Down to earth: A practitioner’s guideline to work with business and industry in TVET

A guideline for GIZ staff and partners to strengthen the involvement of business and industry in technical and vocational education and training in Asia

Version 2
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<th>Abbreviation</th>
<th>Description</th>
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<tr>
<td>AdA</td>
<td>Ausbildung der Ausbilder (training of trainers)</td>
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<tr>
<td>AIZ</td>
<td>Akademie für Internationale Zusammenarbeit (Academy for International Cooperation)</td>
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<td>AEVO</td>
<td>Ausbildereignungsverordnung (German Ordinance on Trainer Aptitude)</td>
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<td>AmCham</td>
<td>American Chamber of Commerce</td>
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<td>ASEAN</td>
<td>Association of Southeast Asian Nations</td>
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<td>BMO</td>
<td>Business membership organization</td>
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<td>CBT</td>
<td>Competency-based training</td>
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<tr>
<td>CCI</td>
<td>Chamber of commerce and industry</td>
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<tr>
<td>CEO</td>
<td>Chief Executive Officer</td>
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<td>CGA</td>
<td>Capacity gap analysis</td>
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<td>CIM</td>
<td>Centre for International Migration and Development</td>
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<td>CSR</td>
<td>Corporate social responsibility</td>
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<td>CT</td>
<td>Cooperative training</td>
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<tr>
<td>DACUM</td>
<td>Acronym for ‘develop a curriculum’</td>
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<td>DPP</td>
<td>Development partnership with the private sector</td>
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<td>ECTS</td>
<td>European Credit Transfer and Accumulation System</td>
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<td>FDI</td>
<td>Foreign direct investment</td>
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<td>GDP</td>
<td>Gross domestic product</td>
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<tr>
<td>HCD</td>
<td>Human capacity development</td>
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<td>ICT</td>
<td>Information and communication technology</td>
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<td>iDPPs</td>
<td>Integrated development partnerships</td>
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<td>IHK</td>
<td>Industrie- und Handelskammer (German Chamber of Commerce and Industry)</td>
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<td>M&amp;E</td>
<td>Monitoring and Evaluation</td>
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<tr>
<td>MoU</td>
<td>Memorandum of Understanding</td>
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<td>NAITA</td>
<td>National Apprentice and Industrial Training Authority</td>
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<td>NCS</td>
<td>National competency standards</td>
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<td>NITAC</td>
<td>National Industry Training Advisory Committee</td>
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<td>NVQSL</td>
<td>National Vocational Qualification Framework of Sri Lanka</td>
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<td>PPD</td>
<td>Public private dialogue</td>
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<td>PPP</td>
<td>Public private partnerships</td>
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<td>RPL</td>
<td>Recognition of prior learning</td>
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<td>SME</td>
<td>Small and medium-sized enterprises</td>
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<td>SPTAC</td>
<td>Sector Policy and Training Advisory Council</td>
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<td>TOR</td>
<td>Terms of reference</td>
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<tr>
<td>TVEC</td>
<td>Tertiary and Vocational Education Commission</td>
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<td>TVET</td>
<td>Technical and vocational education and training</td>
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<tr>
<td>UNIVOTEC</td>
<td>University of Vocational Technology</td>
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<td>VCA</td>
<td>Value chain analysis</td>
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<td>WBCSD</td>
<td>World Business Council for Sustainable Development</td>
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<tr>
<td>Glossary Term</td>
<td>Definition</td>
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<tr>
<td>Apprentice versus trainee</td>
<td>The term ‘apprentice’ is defined as a person who is learning a trade from a skilled employer. It is usually associated with vocational training programs in which employers are responsible for both practical and theoretical training. In most partner countries, specific laws and regulations regulate apprenticeship programs and oblige employers to conclude apprenticeship contracts with their apprentices. Cooperative training (CT), in contrast, promotes joint responsibility between a training institute and a company. In CT programs, use of the term ‘trainee’ is therefore more appropriate.</td>
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<td>Business membership organization</td>
<td>A business membership organization (BMO) is an organization that represents the private sector. Representation can be across sectorial lines (chambers of commerce and industry) or for particular sectors (business associations). In most partner countries, laws and regulations, such as chamber laws or trade association acts, define the organizational structures, type of membership, and responsibilities of BMOs.</td>
</tr>
<tr>
<td>Competency-based training</td>
<td>Competency-based training (CBT) is a training approach that places emphasis on what a person is capable to do in a workplace as a result of completing a training program. Trainings are based on competency standards, which are industry-determined specifications of performance that set out the skills, knowledge and attitudes required to operate effectively in a specific industry or profession. For a person to be assessed competent they need to demonstrate the ability to perform tasks and duties to the standard expected in employment. The CBT approach provides flexibility for learners and allows them to obtain required competencies in a school-based, company-based or cooperative approach. In CBT the progression of trainees is not time-bound; instead it depends on the person's ability to demonstrate the necessary competence for the job.</td>
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| Cooperative training           | Cooperative training (CT) is an umbrella term for different models of training, in which TVET institutes and companies share the responsibility for planning, delivering and assessing training. The models include company- and school-based training, the difference being that in a company-based training the contracting party for the student is the employer, and in school-based training it is the TVET institute. In both cases, employer and institute are involved in the training delivery. The objective is to achieve a better balance of theory and practice and to expose trainees to work processes in companies. The following conditions also need to hold true so that the training can be called a cooperative training:  
1. Occupational or competency standards and curricula were developed or adjusted with direct involvement of the respective industries.  
2. Work-based training is not a conventional internship. It is an integrated part of the curriculum. In-company trainers are dedicated to guide the trainee’s work.  
3. A contract is signed among the involved parties (student/parents, training company, and training institute), and record keeping responsibilities are shared between the main stakeholders: TVET institutes, companies and trainees.  
4. Practical assessments reflecting real working situations – jointly worked out and conducted with technical experts from TVET institutes and companies – are carried out.  
5. The pedagogical concept is the concept of occupational competence (’Handlungskompetenz’).  
6. Dedicated coordinators in the training institute are the main contact points for all CT-related matters.  
7. In-company training is organized by dedicated coordinators in the company and carried out by qualified instructors.  
(For details see Box 10) |
‘Development partnership with the private sector (DPP)’ is the new term by BMZ for what in German development aid was formerly known as ‘Public-private partnership’ (PPP). Development partnerships are typically smaller projects with a public contribution paid by BMZ/GIZ of up to 200,000 EUR and maximum 50% of the whole project value. The objective of GIZ is to acquire development partnership projects that show a significant contribution to development objectives, such as poverty alleviation, without distorting the market. Furthermore, they should be highly innovative projects and position GIZ for further business development.

**Development partnership with the private sector**

TVET levies are specialized fees or taxes that companies might be required to pay in some countries. The specific amount to be paid is usually determined as a certain percentage of all company wages or turnover. Governments set up levy systems in order to raise funds for the financing of TVET measures.

**Levy systems**

The concept of occupational competence (‘Handlungskompetenz’) focuses on the reliable mastering of a complete work process – as opposed to skills-based training under the competency-based training concept. The learning outcomes can only be regarded as achieved if the trainee is able to perform a realistic and complete work process.

**Occupational competence**

Within GIZ, the term ‘cooperation with the private sector’ is often used. When speaking about ‘private sector’, what is essentially meant is ‘employers’, i.e. the holistic term ‘business and industry’ which includes private industry, state owned enterprises, quasi-state owned enterprises, as well as potential joint ventures of public and private actors, and/or any organization in its capacity to host a trainee for workplace immersion and to potentially employ that trainee. Unless mentioned otherwise in this guideline, the term explicitly does not refer to the many private schools, which are involved in some countries’ education system, including TVET, unless the organization serves as host for workplace immersion. Instead, those private schools fall under ‘training institutes’, together with the long list of public schools respectively.

**Private sector versus business and industry**

A Public-private partnership (PPP or 3P or P3) is usually a long-term contract between a private party and a government entity, for providing a public asset or service, in which the private party bears significant risk and management responsibility, and remuneration is linked to performance. It can also mean a government service or private business venture that is funded and operated through a partnership of government and one or more private sector companies. In earlier times, GIZ had a scheme, which was called PPP, in which GIZ represented the public partner authority. This term has now been replaced by ‘Development partnership with the private sector (DPP)’.

**Public-private partnership**

Tax exemptions can be an incentive for companies to become more engaged in TVET. There are two commonly applied alternatives: (1) providing tax credits to those companies which prove above average investments in TVET, or (2) allowing for the deduction of training costs, either in total or to a certain percentage, from the taxable income.

**Tax exemptions**

TVET funds (also: training funds) can be part of a levy system, or they can be used separately, if alternative modes of raising the necessary funds are available, i.e. through donor money. They can be seen as one way of administrating and allocating funds and financial resources in a transparent and efficient manner, for very specific TVET measures and programs.

**TVET funds**
Introduction

In Technical and Vocational Education and Training (TVET), chambers of commerce and industry, business associations and companies – in short: business and industry – are an important partner, just as important as public partners. Their active participation is crucial for developing labour market oriented TVET systems and generating qualified graduates who are highly employable because their skills match the needs of those who are creating the majority of jobs: business and industry employers.

The input and engagement of business and industry is particularly needed in TVET policy and planning, the development of competency and occupational standards, the design and delivery of TVET programs, the assessment of skills, as well as in the evaluation and revision of TVET programs. Companies and business associations, however, often do not take up an active role in nor understand themselves as part of the formal education process. Rather, they often see themselves only at the receiving end of graduates from TVET institutes. It is therefore one of the core objectives of GIZ projects in TVET to engage with business and industry, in order to increase their active participation in and contribution to TVET and improve TVET delivery outcomes in our partner countries.

When we, as GIZ project staff, speak of engaging with business and industry, we have to distinguish between two groups of private partners: International actors (often German or European multinational enterprises who are already active or seek market-entry in our partner countries) and stakeholders of the local industry. While engaging with the latter group is crucial for the above-mentioned reasons, there are additional reasons to engage with international business and industry: They can play a catalytic role in local markets and present good international practices in TVET. Additionally, international development projects cannot alone achieve such broad goals as those outlined in the 2030 Agenda for Sustainable Development. GIZ, therefore, strengthens its engagement with business and industry in order to encourage private companies to invest in ways that are conducive to development. TVET, as an area in which such investments would create immediate direct returns for private companies, is in an excellent position to strengthen cooperation with business and industry.

Working with business and industry is often easier said than done though. It was for this reason that we – a group of GIZ staff who work in the area of private sector cooperation in TVET across Asia – established a Community of Practice within GIZ in the summer of 2015. We quickly started to share and collect core challenges that our partners and we are faced with and decided to prepare a guideline for colleagues, partners and others, which deals with these challenges. The main purpose of this guideline ‘Down to earth: A practitioners’ guide to working with business and industry in TVET’ is to provide concrete tips and tricks how to tackle the challenges we face in our day-to-day work as well as to offer ready-made tools – from presentation templates to checklists and sample documents – that can be easily adapted to the different country- and project-specific circumstances we work in.

Each country in which GIZ works is very unique: The laws and regulations, structures, stakeholders and processes, which together determine the stage of development of our partner countries’ economies and their TVET systems, vary from country to country. Given our objective to make this guideline as useful as possible for as many colleagues as possible, we purposefully opted to write it in a generalized way. You may therefore find some suggestions to be more applicable to your context than others. As an example, we did not distinguish in our advice between working with small and medium enterprises (SMEs) and larger companies or between countries with a competency based TVET system rather than one based on occupational standards with broader
qualifications and TVET programs as can be found in many continental European countries, although we are aware that the differences might be quite substantial. Finally, while all of the content is based on our collective experience of working on private sector cooperation in TVET across different Asian countries, we certainly hope and believe that the guideline will also be useful to those working in other regions of the world.

