Standard for In-Company Trainers in ASEAN Countries

As endorsed by SOM-ED and SLOM-WG

german
cooperation
DEUTSCHE ZUSAMMENARBEIT

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This booklet contains the "Standard for In-Company Trainers in ASEAN Countries", which was jointly developed by 60 experts from six ASEAN Member States with support from the Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) and has subsequently been endorsed by ASEAN Senior Officials Meeting on Education (SOM-ED) and the ASEAN Senior Labour Officials Meeting's Working Group on Progressive Labour Practices to Enhance the Competitiveness of ASEAN (SLOM-WG).

The booklet does not belong to any particular organisation, but is meant to be used in promoting in-company training in the ASEAN region. Utilization and reprinting of the booklet are, therefore, allowed with official approval from the Regional Cooperation Programme to Improve the Quality and Labour Market Orientation of Technical and Vocational Education and Training (RECOTVET). Modification of the standard, however, is not permitted without the consensus of the regional Steering Committee for the Standard for In-Company Trainers in ASEAN Countries.

As of 2018, the regional Steering Committee is comprised of the following institutions from the public and private sector: Young Entrepreneurs Association of Cambodia, Ministry of Labour and Vocational Training (Cambodia); APINDO, Ministry of Industry (Indonesia); Lao Garment Association, Vocational Education Development Institute (Lao PDR); German-Malaysian Institute, Ministry of Human Resources (Malaysia); Union of Myanmar Federation of Chambers of Commerce and Industry, Ministry of Labour, Immigration and Population (Myanmar); Philippine Chamber of Commerce and Industry, Technical Education and Skills Development Authority (Philippines); Federation of Thai Industries, Office of the Vocational Education Commission (Thailand); Vietnam Chamber of Commerce and Industry, Ministry of Labour, Invalids and Social Affairs (Viet Nam).

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Foreword

In-company training is a key instrument in improving the practical competencies of employees who are already in the workplace. For ASEAN, apart from striving for education systems, including technical and vocational education and training (TVET), to produce human resources that adequately meet skills needs of companies, it is equally important for companies to actively contribute through the provision of in-company training. In this regard, it is important to enhance the competency of in-company trainers and the certification of this competency to be in line with a recognised standard.

Beyond corporate social responsibility, in-company training is also an investment in the most important production factor of any company: its human resources. Indeed, it is not just TVET students who stand to benefit from high quality in-company training, but potentially all employees, in keeping with the ASEAN commitment to promoting lifelong learning.

The Standard for In-Company Trainers in ASEAN Countries is a commendable product of ASEAN cooperation that involved public and private TVET experts from across the region. With several ASEAN Member States (AMS) having adopted this standard as a basis to regulate in-company training at the national level since its inception is a testament to its usefulness. In ASEAN, the Senior Officials Meeting on Education (SOM-ED) and the Senior Labour Officials Meeting's Working Group on Progressive Labour Practices to Enhance the Competitivness of ASEAN (SLOM-WG) have endorsed the standard in December 2017 and 2018, respectively.

Trainings based on the Standard have already commenced in several AMS and are therefore furthering the development of ASEAN's human resources. The harmonisation of the competencies of in-company trainers within the region also promotes ASEAN integration and contributes to the agenda of skills promotion and the mobility of skilled labour as expressed in both the ASEAN Socio Cultural Community Blueprint 2025 and the Master Plan on ASEAN Connectivity 2025.

I would like to express my gratitude to all ASEAN experts who assisted in the development of this Standard and to all decision-makers in the private sector and governments who promote its utilisation and application. I also thank the German development cooperation for its valuable contribution to the harmonisation of TVET and skills development in the ASEAN region.

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1. Introduction

1.1. Background

ASEAN is one of the largest economic zones in the world with rapid and relatively stable growth since the year 2000. To maintain this current trajectory, the region must develop its human capital and skilled workforce. The **lack of technically skilled workers is a crucial bottleneck for sustained growth** of the dynamic economies of the region.

Technical and Vocational Education and Training (TVET) is today recognised as an important element in strategies to **improve the productivity and competitiveness of ASEAN Member States** (AMS) and the region as a whole. As a means to integrate young people into the labour market, TVET is also seen as a key to the reduction of unskilled labour and youth unemployment. Correspondingly, TVET ranks high on the political agenda of most AMS. In practice, however, TVET but also university graduates, often fail to live up to the demands of business and industry with respect to technical expertise and practical competencies. The consequences are unemployment and additional training costs for enterprises.

