official recognition of the value of learning outcomes in the labour market and in education and training. A qualification can be a legal entitlement to practice a trade (OECD);

	(b) job requirements: the knowledge, aptitudes and skills required to perform the specific tasks attached to a particular work position (ILO). *Official Publications of the European Communities, 2008. Terminology of European education and training policy-a selection of 100 key terms. CEDEFOP, Luxembourg: http://www.cedefop.europa.eu/EN/Files/4096_en.pdf*
Skill	Ability to carry out managerial or technical tasks
Standard	A series of elements whose content is defined by concerned actors, such as: Competency standards: set of competencies linked to the practice of a job Educational standard: statements of learning objectives, content of curricula, entry requirements as well as resources required to meet the learning objectives Occupational standard: statements of the activities and tasks related to a specific job and to its practice; Assessment standard: statements of the learning outcomes to be assessed and the methodology used Validation standard: statements of the level of achievement to be reached by the person assessed, and the methodology used Certification standards: statements of the rules applicable for obtaining a certificate or diploma as well as the rights conferred. *Office for Official Publications of the European Communities, 2008. Terminology of European education and training policy-a selection of 100 key terms. Luxembourg. http://www.cedefop.europa.eu/EN/publications/13125.aspx*
ToT Training of Trainers	Process of creating trainers in a company or workplace institution who are competent and certified to train employees.
Trainee	Person that is trained in a company, a school or another vocational institution
TVET Technical and Vocational Education and Training	Post-compulsory education and training, excluding degree and higher level programs delivered by further education institutions, which provides people with occupational or work-related knowledge and skills. TVET also includes programs which provide the basis for subsequent vocational programs. *http://www.voced.edu.au/content/glossary-term-vocational-education-and-training*