The guideline is structured according to different challenges, which we address in four stand-alone chapters:

- Chapter 1: Identifying and developing partnerships with business and industry
- Chapter 2: Facilitating a suitable environment for business and industry to participate in TVET
- Chapter 3: Strengthening involvement of business and industry in TVET policy and planning
- Chapter 4: Strengthening involvement of business and industry in TVET delivery and assessment

We hope the guideline becomes a practical companion for your day-to-day work, rather than a document that sits in your bookshelf without ever being used. If you do find the guideline useful, we would love to hear from you. Also, if you feel certain challenges are missing, or you have additional advice that should be included in a future edition of the guideline, please let us know.
1

Identifying and developing partnerships with business and industry
This first chapter is focused on the very early stages of any cooperation with business and industry and offers suggestions and tools how to deal with potential challenges we might encounter as GIZ staff during this phase.

Even before we engage with any stakeholder from business or industry, we are faced with a range of challenging tasks. These include 1) selecting the most suitable sectors of a country or region to focus on, 2) identifying individual business and/or business organizations (BMO) to engage with, and 3) ensuring we address the right people in the right manner in order to establish successful long-term partnerships. Following this research and preparation phase, we need to convincingly present our opportunities for cooperation, and choose the right cooperation model out of the various pre-defined models that GIZ can offer.

While the rest of the guideline is written from the perspective of how GIZ can support its partners in strengthening their relationship with business and industry, the perspective of this first chapter has been purposefully chosen to be with GIZ in the driver seat. One reason is that TVET projects are quite often expected to support the identification of potential partners for public-private partnerships (in addition to achieving core project objectives). It is also often necessary for GIZ staff to familiarize themselves with the business and industry sector in their country or region and identify potential sectors, partners and contacts to engage with, particularly if a project has been newly set-up or didn’t previously work with business and industry.

Our government partners and other organizations that wish to develop partnerships with business and industry can nevertheless use the information provided in this chapter in much the same way. It might then be our role as GIZ staff to support our partners in identifying and developing partnerships with business and industry rather than developing those partnerships ourselves. No matter what our role as GIZ is in the early stages of cooperation, overcoming the challenges described in this chapter in a successful way, will lay the foundation for a fruitful partnership later on. In fact, all activities of the subsequent chapters 2 to 4 rely on having identified the right partners to engage with.

1.1. How can GIZ identify suitable business or industry sectors?

There are several different reasons why GIZ projects may want to identify specific business or industry sectors to engage with. Sometimes, our project proposals leave the choice of sectors to operate in open to the project team to decide upon. A project concept may simply stipulate for example that a project operates ‘in a minimum of three value chains’ – without specifying the sectors. Other times, a project is broadly focused on ‘supporting the TVET system’, but due to practical implementation constraints, it is our own wish to narrow down our focus area to a few sectors, in which we can have an actual impact with our project activities. Whatever our reason may be, the question is: How do we adequately select priority sectors for our engagement and cooperation with business and industry?

There are of course a number of obvious starting points – such as existing policy documents or statistical data – but they may not provide sufficient guidance for us to prioritize sectors: Political priorities laid out in policy documents often don’t reflect the current economic developments adequately, but rather ‘envision’ a future, which may be perceived as too far down the line, especially by business and industry themselves. Statistical and macro-economic data (including macro-economic indicators), on the other hand, may not always provide sufficient information needed to easily identify sectors with a tangible number of companies or strong BMOs to cooperate and work with.

If this is the case in your country, you may have to conduct a sector analysis yourself in order to identify suitable business or industry sectors to engage with.
One option is to conduct a full sector analysis. Exemplary approaches are the so-called ‘Systemic Competitiveness Analysis’, which can be used to analyse sectors, or the so-called ‘Porter 5 Forces Model’, which can be used to analyse individual companies and has been used for sector analyses as well. If your project team lacks the time or experience to conduct a full sector analysis of that kind, you might consider contracting an external consultant for this task.

**Tip:**
Here are some links you might find useful:
- Systemic Competitiveness Analysis: Article I and Article II
- Wikipedia Article about Porter 5 Forces Model

Another option is to conduct a ‘quick-and-simplified sector analysis’ yourself. A prerequisite for conducting such a simplified analysis is that in-depth information about different sectors is already available through reports and experts inputs. If that is the case, you can identify sectors which are worthy of your project’s support by following a simple two step approach:

1. **Create a ‘long list’ of priority industry sectors:** This first step requires research: Looking into already defined country priorities, screening available reports and macroeconomic data, and talking to colleagues as well as other resource persons. The researched information is then compiled in a table to provide an easy overview of different sectors.

2. **Derive a ‘short list’ of sectors and/or sub-sectors:** In this second step, you go through a range of questions that you answer for each sector on your long list, in order to identify those sectors, which have both a positive outlook as well as a lack of skilled labour or adequately skilled labour, which your project could help to address. This should assist you in deriving a ‘short list’ of sectors or sub-sectors for your project to engage with.
Box 1

Example: Identification of sectors and locations at the start of the Indo-German Programme for Vocational Education and Training

When the Indo-German Programme for Vocational Education and Training (IGVET) in India was launched in 2016, the project team needed to prioritize sectors and locations for the project implementation. It was decided that the project would cover three clusters (agglomerations of companies in specific industry sectors and locations), each different in its characteristics: (1) electronic industry in Bangalore, a very large city with a dynamic local economy; (2) automotive industry in Aurangabad, a rather small city that delivers components for the main manufacturing hubs in India; (3) energy-efficient construction in Bhiwadi, a semi-urban area at the suburbs of Delhi.

The overall selection of sectors and locations was guided by the idea that there must be matchmaking between an expected skill demand of the private sector and their local implementation capabilities. The latter is crucial because it requires a critical mass of potential participants for a ‘community of practitioners’ that can jointly implement cooperative VET. More specifically, the specific sectors were selected by IGVET as they are among the prioritized sectors of the Indian government and will require a skilled workforce in the future. Economic projections and information on skill demands are usually available from the government, applied research studies, and multilateral organisations (World Bank, ADB, OECD). Access to this information helped the project team to identify sectors that are or will be in demand of a skilled workforce, and for which a growing intrinsic interest of the private sector for cooperative VET can be assumed.

With regard to the selection of locations, Bangalore and Aurangabad were selected based on a previous engagement of GIZ in these localities and an assumed familiarization of local stakeholders with the cooperation approaches of GIZ. In addition, these two locations have a comparably high number of companies that work in or are affiliated with one sector. Assuming a certain level of common interests for a skilled workforce, the probability of a critical mass of actively engaged stakeholders is likely higher if there are large numbers of companies in one location. But even a smaller location, as is the case for Bhiwadi, could be identified as beneficial for the project objectives and implementation strategy: Bhiwadi allows for achieving quick-wins and is located close to Delhi. It thus can serve as a hands-on demonstration showcase for convincing delegations and decision-makers of the benefits of cooperative VET.
1.2. How can GIZ identify specific companies?

To improve TVET delivery outcomes, GIZ projects try to engage with business and industry on all levels, from the international and national, down to the local level. If you have not established any contacts with the business and industry world yet, gathering sufficient information about companies and identifying relevant ones for your project might seem difficult.

Sector-specific research (see chapter 1.1) might have already led you to ‘champion companies’ (i.e. larger local or international companies that lead a sector in terms of market power, product diversity and/or regional/international exposure, or smaller companies, which show particular leadership), but you might require additional information about these companies to properly evaluate whether they could be good cooperation partners for your project.

It is also possible that you have identified no companies at all yet. In this case, you might wonder what kind of companies to look for? Both local and international companies, as well as large multinational enterprises (MNEs) and small and medium sized enterprises (SMEs) can be suitable partners for cooperation. Companies can also be privately owned, state owned or joint ventures. Evidence shows that foreign companies or companies with foreign direct investment (FDI) are often open to invest in education for many reasons; among them being to sustain the business, to fulfil international standards or simply because they are already used to providing training in other countries.

**Tip:** Look out for those champions or leaders that are likely to show interest in working with you, for example because they
- have publicly expressed a shortage of adequate human resources, or
- already provide training in other countries, or
- show corporate social responsibility (CSR) through high rankings in sustainability reports, sustainability awards or the implementation of CSR activities (be mindful that CSR activities of companies in Asia might look quite different – making regular donations to monasteries could be one example).

The information needed on companies may vary depending on your conceptual approach. However, key information is likely to be:

- General contact details and location
- Business data such as turnover, market segments, offices and production sites
- Human resource information like number and type of employed personnel
- CSR activities and other engagements beyond direct business
Gathering information about companies in general

Possible access points to gather information and identify suitable companies for collaboration are:

1. **Internet research:** The Internet is the easiest source to start with. Sector-specific information might have led you to sector-specific platforms, which you can now browse for more specific information on individual companies. Larger companies usually also have individual websites. In addition to these sites, check out other company-specific search hits on the Internet as well – they may provide further information about the companies on various dimensions, including e.g. their international reputation.

2. **Secondary sources:** Gather existing enterprise surveys, tracer studies and other secondary sources, for example from other international development agencies or local think tanks and government bodies to identify companies for a possible cooperation, or gather additional information about those companies you have already identified as relevant.

3. **Business membership organizations:** In most cases, some forms of organized business membership organizations (BMO) are active in the countries we work in. International companies mostly hold multiple memberships, but are likely to be organized in the BMO of their home country (e.g. an American company will be organized in the local chapter of AmCham). In smaller countries these may be joint BMOs, such as a European Chamber for all European companies. Regional or local businesses are often organized in a country’s national chamber of commerce and industry or sectorial BMOs. The willingness to share information often depends on trust. Therefore, a good way to approach chambers and BMOs is to join their regular networking events. Also, well-organized chambers and BMOs will have a website and often publish member lists there.

4. **GIZ networks:** Chances are high that someone within the GIZ network has already established a contact to some of the companies you wish to engage with. In particular contacts to German companies are highly likely. Established contacts can be used to get the right contact person for your TVET Project (e.g. HR managers, talent managers, training managers, and/or CEOs themselves) within the desired collaboration partner, or receive relevant information about a company’s specific expectations or requirements for collaboration. Additionally, in the case of large (international and/or local) companies, GIZ headquarters may hold information on previous engagements or contacts. The section responsible for developPP.de is a good one to start with.

5. **Embassies and consulates:** International companies maintain relationships with their home countries’ embassy or consulate. It might therefore be useful to approach them in order to receive further information and contacts of companies operating in the country.
Tip:
The main challenge in some countries can actually be to avoid duplication and overburdening certain companies and contacts that have already been (or are) working with GIZ. This applies in particular to consecutive GIZ projects, or when contact information is personalized and not known to others.

What can a project do to avoid duplication?
- Ask your country office about existing contacts, as well as information about previous partnerships and people to talk to about them.
- Request information from headquarters about the company.
- Check project documentations – at least key contacts should be reflected in monitoring reports (e.g. project progress reports).

Gathering information about local companies

Information of local companies (especially smaller and medium sized ones) and their activities is often more difficult to access than of international ones. Challenges include aspects such as a lack of publicly available information (reports, websites or contact information) or language barriers. Local companies are therefore quite often only identified by chance.

Here are some suggestions on how to identify suitable local companies for collaboration:

1. **Personal contacts and networks:** National colleagues often have friends, family, former classmates, university buddies or other networks that may provide initial access, in particular in countries wherein personalized contacts are needed to get access or create initial trust. Therefore, it is highly recommended to strategically engage national colleagues as key networker. They most likely have a very good knowledge on local companies, events, business culture and habits, and speak the language. Their participation in networking events, larger workshops, business fairs, etc. may create new opportunities.