One solution to better align labour market supply and demand is a **stronger involvement of enterprises** in the development of a skilled workforce. Through trainings in their factories and offices and a closer cooperation with vocational institutions, companies can satisfy their own needs for skilled workers but also contribute to the quality and labour market orientation of TVET in the ASEAN region as a whole.

1.2. Development process

For dual training systems in Germany and other countries, a strong involvement of business and industry in TVET and human resource development has long been recognized as an important success factor. The German government via its TVET programs in the ASEAN region, therefore, promotes the **expansion and improvement of in-company training** and has supported a joint effort of representatives from AMS to elaborate a Standard for In-Company Trainers in ASEAN Countries.

The standard was **developed in a participatory process** by 60 experts from six AMS (Cambodia, Lao PDR, Myanmar, Philippines, Thailand and Viet Nam) during four workshops, each three days, between September 2014 and February 2015. The group consisted of experts from government institutions, chambers of commerce, private enterprises, universities and other educational and training institutions. The development process of the standard built on the regional knowledge and expertise of the group of experts, combined with technical advice from the Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ), the Federal Institute for Vocational Education and Training (BiBB), and the Karlsruher Institut für Technologie (KIT).

In the last workshop, the regional expert group reached unanimous agreement on its product and authorized the standard for presentation to the public and for practical implementation. Since then, the Standard for In-Company Trainers in ASEAN Countries has been **endorsed by the 12th ASEAN Senior Officials Meeting on Education (SOM-ED)** in December 2017 and by the **ASEAN Senior Labour Officials Meeting's Working Group on Progressive Labour Practices to Enhance the Competitivness of ASEAN (SLOM-WG)** ad-referendum in December 2018. A regional Steering Committee, established in November 2015 and comprised of one representative each from the public and private sector of participating AMS, is overseeing the promotion and implementation of the standard at the regional and national levels.

1.3. In-company training

In-company training involves **all trainings conducted in companies:** retraining of existing staff, training for new employees, on-the-job training, or training of apprentices and interns. It can be integrated into TVET systems in the form of cooperative training approaches that combine training in enterprises with school-based education. Or it can take the form of independent initiatives of enterprises which can foresee its benefit and incorporate in-company training as part of their human resource development strategies.

The **quality and outcomes of in-company training** depend crucially on the capacities of those responsible for imparting knowledge and skills – the trainers, skilled technicians and other workers whose tasks involve training, teaching or mentoring other personnel. In-company trainer in this booklet refers to all of the above mentioned groups.

The **underlying occupational profile of an in-company trainer** reaches from analyzing work, in order to adjust trainings to changing working requirements, to assessing competencies, in order to assure a good quality of training. At the core of an in-company trainer's activity is to plan and conduct training competently and effectively.

2. The Standard

2.1 Standard overview

The Standard for In-Company Trainers in ASEAN Countries was developed to serve as a **regional benchmark** to ensure that trainers have the necessary skills, knowledge and competencies to conduct in-company training effectively. It is a standard that can be applied by all AMS. Hence, it is short, simple and not too detailed to be flexible and adaptable to the different economic and educational systems of the region and to ensure acceptance by the business and industry community.

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 concept of the standard implies that there is the option to expand the duration or content of certain modules as needed.

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 the growing expertise of the learners.

The modules are task related; they are arranged in competencies, skills/knowledge and content/ topics to be trained. A definition of these terms is given in the appendix. The competencies and skills/knowledge underneath each competency do not follow Bloom's taxonomy of classifying educational learning objectives into levels of complexity and specificity, but are instead arranged according to the order in which they have to be applied.

The standard framework allows more training topics to be added according to the specific needs of the country, industry or profession.

Module 1: Analyzing works tasks and defining learning requirements
Recommended duration of the module: 8 hours

An in-company trainer is able to:
- Carry out work place analysis for occupational learning
- Identify relevant work tasks 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

Skills/Knowledge	Contents/Topics
• Explain the framework of employment and TVET in your country or region • Analyze national vocations and occupational standards • Describe a company's work systems and structures • Identify and evaluate new technologies relevant to the workplace	• Labor laws, TVET regulations and other legislative issues in the country and region relevant for training • Industrial regulations and procedures • Laws, regulations, international conventions on gender equality • Frameworks of employment and organizational structures • Classifications of vocational systems and structures • Job descriptions and vocational profiles • Gender sensitive workplace analysis processes, methods and tools appropriate for gender of employees, skills and competencies • Relevant standard procedures • Technical updates relevant to workplace

Recommended duration: 3 hours

Competency 1.2
Identify relevant work tasks and analyze the workplace environment