2. **Local business membership organizations:** In most cases, some forms of organized BMO are active in the countries we work in. In addition to international BMOs, it is a worthy try to identify local BMOs (e.g. chambers or industry/sector associations) and gather information from them. National or regional chambers as well as local business associations tend to have a good idea about their businesses in close proximity or provide information on their webpage, publish membership data or can provide personal contacts. Often BMOs host events, which can be used for networking and establishing contact with individual players.

3. **Provide incentives to contact your TVET project:** In some cases, it may be an approach to publicly create incentives for companies to get in touch with your project. Instruments for that can be, for example, a competition or a facility (publicly announced funds). If communicated through various channels, the responses will bring new contacts and direct access to companies. Another form may be a workshop or short training on a topic of interest to companies.

4. **Project implementation partners:** All GIZ projects have a number of public and private project implementation partners. They normally have already existing networks upon which can be built. In particular, institutions on the local level, for example TVET institutes, may already have contacts that can be jointly addressed.
(5) **Contract a local consultant:** You can also task a consultant with identifying specific companies based on a set of criteria. The consultant should have a business background or be part of a BMO in a relevant sector. An alternative are consultants who are retired business people or chair persons of associations, who still have strong networks and contacts in specific sectors.

**Tip:**

In many countries that GIZ works in, companies – especially local ones but not exclusively – might follow business practices that are outlawed or frowned upon in Germany. As part of our own risk management, it is therefore important to do a proper due diligence of the identified companies, in order to avoid reputational risks of GIZ or even a loss of trust. Starting points for this include:

- Do an Internet research with the company’s name and key words such as ‘trial,’ ‘corruption,’ ‘environment,’ ‘violations,’ ‘blackmail,’ ‘child labour,’ and others.
- The section on business partnerships at GIZ headquarters holds a ‘black list’ of companies.
- Search the sanctions lists of the EU and the United States Government.
- Ask your colleagues and friends if they have heard of problematic issues in the past.
1.3. How can GIZ make sure to contact the right person at a company?

Once decisions are made on the desired collaboration partner and the first contact shall be made, it is crucial to identify the most adequate person for the professional sales pitch you wish to make. You might already have the contact details of a particular person working for the company; but is it the most adequate one to address with your inquiry or proposal for TVET-specific project collaboration? Does the person work for the right department? Is he/she a decision-maker? Having access to the right contact person is a key success factor that should not be underestimated. After all, you don’t want your proposal to fail, just because you didn’t speak to the right person about it.

Below are some suggestions on how to identify the right contact person within your desired collaboration partner.

Depending on the size of the company, there are several units, which are more likely to be an adequate access point for your TVET project than other units (the corresponding information can often be found on the company website or through a web research):

- If a Human Resource Department or HR focal person exists, it is a good entry point.
- If it is a production oriented company, people in charge of organizing work or heading larger sections typically have a good understanding of staff competences, needed skills, etc.
- Depending on the company structure, the department for sales/sales management might be interesting to talk to (though they often have no deeper knowledge on required skills).
- Large companies may have a CSR department. Their logic of approaching ‘education’ may be of a philanthropic nature, but can be a starting point to develop investment cooperation on TVET.

If you do not have a direct contact yet, it is best to address the company top-down in the beginning, i.e. by contacting the head of the department you have identified as best entry point, even if that person may refer you or delegate the request. In the case of local companies, in particular smaller and medium sized ones, the most appropriate person to contact first may be the managing director or CEO. Again, they may delegate the task, but in cases of strong hierarchical or seniority-based structures it is a matter of politeness to address them first and politely request a meeting with a suitable person.

**Tip:**

All organizations, including businesses, follow a certain organizational structure, which reflects the hierarchical relations among the management staff. It is most advisable to respect that and follow this structure for formal and professional requests from your project.

If a contact at the company already exists, you have several options, which depend on the specific circumstances:

1. If you believe your contact is the right person to approach: Do it. Already having an established relationship will most certainly be to your advantage.

2. If you don’t think your contact is the right person, but you have a trusting relationship with him/her, speak to the person and actively get advice who to best approach. Once you have jointly identified the right person, make sure to include or at least inform your contact about any communication with superiors or colleagues in his/her company.

3. If you don’t think your contact is the right person and you don’t have a very trusting relationship, you might identify the right person to speak to by yourself, but you should still include or inform your contact about any communication you are having with his/her company colleagues.
1.4. How can GIZ convincingly present opportunities for cooperation?

Now that you have identified potential sectors and individual companies that would be suitable for your TVET Project to work with (see chapters 1.1 to 1.3), you would like to engage with those candidates and build trustful relationships that lead to actual collaborations and the implementation of joint activities. But let’s face it: Convincing a company to work with GIZ on improving TVET delivery outcomes in the partner country that is hosting your TVET Project is not an easy task.

As development professionals, we are familiar with the ‘aid industry’ – its key actors, its objectives, its approaches, etc. But industry representatives come from a very different background. They often lack the familiarity with development concepts (such as logical frameworks, or the Sustainable Development Goals) that we have, because their interest is in projects, which are profitable and reputable. If we are to win them over to cooperate with us, we must therefore be able to convincingly present GIZ and our work in TVET, and explain how a cooperation can be of benefit for both of us: Profitable and contributing to development. Hence, this phase is all about identifying the common ground, and translating concepts and objectives of the ‘aid industry’ into business terms, as well as translating business objectives into potential development terms (e.g. in form of project indicators or outputs).

The best way to present GIZ and opportunities for cooperation with your TVET project is of course in a personal meeting. Once a meeting has been set up, it is important to prepare yourself. One way could be to prepare a short presentation that will spark the company’s interest in cooperation and offer first ideas how it could look like. >>> A Template presentation (with further instructions on how to adapt it for individual usage) can be found in Annex 03. <<<

In addition to preparing a good presentation or key speaking points, there are several things you can keep in mind for conducting a successful meeting with business and industry representatives. Here are some suggestions:

(1) Be conscious of the different mind-set and objectives of business and industry: Governments and international development organizations work non-for profit and often on the basis of taxpayer money or other grants/donations with the overall objective to create a benefit for people and societies. Companies, on the other hand, seek to create profits through the services and goods they create, and with the labour force they use to generate these products. In all likelihood, they therefore do not care about the mission and objectives of GIZ – unless we can provide them with a service (for a fair and acceptable price) that is of interest to them.

Tip:
You can keep this in mind by always asking yourself ‘What’s in it for them?’ before presenting an idea to business and industry representatives.

(2) Avoid ‘development lingo’: As international development professionals we are familiar with topics that industry representatives might never have heard of. We are also familiar with a certain language and abbreviations, because we use them in our daily work. But our counterparts might not be familiar with such topics or language. Vice versa, many development professionals might not be as familiar with their counterpart’s daily business, and those with no business background often do not know the exact technical terminology used in business and industry. If we want to convince our counterparts to work with us, we should therefore try to use the same language as them. It will also help to avoid possible misunderstandings.
(3) **Focus on identifying common goals:** Already during your presentation or initial statements about GIZ, focus on what you think might be of interest or importance to your partner and present yourself as potential service provider to them. Then, during the following conversation, start by focusing on identifying the goals of each partner and find the common ground that can become the foundation for cooperation. Also, try to identify early on what are ‘musts’ of your partner – if you realize that one of their musts is not acceptable to you, you might be able to save yourself a lot of time.

(4) **Be well prepared:** Of course, being well prepared should be a prerequisite for every meeting you have. But if you meet with a business or industry representative you want to cooperate with, maximize your understanding of the potential partner (their background and objectives) and think ahead before the meeting to prepare arguments that you can use to convince them why working with GIZ in the field of TVET would not only be of benefit to GIZ (or our implementation partners and target groups in the country we work in), but also of benefit to them. This might require some in-depth research in advance of the meeting (see chapter 1.2).

1.5. **What cooperation models can GIZ offer?**

As we all know, GIZ has standards and rules for almost everything. As a result, developing cooperation with a company can seem like quite a daunting undertaking. There are several pre-defined cooperation models, which we can offer a potential partner company. But each model has specific advantages and disadvantages and not every model can be applied in a given situation. So you may ask yourself: ‘Which is the right cooperation model GIZ can offer the company we have identified for a potential cooperation?’ If this is a question you are struggling with, this chapter should provide you with a first overview and tips where you can find further information to make an informed decision.

There are several different models GIZ projects can apply when cooperating with stakeholders from business and industry. These models are already well defined in terms of their processes and the conditions that have to be met, in order to enter into such cooperation.

From a GIZ corporate policy perspective, there is also a certain order of preference of these cooperation models, which is as follows:

1. Commissions to GIZ International Services
2. Co-financing arrangements
3. Development partnerships with the private sector (DPPs)

This order of preference is largely based on the share of financing provided by the private partner and GIZ in such cooperation:

- In commissions to GIZ International Services, a completely new project is established, which is fully financed by the private partner.
- In co-financing agreements, the private partner contributes a large amount of financing to support and expand existing project activities of GIZ projects in the public benefit sector.
- Development partnerships are typically much smaller in scope and based on shared financial responsibility.
Other key characteristics, which distinguish these cooperation models from each other, are described below. A more detailed description, in the form of a GIZ-internal guideline on cooperation models, can be found in Annex 04.

**Tip:**
All cooperation models require certain conditions to be met. For this reason, it is always advisable to check the corresponding up-to-date rules of GIZ in O+R and/or speak to colleagues who are familiar with the rules (e.g. your project’s or country’s head of administration), before offering a specific cooperation to a collaboration partner.

### Commissions to GIZ International Services

Industry partners can commission GIZ to implement a project or certain activities on their behalf. For this purpose, a service contract is drawn up between the industry partner and GIZ International Services, which is an independently operating business area of GIZ responsible for implementing such commissions. While being the preferred cooperation model of GIZ, it usually requires a substantive minimum project value, which has to be paid solely by the industry partner (in the past, the minimum project value has been set as high as 2,000,000 EUR, but it is always worth to check with GIZ International Services for their current threshold).

### Co-financing arrangements

If a company or BMO wants to support an already existing GIZ project or certain activities of it, it can provide a grant to GIZ and enter into a co-financing arrangement. Typically, industry partners provide such grants to broaden an already existing approach of GIZ in such a way that it would benefit them as well. For GIZ, no additional contractual obligations arise from co-financing arrangements, which make this cooperation model very attractive and quite easy to incorporate into existing project activities (aside from amending the offer with the consent of the project commissioning party). Grants, however, need to have a minimum value of at least 250,000 EUR to be worth the administrative work and time involved in setting up a co-financing agreement.

### Development partnerships with the private sector

‘Development partnership with the private sector’ (DPP) is the new term by BMZ for what was formerly known as the BMZ scheme ‘public private partnership’ (PPP). Development partnerships are typically smaller projects with a public contribution paid by BMZ/GIZ of up to 200,000 EUR and maximum 50% of the whole project value. The objective of GIZ is to acquire development partnership projects that show a significant contribution to development objectives, such as poverty alleviation, without distorting the market. Furthermore, they should be highly innovative projects and position GIZ for further business development.

In order to foster development partnerships with the private sector, the BMZ established the develoPPP.de program in 1999, which is implemented by three public partners: GIZ, DEG (Deutsche Investitions- und Entwicklungsgesellschaft mbH) and sequa gGmbH. Through develoPPP.de, eligible companies can submit project ideas to ‘ideas competitions’ or apply for financial support for so-called ‘strategic alliances’. Another instrument to foster development partnerships are integrated development partnerships (iDPPs). Whereas projects financed through the develoPPP.de program are stand-alone projects (but often complementary to existing GIZ activities), iDPPs are an integral part of GIZ projects; they are financed by GIZ project budgets and need to directly contribute to its objectives.
For all forms of development partnerships, two different contract types can be used to formalize the partnership:

(1) **Consulting contract:** If a consulting contract is signed, the industry partner implements the activities independently and carries the main responsibility for their success. GIZ reimburses the industry partner for the contractually agreed percentage of costs and takes responsibility for administrative issues and monitoring. The advantage for GIZ with this type of contract is that we do not have to provide any of our own resources or staff for the project.

(2) **Cooperation agreement:** If a cooperation agreement is signed, both partners are on an equal level. The project is planned and implemented jointly by the industry partner and GIZ, with each partner having clearly defined activities it is responsible for. No money is exchanged between the partners, but GIZ participates actively in the project through the provision of resources and staff. The advantage for GIZ with this type of contract is that we can actively contribute to the content of the project and thus ensure the availability of the resulting know-how and implementation experiences.

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**Box 2**

**Example: iDPP in Indonesia with TÜV Nord**

In 2015, the GIZ-TVET project in Indonesia developed an integrated development partnership (iDPP) with TÜV Nord Indonesia with the objective of enhancing the quality of chemical vocational education in the country.

The chemistry industry in Indonesia is a highly dynamic sector. New methods and technologies are continuously introduced, creating a high demand for qualified and practically trained personnel. Opportunities for industry exposure of chemistry students and teachers are limited, however, and there is a wide gap between the skills demand of the industry and the competences learned at TVET institutes.

Given this context, the iDPP was developed jointly with two TVET institutes to focus on:

- An internship program suiting the needs of TVET institutes and industry;
- A curriculum review to meet the needs of the chemical industry; and
- Teacher training and internships on updated methods and technology.

The expected results of the partnership, which was to be implemented between December 2015 and June 2017, were:

- Streamlining students practical learning to the needs of TVET institutes and industry;
- Enhancing teachers and students ability to apply new testing methods;
- Matching the education with the demand of the chemical industry; and
- Smoothing the school-to-work transition and recruiting processes.
Local subsidies

In addition to these three cooperation models, which are based on the industry partner providing a certain share of financing for activities; local subsidies is another cooperation model, which is based on the industry partner receiving financing from GIZ for the implementation of activities that help to achieve the objectives of a GIZ project. Local subsidies are therefore a special form of financial contribution that is available to bilateral technical cooperation projects. They can be utilized to directly support local industry entities through earmarked payments from the project budget, but only on the condition of creating a public benefit. Local subsidies typically contribute towards developing the capacity of the recipient in the interests of partner support. They are thus an instrument to help finance measures undertaken by recipients. GIZ supports and advises the recipient of the local subsidy on how to use the funds in compliance with the signed contract.

Facilities for partnership

Facilities for partnership are a new approach within GIZ to support TVET partnerships with business and industry by co-financing innovative approaches of public-private cooperation in TVET and employment promotion. Facilities for partnerships are internal funds, which are set aside within a project budget for the specific purpose of supporting small-scale innovative approaches by private stakeholders (and/or civil society organizations) who (ideally) work in cooperation with public

Projects are selected through a call for proposals. In order to ensure ownership and a strong commitment of private stakeholders in the project, GIZ can fix a minimum financial contribution (e.g. 25% of the total budget), which all applicants have to detail in their proposal and provide evidence for. Once projects are selected, a consulting contract (or iDPP contract/cooperation agreement – depending on the size of the project) is given to the private partner, which regulates payments according to an agreed-upon implementation plan and the delivery of outcomes. If a public partner is also involved, a local subsidy or contract is set up for them as well. Facilities for partnership have so far been tested within Asia in Indonesia and Myanmar.

Tip:

Here are some links you might find useful:

- Further information about GIZ International Services: GIZ International Services
- Further information about commissions and co-financing arrangements: O+R Business operations with third-party funding
- Further information about commission management: Clarification of the commission and preparation
- Further information about develoPPP.de: develoPPP.de program
- Further information about service contracts: Special features of service contracts with companies and institutions
- Further information about local subsidies: O+R Local subsidies
Facilitating a suitable environment for business and industry to participate in TVET
Implementing TVET programs – particularly those using cooperative TVET approaches that we typically promote in our projects – is not an easy task. It requires contributions from different partners, who may not even trust or value each other, and involves a lot of coordination work. Moreover, it typically implies costs for business and industry, which might not be willing to invest in such programs without seeing immediate advantages of shaping and participating in a collaborative TVET system. Ensuring ‘demand-driven’, ‘labour market oriented’ or ‘cooperative’ training without having business and industry on board is, however, not possible.

Our role as GIZ is therefore quite often to help generate a suitable environment that encourages and allows business and industry to actively participate in TVET. This might involve helping to convince business and industry of the many benefits of being actively engaged in TVET, supporting or establishing formal or informal settings for public-private-dialogue, or identifying and helping to address hampering stones for business and industry involvement in TVET enshrined in existing policies and institutional landscapes. In summary, we are faced with the challenges of creating interest, incentives and trust among all partners in the TVET system.

In this chapter, we provide a few tips and tricks on how to deal with these challenges in our work.

2.1. How can GIZ convince business and industry of the benefits to become involved in TVET?

Business and industry usually have two options to get skilled workers: The first option is to recruit already skilled workers on the labour market (formally or non-formally). The second one is for them to train (young) workers to become skilled, ideally in a structured way by cooperating with TVET institutes in the process.

In many of our partner countries, business and industry has a very traditional understanding of their role and the role of the public sector in TVET, and education more broadly. In their view, it is the responsibility of national TVET authorities and institutes to provide young people with the skills and competences required by the labour market. Business and industry, meanwhile, are at the receiving end and simply offer employment opportunities
to those who are already trained and skilled. The option of getting skilled workers through training, and by doing so utilizing TVET as a career development tool for their employees, is not one they typically make use of.

TVET institutes, however, often lack the financial and technical means to provide students with an educational infrastructure and training contents, which can adequately prepare them for the labour market. Modern technical equipment is quite expensive and can hardly be covered by small government budgets. Standards, curricula and assessment criteria are often developed without a systematic involvement of businesses and industry, with the result that training contents do not reflect their skill requirements. On top of that, the quality of TVET teachers is often rather low, since most of the teachers received training themselves, which was predominantly designed without taking labour market requirements into account.

One way – and in the view of GIZ the way – to increase the quality of TVET and provide TVET graduates with the skills and competences needed in the labour market, is to get more business and industry involved in the formal TVET systems of our partner countries. Governments have of course a huge role to play in making this happen, and we need to continuously remind them of this. But we also need to speak to business and industry and convince them of the many benefits (see box 3) of an (greater) involvement in TVET.

The following steps might help you to attract the participation of BMOs and companies in TVET:

1. **Meet with companies one-on-one:** Even if the first contact was established in a larger group, it is highly recommended to pay the respective companies a personal visit. This will allow you to explain the benefits in detail and to respond more effectively to their specific needs.

2. **Identify ‘game changers’:** Game changers are companies or BMOs that have the potential to positively influence – based on their current or future engagement in TVET – the position of other companies. If game changers cooperate, others will follow. This helps your TVET project to focus your limited resources on those players with the highest potential for return.

   **Tip:** Take a look at chapter 1.2 for more tips on how to identify companies to collaborate with.

3. **Organize sectoral or regional meetings:** Sectoral/regional meetings provide you with the opportunity to focus on topics and challenges that are of particular relevance to an entire sector/region in a single meeting (with larger groups involving representatives from different sectors/regions, you might have to address a huge variety of topics and challenges). In addition, they might help you to identify the above-mentioned game changers, since they usually take an active role in such gatherings. You will also be able to observe who among the present company representatives are most respected by the others.

4. **Prepare practical examples and counter arguments:** In order to convince BMOs and companies – either in one-on-one meetings or in sectoral/regional meetings – of the benefits to become involved in TVET, you need to be well prepared. For one, it might be useful to prepare in advance some counter-arguments to their possible objections or concerns. Also, developing practical examples for each counter-argument might underline your message. You can find typical objections of companies why they don't want to become engaged in TVET, as well as some counter-arguments that you can use to highlight the benefits companies will have in box 3.
Box 3

Typical objections of companies to collaboration in TVET and benefits as counter-arguments

Typical objections of companies:

- Standards and curricula don’t reflect the occupational needs of business and industry. As a result, companies refuse to cooperate with TVET institutes, which base their training on outdated curricula.
- The costs of providing in-company training are too high. Companies would have to pay compensation to the trainees in addition to providing an adequate training infrastructure (qualified instructors and equipment).
- It takes very long before trainees are able to carry out work-related activities independently and without constant supervision.
- There is no guarantee that trainees will stay as regular workers after the end of their traineeship. Companies don’t want to invest in the training of people, who might not intend to continue working for them.
- If governmental authorities, such as TVET institutes, are the sole responsible bodies for conducting assessments, companies cannot be sure that the trainees have acquired the essential skills, which are required by them.

Benefits for companies which can be used as counter-arguments:

- **Standards and curricula based on business and industry requirements**: If companies are systematically involved in the development of occupational or competency standards, curricula, assessment criteria and methods, they can ensure that their skill requirements are well addressed. This will help them meet their future human resources needs.
- **Reduced (re-)training costs**: If the training of TVET students is shared with TVET institutes, companies receive trainees who already have some employability skills and occupational knowledge and can immediately contribute to the company’s productive processes.
- **Secured supply of qualified staff**: Through in-company training, companies have the possibility to train trainees according to their specific occupational needs. The permanent supervision by technical experts helps a company to prepare the trainees for their future roles as professionals in the same company.
- **Higher productivity**: After an initial investment, companies will benefit from trainees in terms of additional productivity and increased profit.
- **Lower recruitment costs**: The observation of trainees in real work conditions facilitates recruitment and reduces recruiting as well as retraining costs. Since the companies already know the trainees, in particular their working and productivity levels, there is a lower risk of hiring the ‘wrong person’.
- **Increased loyalty**: By providing a decent work environment, an employer has the possibility to increase the loyalty of trainees to the company, thereby reducing the risk of high fluctuation.
- **Better company image**: Offering TVET increases a company’s reputation as CSR conscious company. This can have a positive impact on the company’s brand as well as on their attractiveness as employer.
- **Certified quality of TVET graduates**: If companies are systematically involved in the assessment of TVET students, in particular at the end of traineeships, they can ensure that the students or trainees have obtained the required skills and competencies.
2.2. How can GIZ help foster trust between TVET partners?

A precondition for fruitful collaboration among multiple stakeholders is trust. However, there are many reasons why trust between the government and business and industry cannot be taken for granted. As GIZ serves both sides – the supply and demand side of TVET systems – building and strengthening trust among the different partners in TVET needs to be an integral part of our technical assistance. This may include explaining to business and industry what GIZ does in order to change the traditional mind-sets of governments who, in the past, were often reluctant to systematically increase the involvement of business and industry in TVET. Only if business and industry representatives are convinced that the government is changing as well, they will accept to let go of their own traditional thinking and embrace change.

One role we can assume is facilitating and mediating through talking to both, our government partners and business and industry partners individually. Even more effective is to support the direct dialogue among them. Communication and dialogue do not only enable an exchange of views, but can also help to move from a situation of mutual suspicion to the development of greater understanding, transparency, trust and networking between government and business and industry.

Ideally, governments themselves initiate the establishment of a ‘public-private-dialogue’ on TVET. This way, they can already change the perception that business and industry has of them, gain credibility and establish a reputation for favouring business and industry’s involvement in the TVET sector. But business and industry, or even GIZ, can also take a leading role as initiator. In either scenario, however, it is important to screen existing dialogues between government and industry in a first step. There might already be a useful dialogue platform that brings together both partners and that could simply be enhanced through TVET as an additional topic for discussion.
Here is some more information on public-private-dialogues that will hopefully help you to organize your own:

(1) **Dialogue can be initiated by different partners:** Government, business and industry or development partners such as GIZ can initiate dialogue. Dialogue driven by government serves the government’s need for information and opens a channel for the expression of business and industry opinions. But business and industry can also take the initiative. By adopting an advocacy approach, business and industry can define the issues of the dialogue and present its own proposals – overall, it gives them a voice and ensures that their needs get heard. In both scenarios, development partners such as GIZ can assume the role of facilitator in the dialogue.