Skills/Knowledge	Contents/Topics
• Identify required vocational qualifications and relevant work experiences • Carry out work task analysis • Explain the concept and importance of vocational action competency (Handlungskompetenz)	• Vocational qualification and relevant work experience in the field to be trained • Work task processes and tools • Theory of vocational action competency (Handlungskompetenz)

Recommended duration: 2 hours

Competency 1.3
Define learning requirements

Skills/Knowledge	Contents/Topics
• Explain learning requirements relevant to work activities • Identify relevant methods to motivate trainees for self-development	• 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: 3 hours

Module 2: Planning and preparing training
Recommended duration of the module: 16 hours

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

Skills/Knowledge	Contents/Topics
• Identify who in the company needs training • Analyze trainee's background including their previous training activities and their position in the company with equal career opportunities for women/men	• Methods of analyzing trainees, situations and environment in a participatory and gender sensitive manner

Recommended duration: 1 hour

Competency 2.2
Determine working and learning tasks for specific target groups

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

Recommended duration: 2 hours

Competency 2.3

Select appropriate content, methods and materials for training

Skills/Knowledge	Contents/Topics
• Develop training courses to match the needs of the company and the trainees • Differentiate between training methods and select the most appropriate method • Develop a training and lesson plan • Select, prepare and develop gender appropriate and non-stereotyped training and evaluation materials, images and language • Define the needed length of the training • Apply a quality check before training delivery	• Course development • Order of learning steps • Training methodology • Training media and technologies • Training evaluation methodology

Recommended duration: 8 hours

Competency 2.4

Select and arrange training facilities

Skills/Knowledge	Contents/Topics
• Determine the appropiate place to conduct training in order to maximize the learning outcome • Select appropriate training facilities for target trainees considering gender, age etc. • Prepare training facilities to be a conducive learning environment	• Conditions of learning • Process and factors in selecting facility, tools, equipment • Health and safety

Recommended duration: 1 hour

Competency 2.5

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

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

Recommended duration: 4 hours

Module 3: Conducting training

Recommended duration of the module: 40 hours

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

Skills/Knowledge	Contents/Topics
• Explain work processes and learning tasks • Demonstrate presentation and instruction skills • Demonstrate facilitation skills	• Work regulations • Working requirements • Training course curriculum • Work ethics • Training of relevant skills • Communication techniques • Presentation methods and selection of media

Recommended duration: 4 hours

Competency 3.2
Implement appropriate training methods

Skills/Knowledge	Contents/Topics
• Demonstrate appropriate use of various training methods • Demonstrate ability to implement practice-oriented training • Demonstrate computer and ICT skills related to training methods • Apply risk management knowledge	• Various training methods • Computer-assisted training methods (including relevant training software) • Risk management related to the training organization • Occupational health and safety

Recommended duration: 24 hours

Competency 3.3
Monitor and support trainee's learning process

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

Recommended duration: 8 hours

Competency 3.4
Evaluate training implementation

Skills/Knowledge	Contents/Topics
• Apply various feedback tools and techniques • Perform self-evaluation • Analyze evaluation data	• Feedback tools and techniques • Self-evaluation tools and techniques

Recommended duration: 4 hours

Module 4: Evaluation and further development of training

Recommended duration of the module: 16 hours

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

Skills/Knowledge	Contents/Topics
• Explain assessment processes • Develop assessment tools	• Types of Assessments • Assessment and evaluation principles • 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

Recommended duration: 4 hours

Competency 4.2
Assess trainee's competencies

Skills/Knowledge	Contents/Topics
• Plan the assessment process • Prepare the tools and facilities for the assessment process • Conduct the assessment • Compare the data against the criteria • Make a judgement on the result • Prepare documentation of the judgement • Discuss the judgement result with trainees and other relevant persons	• Assessment process • Asssessment criteria • Assessment instruments • Evidence • Role of assessor • Communication skills

Recommended duration: 6 hours

Competency 4.3

Give and receive feedback

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 • Techniques, methods and procedures of giving and receiving feedback, e.g. designing a feedback form • Principles of self-assessment: benefit, criteria, form, conclusion

Recommended duration: 4 hours

Competency 4.4

Draw conclusions to improve training

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

Recommended duration: 2 hours

2.3. Recommended entry requirements

The following are recommended entry requirements for candidates
- Suitable personality
- Suitable work experience in the vocational field

2.4. 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.

2.5. 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	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 %

3. 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
Training of Trainers (ToT)	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
Technical and Vocational Education and Training (TVET)	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