(2) **Dialogue requires a spirit of cooperation:** The main impediments to an effective dialogue on TVET are government reluctance, business and industry resistance or limited capacities of BMOs to play an active role. To ensure a spirit of cooperation, government needs to be reminded to not act as a ‘boss’, but give business and industry the space to come up with ideas and solutions as well. Business and industry, on the other hand, should be reminded not to pursue narrow economic interests, but take a long-term view to building a qualified workforce. Both sides have to concentrate on practical solutions that can be implemented together.

(3) **Characteristics of good dialogue:**
   - Transparency and openness
   - Partners show interest, listen and encourage each other to share their views
   - Clear objectives
   - Focus on addressing important issues
   - Equal representation
   - Constructiveness
   - Good preparation, planning, organization and management
   - Complaints are collected and analysed
   - Facilitator (if needed) acts as honest broker

(4) **Dialogue comes in many forms:** It can be formal or informal, wide-ranging or focused on specific issues; and it can take place at local, regional, national or also on sectorial level. Typically, dialogue involves formal as well as informal conversations. Informal conversations can be a valuable means for building relationships and trust, finding solutions and encouraging the continuous flow of information. They often supplement more formal dialogue, which serves to institutionalize regular communication and make it more sustainable. For all forms, it is important to organize dialogue on a regular basis.
<table>
<thead>
<tr>
<th>Formal dialogue types</th>
<th>At TVET institute level</th>
<th>At regional or sectorial level</th>
<th>At national level</th>
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<td></td>
<td>Establish professional advisory boards at TVET institutes with company representatives. Board meetings should be focused on specific topics related to the TVET institute (curricula, organization of traineeships, collaboration between schools and companies, etc.)</td>
<td>Establishment of regional or sectorial councils on TVET and employment (see a good practice from Pakistan in box 4)</td>
<td>Establishment of a national council for TVET comprised in equal parts of government as well as business and industry representatives</td>
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<table>
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<tr>
<th>Informal dialogue types</th>
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<th>At regional or sectorial level</th>
<th>At national level</th>
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<tr>
<td></td>
<td>Organize open days for companies at TVET institutes in order to provide insights about school life, training courses, trainees etc. (see an example in box 9); jointly organize skills competitions or career fairs; invite business and industry representatives to participate in school events; give business and industry representatives a forum to inform trainees about the real world of work (‘TVET institute meets business and industry’)</td>
<td>Organization of roundtables bringing together government, BMOs, chambers of commerce and industry, professional associations and industry leaders and other stakeholders to discuss major challenges in the region or trade related to TVET</td>
<td>Organization of roundtables bringing together relevant line Ministries, BMOs, chambers of commerce and industry, trade unions, and professional associations to discuss TVET policy related issues</td>
</tr>
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</table>

Table 1: Examples of formal and informal public-private-dialogue formats at different levels
Box 4

Example: Standing committee for cooperative vocational training at the Lahore Chamber of Commerce and Industry

Like in many countries, Pakistan’s TVET sector faces a trust deficit issue between government and business and industry. Many factors can be attributed to this. For example, a legislation (Apprenticeships Ordinance, 1962) that makes apprenticeships compulsory for companies, a lack of communication between public sector TVET bodies and companies, and low awareness amongst companies about the incentives offered by the government for their participation in TVET.

In order to improve trust and coordination between the government and business and industry sector, a standing committee was established at the Lahore Chamber of Commerce and Industry (LCCI) for cooperative vocational training. Its aim is to provide a forum that facilitates a systematic dialogue and cooperation between government and business and industry for the planning and delivery of cooperative training courses. To ensure proper representation of business and industry sectors, the committee is comprised of BMOs, i.e. 9 trade associations, senior representatives of the LCCI and provincial TVET governing and assessment bodies.

Since the establishment of the committee, business and industry through its respective trade associations, has entered into a systematic dialogue with training providers about the training of a skilled workforce for its sectors. The committee regularly reviews TVET qualifications and facilitates the development and delivery of agreed courses using a cooperative training approach. Member trade associations have assumed the role of identifying the demand (skilled workers) from their member companies as well as ensuring that the trained skilled workers are subsequently employed within the industry. The public sector TVET institutes, on the other hand, work closely with partner companies to ensure that the trainees are trained according to the standards set by the industry (competency-based training), whereas LCCI acts as an umbrella body that provides awareness, advocacy and networking support to improve the knowledge and benefits of TVET amongst business and industry.

The standing committee has proven to be an important and unique instrument to improve trust and the relationship between the public and private sectors. It also sets an example that a regular dialogue and cooperation between the public and private sectors can greatly improve the quality of TVET.

2.3. How can GIZ support the creation of incentive schemes that encourage business and industry involvement in TVET?

A relevant, labour market orientated TVET system creates costs for all those involved: governments, training institutes, companies, and possibly also students if they have to cover their own expenses. All these costs amount to a large sum, which makes any good TVET system an expensive affair. Moreover, the costs usually appear very quickly while the benefits only become obvious in the mid- or long-term, e.g. when trainees start adding value for the company by being part of the production line, or when well-trained graduates find a job and are able to pay taxes and contribute to the state’s welfare. Governments will consequently always try to find ways to make the TVET system of their country more cost-effective and -efficient, in the sense of producing well-qualified graduates for the labour market with the smallest amount of resources possible.
Having BMOs and companies actively participate in TVET can help with that: As a result of their engagement, TVET graduates are not only better prepared for the labour market. It can also help to reduce the costs of the TVET system at large, because part of the education is shifted to companies or business and industry-related training centres, where existing workspaces and equipment can be used for practical training, thereby reducing the need for TVET institutes to constantly invest in new equipment themselves.

Since business and industry are the ones benefiting from well-trained recruits, it is also a reasonable and logical expectation that they cover a part of the costs of TVET – either directly (through financial contributions) or indirectly (through greater involvement in TVET). But business and industry only rarely decide to make that kind of contribution voluntarily. As a consequence, governments often seek the advice of development partners such as GIZ to help them create incentives (or disincentives), which would encourage greater involvement of business and industry in TVET.

Typically, such incentives are of a financial nature: training levies, tax exemptions, or other instruments like training compensations. Financial incentives from the government can lower the costs for business and industry and therefore serve as a possible instrument to encourage companies to become more actively engaged in TVET. It is also possible – as in the case of Germany – that the consideration of financial disincentives alone, such as training levies, can result in motivating companies to become more active in TVET, for example by providing more traineeship positions.

Currently, very few of our partner countries have incentive schemes in place for businesses, which offer training or participate in formal cooperative training. So how can we help governments identify the best incentive scheme for our partner country? And what kinds of incentives can we advise them to use, in order to encourage greater involvement of business and industry in TVET? In general, there is no linear process to decide on what is ‘the right’ incentive scheme for your partner country. Effectiveness depends to a great extent on the existing policy frameworks in the country and preferences of key stakeholders (and of course, we should not forget that the biggest incentive for a company to get involved in TVET is their intrinsic motivation to get skilled labour).
The following section should provide some ideas how you can get an overview of existing policy frameworks and preferences of your partner country and help your government partners to identify and set up an appropriate incentive scheme:

(1) **Analyse your partner country’s financing system of TVET:** In order to identify, whether there is any budget available, which can be used to invest in a TVET-related incentive scheme, it will be helpful to understand your partner country’s TVET financing system better. This includes the origin of the budget (government, private), budget allocation, and spending. While underfinancing of the TVET system may be a problem in some partner countries, others actually may have problems with spending the budget to which they have access. This does not necessarily mean that they have too much money available; the responsible ministries or institutions may simply lack the capacity to spend the money which has been allocated to their TVET, i.e. because of a lack of financial planning/monitoring capacities, or because of long and complicated procurement procedures.

**Tip:**
Keep in mind that finances can be a very sensitive topic for the implementing partner of your TVET project. A detailed financial analysis therefore requires a high level of trust.

(2) **Support institutional capacity building in the field of financial planning and budgeting:** Among other aspects, your implementation partners’ capacities for financial planning and budgeting will determine the available finances for TVET in the country. Often financial planning is not done according to current needs or strategies, but actually follows other, sometimes diverting, sometimes outdated priorities. GIZ can support the budgeting process, provide a cost (-benefit) analysis and/or capacitate the partners with tools, which will help them to perform these tasks by themselves, i.e. equip the partner with instruments to reach a more long-term oriented budgeting, which is based on the actual needs of the TVET system and labour market.

(3) **Present different incentive schemes and financing options to your partner ministry:** To help determine an incentive scheme for your partner country’s TVET system, it may help to look into existing practices and experiences or feedback. Since there is such little implementation experience in the field of TVET finance, knowledge about different options and their advantages and disadvantages might not be available yet in your partner country. A presentation of selected international practices to key decision makers can help to raise the awareness of the implementation partner. When it comes to presenting recommendations for the partner country, ideally, as a preparatory step, you have analysed the financial system and the TVET system. To validate and test possible options, a stakeholder dialogue can help to get valuable feedback.

**Tip:**
Keep the focus on sustainability and self-sufficiency, i.e. financing the incentive scheme should not depend on donor money. Your presentation could include real case examples, like the country example from Thailand (see box 5), but also different models of generating and allocating financial means.
(4) **Initiate stakeholder dialogues:** Not all policy instruments work in the same way in different environments. It will be essential to strengthen your and your partners’ understanding of the likely effect, which a certain incentive scheme might have on the target stakeholders. For this purpose, feedback from the target stakeholders is essential. TVET does not operate in isolation but instead is both integrated in a wider education system as well as linked with the labour market and industry trends. Therefore, all reform processes in TVET need to be agreed by a great variety of education and TVET stakeholders such as the Ministries of Finance, Education, Labour, or other fields, industry representatives, and NGOs/CSOs/parent representatives. The objective should be to achieve win-win situations for all stakeholders involved in order to reach a consensus regarding the adequateness of the discussed incentive. This may include making costs and benefits transparent, especially if some stakeholders will have more costs in the short run, i.e. companies through the establishment of training levies.

The second challenges you might face is to advice your government partners on the kinds of incentives they might use, in order to encourage greater involvement of business and industry in TVET. While it is of course recommend to involve a TVET financing expert in such an activity, the following section should provide you with a first overview of the most common financial incentives used by governments. The information was extracted from the study ‘Financing of TVET. Guidelines for Advice in the Context of Technical Cooperation’¹, which the TVET Working Group of the SELLER Fachverbund commission in 2011, in order to provide GIZ staff with a comprehensive introduction into the issues and different models of financing TVET.

The study gives a comprehensive overview about different approaches of TVET financing systems, allocation mechanisms and the most common instruments to raise funds for TVET, apart from taxes, including their strengths and weaknesses, as well as some recommendations regarding consultative approaches and potential technical assistance activities. It uses desk research and written interviews with representatives of several GIZ projects throughout the SELLER region (East and Southeast Europe and Central Asia). The study points out examples of countries using specific instruments and some key findings from the interviews, without going into detailed country examples.

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**Tip:**

- **Full Report ‘Financing of TVET’** (‘Finanzierung Beruflicher Bildung’) – in German language only
- **A power point presentation ‘Vocational Education and Training Financing Models’** is available in English language. It gives an overview about some parts of the study. The presentation was compiled by Werner Heitmann, one of the authors of the study, on behalf of the GIZ-TVET project in Albania in 2012.

Taken from the study, the following list synthesizes three most common instruments of governments to provide financial incentives, especially for companies to become engaged in TVET. Those – the Levy (grant-) systems, tax exemptions and training funds – are possible example incentives is a selection of several possible incentives which have been established in some countries.

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(1) **Levy (grant) systems**: TVET levies are specialized fees or taxes, which companies have to pay in some partner countries to finance TVET measures. The specific amount is usually determined as a certain percentage of all company wages, or turnover.

On first sight this does not seem like an incentive mechanism for companies to get involved in TVET, but rather as a punishment or additional burden for the companies. The incentive mechanism is actually what happens after the companies pay the fees. In many cases, the levies are not simply added to the general TVET budget, but rather deposited in a TVET or training fund, which is then used to pay for very specific TVET measures. Those are intended to provide the companies with direct and visible benefits. Some countries use multi-stakeholder commissions to decide about the use of the funds, giving the companies an option to participate in the decision-making process and thus become more engaged.

Some countries use training levies not on a general scale, but rather sector-specific. This makes it easier for companies to grasp benefits, as the money raised is then also spent for training measures just in this sector.

In most cases, the levy will be combined with a grant system, which re-channels part of the money to the companies, i.e. by refunding the costs of training measures. Three different options to return some part of the training levies to companies have been observed:

(i) **A refunding of the training costs**: Usually the training costs are not returned in total, but up to a certain percentage of the levy, i.e. 50%. The rest of the money can then be used for administrative costs of the levy system and for other training measures.

(ii) **A redistribution of the costs**: The redistributive system is supposed to channel the money from those companies, which do not participate actively in TVET, to those, which do, thereby providing an extra incentive for companies to train even more people than they would need for their own company. It is also meant to even out disadvantages of poaching. The refunding of training costs in these systems is not limited to the amount of money the company paid in levies in the first place, but dependent on the actual training costs.

(iii) **An exemption of the fees**: The third option is to exempt companies, if they fulfil certain criteria, i.e. they can prove an active involvement or investment in TVET measures. The companies could either be exempted completely or partially from the levy. This system is used in several industrial countries.

While TVET levies might appear to be a win-win situation for TVET systems (raising available funds and company involvement at the same time), they also have downsides:

- The concept works best in countries with a large share of formal economy, i.e. registered companies, which actually pay taxes and TVET levies. Many of our partner countries, however, have a large informal economy with many unregistered companies.

- The levies can also have the effect of companies becoming less engaged in TVET instead of more, if for examples, companies get the feeling that by paying the levy they have done their part, or they do not receive any benefit in return, because the measures funded through the levies are not specific or visible enough for them. Often the money is easier and faster raised than spent and redistributed, which may lead to a dissatisfaction and distrust in the system. Also, levy-grant-systems have been accused of being very prone to corruption.
(2) **Tax exemptions:** Tax exemptions can provide an alternative incentive for companies to become more engaged in TVET. The system can either provide tax credits to those companies which can prove above average investments in TVET, or it can allow for deduction of training costs, either in total or to a certain percentage, from the taxable income.

The problem with the tax exemption-system is again that it is more suited for countries with formalized economies. Tax exemptions are only interesting for those companies, which actually pay a substantial amount of taxes, and it does not provide any incentive or benefit for the informal economy. Also, this system only pays off in the long run, by making the TVET system more efficient, while it costs money through reduced tax revenues in the short run. Therefore this system has been rated as being most suitable for high- and middle-income countries.

**Box 5**

**Example: Tax exemptions for companies in Thailand**

The Government of the Kingdom of Thailand has made TVET and the involvement of private companies in the TVET system one of its priorities, and was willing to spend a considerable amount of money in order to achieve this – or to be more precise: The government is not actually spending any money, but they also never receive any. Companies, which invest in training in Thailand, get considerable tax exemptions.

The tax exemptions are part of the Skill Development Promotion Act, which was passed in 2002 and allows for tax exemptions of companies for four different activities:

1. The Thai government offers specific courses for in-company trainers. When a company sends an employee to one of these courses to become a certified in-company trainer all costs related to this course can be deducted from their taxes at 200%;
2. All costs of training activities for employees of a company, which are conducted by a certified in-company trainer, can also be deducted at 200%;
3. As can all costs for cooperative/dual training measures, which have been introduced as pilots in different sectors (they as well require the trainer to be certified);
4. Materials and machinery used for training purposes can be exempted from VAT and import duties.

Companies are allowed to deduct 200% of their costs for training from their taxable income base. This effectively means when training their staff, companies can lower their tax payment. The idea behind this incentive is that once companies get involved in training measures, and the quality of their professional staff and processes are raised (e.g. because they now employ certified in-company trainers), they will start seeing the benefits. It is assumed that companies continue with these training activities even if the tax breaks are cut at a later point in time.

It is essential to highlight that an incentive scheme is only as good as the quality of the instruments it promotes. In Thailand, the quality of the tax-exempt trainings (e.g. the in-company trainings) has been relatively low. Companies have made use of the incentive (free rider effect), resulting in tax benefits, while the qualification and quality of staff might not have improved as desired by government.
(3) **Training funds:** While training and TVET funds can, as mentioned before, be one part of a levy-grant system, they can also be used separately, if alternative modes of raising the necessary funds are available, i.e. through donor money. Training funds can be seen as one way of administrating and allocating funds and financial resources in a transparent and efficient manner, for very specific TVET measures and programs. The transparency and alternative modes of administration and decision-making about the budget can attract an increased participation of business and industry.

Contrary to the general governmental TVET budget, the money administered in TVET funds is earmarked for specific and predetermined objectives. Depending on the aim to be achieved through the creation of the fund, those objectives and also the fund modalities, such as the steering and decision-making structure, can vary greatly. Some funds are earmarked solely for specific kinds of training measures, i.e. in-service trainings, while others have a specific target group, like marginalized groups or people in the informal sector.

The study names some preconditions for the successful implementation of a TVET fund, among them are:

- consensus among the relevant stakeholders about the mandate and objective of the fund,
- secure financial funding,
- autonomy, in the form of the funds being separate from the general budget and restricted from direct governmental access,
- ownership of relevant stakeholders,
- transparent usage of the money,
- no existence of fund-owned training institutions,
- target group adapted projects, and
- regular and on-going evaluations.

If the fund is set-up well, one of its big advantages is that it offers a possibility to pool money from different sources, with transparent administration, steering and potentially participatory budget decisions. Since transparency in budgeting and financial matters is a weakness of many partner countries, TVET funds can help to strengthen trust in the TVET system and thereby lead to more acceptance of the system and an increased participation of business and industry. On the other hand, if the structure of the TVET fund is non-transparent, corrupt, or fund allocations are being un-justified, the acceptance of the instrument can be seriously hampered.
3

Strengthening involvement of business and industry in TVET policy and planning
There has been a growing awareness in recent years in our Asian partner countries that the engagement of business and industry in the TVET sector is essential to improving training outcomes and matching them with the demands on the labour market. Governments increasingly look to employers to support the TVET sector in various different areas from identifying skills needs to developing training content in line with labour market requirements, and delivering practical workplace-oriented training.

But while the involvement of business and industry is high on the political agenda, there has so far been very little formal collaboration between governments and business and industry in the TVET sector. Experiences and good practices are particularly scarce at the early stages of policy-making and planning, when overarching strategies, objectives and measures for reform, as well as the foundations for training delivery and assessment are laid.

Due to GIZ’s three-level approach of working at the macro, meso and micro levels of TVET systems, it is usually part of our role as GIZ staff to provide capacity building at the macro level as well and to offer solutions and ideas to our government partners on how to establish successful cooperation with business and industry. In this chapter, we therefore take a closer look at the challenges involved in strengthening the involvement of business and industry in TVET policy and planning.

The chapter is structured as following: In chapter 3.1., we take a closer look at how to support the participation of business and industry in TVET policy. This is a crucial stage to involve business and industry in, in order to strengthen their ownership, responsibility and motivation, but also to ensure that strategies, for which business and industry support is often expecting later on, are realistic.

Supporting the participation of business and industry in TVET planning, addressed in chapter 3.2., is important in order to ensure that TVET provision is adequately linked to the human resource needs of employers. TVET planning provides the foundation of every TVET system by identifying skills needs on the labour market and
devising plans to address them. The planning steps typically include the development of sector skills plans, the design and review of training regulations, the development of standards and curricula, as well as the registration and accreditation of training facilities and programs. Engaging business and industry in any of these steps is usually not an easy undertaking.

One way of ensuring adequate representation of business and industry interests in TVET policy and planning is through the establishment of multi-stakeholder committee, which chapter 3.3. is devoted to. Chapter 3.4. finally looks at one of the preconditions for a meaningful and effective participation of business and industry in TVET policy and planning: Strong BMOs that are able to represent the interests of business and industry on TVET related issues and can mobilize a wide range of companies across sectoral lines or within a particular sector for certain TVET policy or planning processes. The chapter provides tips and tricks how to support BMOs in developing a sound understanding of TVET, strengthening their capacities and ensuring they have a strong mandate to put TVET activities centre stage.

3.1. How can GIZ support the participation of business and industry in TVET policy?

Governments periodically develop new policies and strategies to modernize or even completely reform their TVET systems or specific areas of it. A TVET policy typically reviews the status quo of a TVET system, describes current challenges to be addressed, and sets objectives for reform or further development of the system. As such, a TVET policy has a rather visionary character, but is much more detailed than a vision, and provides guidance to all stakeholders involved in TVET, including business and industry. A TVET strategy, in contrast, is based on a country’s TVET policy and outlines the structures and measures that the government wants to implement in order to achieve each of the policy objectives.

There are several reasons why it is imperative for business and industry to become (more) involved in TVET policy and strategy development processes: On the output level, their early and active involvement in such processes ensures that the policies and strategies reflect and integrate the views and requirements of business and industry adequately. This, in turn, enables not only the formulation of common objectives and effective strategies for implementation, but should also increase the sense of ownership, responsibility and motivation of business and industry for bringing those policies and strategies to life. On the outcome level, policies and strategies are more likely to be implemented successfully when they have the support of all key stakeholders, and are therefore more likely to achieve successful results, such as increasing the employability of TVET graduates and creating more labour-market responsive portfolios at TVET institutes.

While the advantages of business and industry participation in TVET policy and strategy development are fairly clear, the situation in most of our partner countries looks rather bleak when it comes to business and industry involvement in TVET policy. Usually, this is because of either one of two reasons: Firstly, governments often don’t see the need to involve business and industry in such processes. They tend to regard policy and strategy as topics which have to be exclusively taken care of by government entities. If this is the case, our work as GIZ staff needs to be focused on
actively advocating for a stronger participation of business and industry in such development processes, in order to better integrate their requirements and interests in the main TVET policy and strategy documents of a country. Secondly, if our partner governments have the intention to increasingly involve business and industry in such processes, they often don’t know how to do it. In this case, GIZ can play an active and supportive role in setting up more inclusive processes and mechanisms. The following list provides an overview of potential areas of support:

(1) **Develop an institutional framework for participation (long-term):** If your partner government is open to a formal and continuous involvement of business and industry in TVET policy and strategy development, you can provide support on how to develop an institutional framework for this. Such a framework would clearly define the process, steps and methods for involving business and industry representatives, every time TVET policies and strategies are developed and endorsed.

**Tip:**
- If there are areas within TVET policy that your partner government is very sensitive about (e.g. TVET financing), it might be a good idea to start with a ‘pilot area’ or clearly delineate those areas where business and industry involvement in the development process are welcome – and those areas for which no consultations will take place. Once the government has made its first (hopefully) good experiences with more inclusive policy development processes, they might be more willing to expand consultations to other areas in the future.
- In general, it is more suitable and strategic to select areas as pilot areas that concern the human resource needs of employers, such as the selection of priority economic sectors, the development or revision of certain qualifications, or the design of training delivery. It might also be worthwhile to explore linking national to regional TVET policy and strategy development processes, in particular in the ASEAN region where policy dialogues are already supported by GIZ.

(2) **Set up joint committees (short-term):** Multi-stakeholder committees are a fairly flexible tool and can either be set up within an institutionalized framework for participation, or more ad hoc when a specific policy or strategy is to be developed and the need arises to involve business and industry more closely in the process. In such an instance, the committee could be set up for a specific purpose and with the clear intention in mind to dissolve the committee once the policy or strategy has been finalized. More information on how to set up and support multi-stakeholder committees that are business and industry-friendly can be found in chapter 3.3.

(3) **Organize multi-stakeholder consultations (one-time):** Another ad hoc option that requires even less commitment from governments than the setting up of multi-stakeholder committees is the organization of multi-stakeholder consultations on very specific topics. This could even be a one-time event, for example to gather input at the beginning of a policy development process or to collect feedback on a first draft of a strategy document.
3.2. **How can GIZ support the participation of business and industry in TVET planning?**

TVET planning comprises several processes, such as (1) the development of sector skills plans, including the implementation of labour market analyses, (2) the design and review of training regulations and standards in accordance with sector skills plans, (3) the translation of these standards into curricula, as well as (4) the registration and accreditation of training facilities and programs.

The involvement of business and industry representatives, particularly in developing sector skills plans and validating labour market studies, as well as in conducting capacity gap and training needs analyses, is a crucial precondition for decision makers to get the foundations right upon which the country’s TVET system is built. Furthermore, the development of standards and their translation into curricula as well as materials and processes for training and assessment are core elements of any employment-oriented TVET system. The table below shows selected TVET planning processes, in which business and industry can and should be involved to improve the quality and demand-orientation of TVET.

<table>
<thead>
<tr>
<th>Development of sector skills plans</th>
<th>A sector skills plan provides a detailed overview of the skills demand and supply in a given sector. The plan identifies skill gaps and mismatches, analyses training provisions and devises action plans for improving the skills of the present and future workforce in a particular sector. As such, a sector skills plan serves as a guideline for investments in skills development provided by the public and private sector. In particular, the overview of occupations in demand is a prerequisite for developing the respective occupational or competency standards.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Development of occupational or competency standards</td>
<td>Occupational and competency standards are ideally developed and revised based on the results of the above mentioned labour market analyses, and validated by both the representatives of business and industry as well as the responsible authorities for TVET (and education) of the country.</td>
</tr>
<tr>
<td>Development of curricula, training materials and assessment plans</td>
<td>Curricula and training materials can be seen as a translation of the occupational and competency standards into a didactical framework. Assessment plans are similarly based on the country’s standards.</td>
</tr>
</tbody>
</table>

*Table 2: Overview of selected TVET planning processes in which business and industry should be involved*
While one could assume that business and industry is engaged in the development of sector skills plans and labour market analyses in their own interest, in many of our partner countries this is actually not usual practice yet – business and industry representatives often don’t play a formal role in planning processes at all. Instead, it is often government authorities alone, which make the decisions at this important stage. In some of our partner countries, the governments base the projected number of TVET students on the number of secondary school graduates (supply side) instead of the number of required workers by business and industry (demand side). As a result, the very foundations of our partner country’s TVET systems are not oriented towards the needs of the labour market, leading in consequence to a low employability of graduates as well as a low reputation of the TVET system itself. Strengthening business and industry involvement in TVET planning is therefore an important area of work for us, in order to increase the demand-orientation and quality of TVET systems.

GIZ’s general approach in this area is to seek more collaborative TVET planning processes, i.e. by bringing several stakeholders together for joint decision-making. One possible way of doing this is to set up a multi-stakeholder committee for TVET planning, which would ideally include representatives from government, business and industry, as well as TVET institutes. More information on how to support the set-up of multi-stakeholder committees can be found in Chapter 3.3.

While such committees would benefit from high-level meetings on a regular basis (e.g. annually), the operational day-to-day coordination and work progress would ideally be assumed by a working group comprised of technical experts. For the development of sector skills plans, in particular, it makes sense to set up several sub-committees focused on specific sectors or trades. Examples for such committees exist in Sri Lanka with the Occupational Standards and Curriculum Development Committee and in Myanmar, where Sectorial Committees have been set up within the country’s National Skills Standard Authority.
Box 6

Example: Business and industry involvement in the process of competency standard development in Sri Lanka

The process of national competency standard development in Sri Lanka consists of four major steps as shown in the flow chart and described below:

**Step 1:** The Tertiary and Vocational Education Commission (TVEC) in Sri Lanka identifies occupational areas or industry sectors for which national competency standards (short ‘standards’) shall be developed. They identify the areas using current national and international labour market information.

**Step 2:** TVEC officially directs the National Apprentice and Industrial Training Authority (NAITA) to commence the development of standards.

**Step 3:** NAITA develops and validates the standards following processes and procedures specified in an operational manual. During this step and its sub-steps valuable contributions from business and industry experts are made:

3.1. Development of the standards: NAITA forms a development group of 6-12 industrial experts representing the occupation/sector of the standard to be developed. A facilitator from NAITA supports this group to get the required information for the development of the standard using proven methods outlined in an operational manual. These methods include an occupational analysis, which comprises (a) the DACUM (‘develop a curriculum’) method used for developing the competency profiles required for levels 1 to 4 standards, and (b) the functional analysis method used for developing functional maps required for levels 5 to 6 standards. In a second step, units in the standards of levels 1 to 4 are clustered into packages to form an occupation according to industry requirements. The European Credit Transfer and Accumulation System is used in the National Vocational Qualification Framework of Sri Lanka for levels 5 to 7.

3.2. Validation of the standards: Once the development group has drafted the standards, they are submitted to the respective National Industry Training Advisory Committee (NITAC) for feedback. The NITAC are sector-specific committees established to link NAITA with representatives from different industry sectors. These committees are appointed by the NAITA board of management for a period of three years and usually comprise five members from current practitioners with wide experience in occupations within the industry sector (with at least three of these members being from industry itself), as well as other representatives from relevant bodies such as Ministries, trade unions and public and private training providers. The NITAC circulate the standards for wide industry and public comment to ensure the validity of industrial content. In the case of comments, the drafts are referred back to the development group, which then prepares final drafts and resubmits them to NITAC for validation.

**Step 4:** NAITA submits the final drafts to TVEC for endorsement of the standards.
3.3. How can GIZ support the set-up of business and industry-friendly multi-stakeholder committees?

Governments establish stakeholder committees in the field of TVET to better integrate the interests of business and industry in TVET policy development (see chapter 3.1) and planning (chapter 3.2). If such a committee already exists in your country or you have the opportunity to support your government partners in establishing one, there are a few considerations to take into account to increase the probability of business and industry participating in this platform in a meaningful way.

(1) Facilitate rather than regulate the work of committees: The definition of clear membership rules and procedures for decision-making within the committees are essential to provide platforms/forums in which business and industry can engage, and to ensure that committees can work effectively and efficiently. These rules and procedures, however, ought not to overregulate the work of the committees. They should have an enabling character and facilitate their work.

Tip:
Make sure the rules and procedures stay simple, flexible, and easy to understand. They should facilitate the work of committee members in the best possible way. This might require breaking away from hierarchical decision-making procedures of government bodies and introducing forms of dialogue, in which experts share inputs and jointly work on recommendations.

(2) Select and invite the right actors: Business and industry representatives which are invited to participate in the committee’s activities will be much more engaged and committed if they see advantages for their own business, or even personal benefits. In addition to selecting the right institutions, it is worth paying attention to selecting the right people. An actors’ mapping for each relevant sector can help you with the selection process. >>> Take a look at the chapter on actors mapping in your Capacity WORKS handbook, or read the Guideline: How to conduct a quick-and-simplified sector analysis in Annex 01.

Tip:
Seek to identify business associations and companies with the question in mind ‘Who could have an interest in supporting the work of the committee?’ You will likely find suitable candidates among those companies, which have publicly expressed an interest in skills development issues, represent ‘champion companies’ in their sector, or are engaged in CSR activities.

While high-level committees require the participation of heads of departments and executive personnel, it is often more fruitful for working groups to engage technical staff, who is able to invest time, possess the required expertise, and also use their engagement for their own professional development and career advancement.

Read more about Capacity WORKS and download the book and working aids from the GIZ Intranet.
(3) **Set realistic expectations and communicate them clearly**: Like everyone else, business and industry representatives have busy day-jobs. If the government wants them to volunteer some of their time for committee work, it should be clear to them – and everybody involved – from the very beginning what exactly is expected. Make sure the responsibilities and tasks remain realistic and feasible to be taken on by business and industry representatives, and that they won’t overwhelm them.

**Tip:**
To ensure the setting of realistic expectations, your TVET project might want to assist with the development of Terms of Reference (TOR), which can serve as guidance to clearly outline and communicate the responsibilities and tasks of each committee member.

(4) **Support business and industry to take ownership**: In an ideal world, committees would consist almost entirely of business and industry representatives, who can provide the necessary technical expertise for TVET policy and planning processes. While this may not be realistic to achieve in the short-term, the project might want to aim at achieving this in the long-term. For this purpose, it is important to support business and industry representatives in developing a feeling of ownership for what the committees are doing. This does not mean to give them all the responsibility and leave them alone with it. But it means to give them more responsibility (e.g. important functions within the committees, such as the chairperson) and support them in carrying out that responsibility.

(5) **Develop business-oriented communication**: Governments work on the basis of taxpayers’ money with the overall objective to create a benefit for the people and society; while companies seek to create profits for their shareholders through the services and goods they create. The different mind-set of the public and private sector also leads to the fact that their representatives speak in different ‘languages’. To strengthen the buy-in and involvement of business and industry in committees, all members should be aware of this difference and try to adapt their own communication style when addressing business and industry representatives.

**Tip:**
Avoid ‘government lingo’, focus on common goals (rather than just the goals of the government) and always keep in mind ‘What’s in it for them?’.

(6) **Make committee membership easy, fun and reputable**: It is important to acknowledge that business and industry members in such committees will essentially volunteer their time. Even if their employers officially release them from work to take part in the committee’s activities, it means they are contributing their time and knowledge to something that is not creating a direct profit for their own companies or employers. Committee work can also be boring and energy draining – not an attractive outlook for which someone would volunteer their time. Your project may therefore want to support the committee in making business and industry involvement as attractive as possible. Seemingly ‘small things’ can increase the willingness of business and industry to participate. A rule of thumb follows these three buzzwords ‘easy – fun – reputable’ to get everyone on board. The following points are examples of how this can be achieved.
(7) Establish a service centre for committee members: One way to make committee work easier is to find suitable modalities for a service-oriented support structure. Such a support structure could have the form of a secretariat-like ‘service centre’, consisting of a small team dedicated entirely to the work of the committee. In any case, this team needs to be familiar with the way business and industry operates and develop a service-oriented mind-set. Your project could help to support such a structure with different instruments (incl. HCD measures or the placement of a CIM expert).

(8) Ensure efficient (procedures for) meetings: In order to honour the private commitment of committee members for the benefit of the public, the management of such committees should ensure that committee meetings are well-planned and implemented. Examples of efficiency measures include:

- Sending meeting invitations with enough advance notice (ideally 2 weeks or more);
- Organizing meetings in places where most members are based so they don’t have long travel-hours;
- Preparing meeting agendas;
- Preparing and sharing information about decisions to be taken at meetings with members in advance;
- Having outcome-oriented facilitation at meetings.

**Tip:**
Since facilitation of committee meetings is likely done by the chairpersons, it might be useful to offer them facilitation training as a capacity building measure.

(9) Utilize IT-based services: Committees can be used to address many different topics of common interest and concern. Depending on the countries and conditions in which we operate, it might be an idea to include IT-based services to improve the performance of the committees, e.g. the committee could mobilize resources for carrying out an e-survey on skills needs, or maintain a web portal accessible to all industrialists, TVET institutes and other interested parties.
3.4. How can GIZ support BMOs in becoming meaningfully engaged in TVET policy and planning?

Our partner countries in Asia increasingly recognize the importance of the TVET sector as a key area for policies aimed at creating jobs and alleviating poverty. They intend to overcome the challenges of the sector by linking TVET closely to the needs of the labour market. In many countries, policy developments are therefore aligned with a call on business and industry to actively enter into ‘skills partnerships’ with the public sector. Such partnerships could cover areas such as the involvement of business and industry in TVET policy and strategy development, TVET planning and TVET delivery and assessment. They can be based on different degrees of formality, ranging from relatively loose arrangements, to contractual agreements and legal mandates.

Establishing a suitable partnership framework for business and industry to work with the public sector is, however, not everything on the way to success. It is equally important that BMOs, which usually represent a wide range of member companies across sectoral lines (such as chambers of commerce and industries) or in a particular sector (such as sectoral associations), have a sound understanding of TVET, available capacities and a strong mandate to put TVET centre stage. If we want to engage such organizations in skills partnerships, we often don’t need to just convince the organizational management of its benefits, but also help them in return to convince their leadership and their members, as they are often the ones who ultimately give the green light for such partnerships. Furthermore, we might need to provide support to these organizations in developing their organizational and individual capacities to work on TVET-related issues.

The following steps serve as a guideline on how we, as GIZ staff, can support BMOs to become meaningfully engaged in TVET:

**1) Understand the legal framework of BMOs in your country:** In every country national legislation prescribes the framework, in which BMOs operate. Before designing a project approach, it is important to analyse your country’s legal framework thoroughly and to clarify the legal status (public or private law), the type of membership (voluntary, compulsory or mixed) and the authorities granted to the respective BMO you intend to work with. These criteria define the organizational structure, the tasks, priorities and outreach of the respective organization, which are important to consider before engaging BMOs in TVET-related projects. A special focus in the analysis should be put on the chamber law (if one exists in your country). In the chamber law, the government can delegate certain authorities to business and industry, including responsibilities in the TVET sector.

To get an understanding of how diverse such frameworks can be, have a look at Annex 8 Overview: Chamber systems in selected countries of South and Southeast Asia.

**2) Facilitate the development and approval of a robust mandate for the BMO’s management:**

A key issue when engaging BMOs in TVET is to ensure that their management team has a clear mandate, which is approved by the elected leadership and supported by the wider membership of the organization. The mandate should clearly describe the intended role of the organization in the TVET sector, including the tasks and responsibilities it is supposed to take on, the personal and financial resources that the engagement requires, and the structure that the partnership with the government will follow. A clear mandate gives the BMO management team the authority to present TVET as a priority inside the organization and to actively engage in a constructive dialogue with public stakeholders. It also opens up the possibility to conclude a memorandum of understanding (MoU) with relevant government authorities, which can later lead to a systematic involvement of the BMO in TVET.
The development of a mandate requires expertise, which needs to be built inside the BMO. GIZ projects can focus their support on specialized standing committees, in which representatives of member companies discuss the strategy of the organization on how to promote TVET. The committee needs to represent the topic inside the organization, convince the management team and leadership of its importance and launch pilot projects to showcase quick-wins for the BMO. The mandate can cover a wide range of activities, from contribution to policy formulation and the development of standards and qualifications to an involvement in training delivery.

(3) Support the organizational development of BMOs: The tasks and responsibilities that BMOs take on in TVET and skills development can differ a lot: They highly depend on the country context and the abilities of the specific BMO you wish to engage with. Tasks can range from involvement in policy-making, the development of standards and qualifications, to the delivery of training programs and the assessment of skills. Depending on the responsibilities defined in legal regulations, the BMO’s official mandate, and existing structures, the BMO might need to set up new organizational departments or committees and build the required capacity at the national and local levels to carry out certain functions within the TVET system.

This is something that GIZ can help with. A good first step is to conduct a capacity assessment of the BMO, which helps to identify the concrete need for organizational development support. Later on, GIZ might be able to help clarify roles and responsibilities of involved departments and committees at strategic, managerial and operational levels.
In all capacity development activities, it is important to select and involve active business members of a BMO, who might facilitate project activities inside or outside the organization as ‘champions’.

(4) **Strengthen the internal capacity of BMOs:** Conducting a capacity assessment of the BMO you intend to work with is also important in order to identify capacity development needs at the individual level (leadership and management teams, relevant committee members and heads of department, staff of the responsible TVET department, etc.). GIZ uses different instruments to support partner organizations. One of them is the placement of integrated experts (CIM advisors), who can support capacity building within an organization. This has proven to be a good instrument to support the capacity building of BMOs in the TVET sector.

During a TVET reform process, for example, CIM experts can support the establishment of committees and assist relevant departments within a BMO. As a result, they can serve as a bridge between the GIZ project and the partner organization, providing support especially at the beginning of a reform process. Furthermore, integrated experts can be instrumental in facilitating a close cooperation and creating synergies with other (donor) programs, such as sustainable economic development programs of GIZ.

For further information on CIM experts, have a look at the CIM Website.
Box 7

Example: Strengthening the TVET unit of Myanmar’s Chamber of Commerce and Industry

The Government of Myanmar has recently started a major reform process of the country’s TVET system. In order to achieve its main reform objectives, the government wants to work hand in hand with the private sector – but Myanmar’s private sector is itself not very well organized yet.

The Union of Myanmar Federation of Chambers of Commerce and Industry (UMFCCI) as a membership organization with over 30,000 members (associations, companies and selected individuals) plays a key role in representing the private sector and engaging in public-private dialogue with the government. The TVET program of GIZ therefore decided to strengthen UMFCCI by providing it with an integrated expert, who can support the organization in establishing a well-functioning TVET department and further develop its expertise, services and activities in TVET. The overall objective is to help strengthen the role of Myanmar’s private sector in supporting the reform of the country’s TVET system towards more demand-orientation.

At the start of the CIM expert’s tenure, UMFCCI faced a number of challenges at the strategic and operational level, including: A lack of vision within the organization regarding its possible role and responsibilities in the country’s TVET system, a lack of knowledge of the skills- and training-demands of its members, little capacity among the staff of the TVET department, and few established organizational or quality management processes. In addition, UMFCCI wasn’t offering many TVET-related services to its members yet.

The tasks of the CIM expert therefore included organizational development and capacity building measures on the hand, but also the expansion of TVET-related activities and services to UMFCCI members on the other hand. In order to support the government in strengthening the engagement of business and industry in TVET and skills development, UMFCCI also organized an awareness raising seminar, which highlighted different ongoing activities of private stakeholders (in Myanmar and other countries of the region) as a way to inspire and identify feasible models for more private sector engagement in TVET and skills development in Myanmar.
Strengthening involvement of business and industry in TVET delivery and assessment
One of the key areas for involving business and industry in TVET is the delivery and assessment of training. Companies are the main actors to involve in the delivery of training. Their contribution can take on multiple forms, from offering internships, apprenticeships, traineeships, or further training opportunities to being engaged in cooperative training (CT) programs. Skills assessments, on the other hand, are carried out in a more uniform way regardless of the mode of training delivery or skills acquisition; they assess whether a student or worker is able to perform a job against pre-defined standards. The contributions of business and industry to skills assessments, therefore, typically involve providing assessors, assessment centres, or both.

Just like the contributions of business and industry to TVET delivery can take on multiple forms, there are many different ways to strengthen the collaboration between TVET institutes and business and industry for the purpose of increasing demand-orientation and quality of training delivery. We will provide some suggestions on how this can be done in our first chapter 4.1. All ideas presented in this chapter can be implemented regardless of whether it is intended to introduce a CT approach or not.

The following chapters will then look more closely at CT. The concept of CT rests on the idea of linking training activities which are performed at two learning places: A training institute and a company. The objective is to achieve a better balance between theory and practice in training delivery and to ensure that trainees acquire the necessary knowledge, skills and attitude to perform a job. According to this concept, the involved training partners (the training institutes and companies) focus on different aspects of training delivery in a coordinated manner: Training institutes provide theoretical knowledge and practical skills in a simulated environment, whereas companies provide the opportunity to hone the acquired knowledge and skills by applying them in a real-life working environment.

With its roots in Germany’s dual training system, a lot of countries look to GIZ for help in introducing a CT approach in order to strengthen their TVET delivery outcomes. We have collected some of the challenges we face as GIZ staff to support the introduction of CT approaches in our Asian partner countries and will share our experiences in the chapters 4.2 to 4.5. Finally, in the last chapter 4.6, we look at challenges in supporting the participation of business and industry in skills assessments.
4.1. How can GIZ help to strengthen the collaboration between TVET institutes and business and industry?

TVET institutes are often focused on providing a qualification based on high levels of theoretical content rather than the practical skills, knowledge and attitudes required for employment in relevant industry and business sectors. Furthermore, the professions that TVET institutes aim at preparing students for often move much faster than the TVET institutes can follow. As a result, trainees are ill prepared to join the world of work after completion of their training. Many factors can be attributed to this issue, for example:

- Cooperation between TVET institutes and business and industry is often minimal, especially on course content and delivery;
- TVET teachers and trainers are not exposed to new technologies available in business and industry;
- TVET institutes lag behind fast developing technologies in many sectors;
- TVET institutes refrain from updating their training labs, workshops and equipment due to cost impediments;
- Pre-defined skill standards don't exist for certain training areas.

All these factors contribute to the wide gap that can be observed in most of our partner countries between what TVET institutes deliver and what is expected from them. In our TVET projects, we therefore seek to strengthen the collaboration and regular exchange of knowledge between TVET institutes and business and industry, especially with regards to improving training delivery.

But how can this be done? We have compiled a few suggestions on how you can approach the challenge of strengthening collaboration between TVET institutes and business and industry. The suitability of these suggestions depends on the legal, political and social aspects of your respective partner country, and more specifically, on whether the TVET system of the country is organized more as a school-based TVET system or company-based TVET system. Initiation of these collaboration processes can come from both sides: Business and industry approaching TVET institutes located in their area, or TVET institutes reaching out to relevant employers in the labour markets they serve.

1. Establish ‘linkage coordinators’ at TVET institutes and companies: Having dedicated ‘linkage coordinators’ both at TVET institutes and at companies can be very helpful for the establishment of closer collaboration between these important stakeholders of the TVET system.

TVET institutes, on the one hand, should be encouraged to nominate a person from the institute to become an industrial coordinator. This can be someone from the management staff or a teacher, who will be partially released from teaching duties. The role of the industrial coordinator is to market the school to business and industry by providing information on the institute’s program through PR materials, face-to-face meetings, or presentations; coordinate relevant activities at the school (such as open days or job fairs); and mentor and counsel students who take part in workplace trainings or internships. Industrial coordinators should also be familiar with the needs of the labour market their TVET institute serves and establish good relationships with employers in the surroundings of the school as well as in the capital city, if that is where most TVET graduates will find employment.

Companies and even BMOs or other networks of business and industry, on the other hand, should be encouraged to appoint a TVET coordinator or a task force (which is more suitable in the case of BMOs) to address TVET specific topics, including the mapping of TVET institutes in the surrounding region as potential service providers and collaboration partners. Through TVET coordinators, business and
industry can establish partnerships with local government units and departments or TVET institutes, in order to offer their services such as conducting labour market research or contributing specific technical expertise in the design, delivery and assessment of TVET courses.

(2) **Set up industry advisory boards at TVET institutes:** Another possibility is to encourage TVET institutes to establish an industry advisory board with business and industry representatives.

**Box 8**

**Example: Industry advisory boards at TVET institutes in Laos**

In Laos, industry advisory boards were established at selected TVET institutes. These advisory boards consist of representatives from the TVET institutes themselves as well as from local companies. The advisory boards support the TVET institutes in their development of strategies to become more demand-oriented by providing business perspectives and recommendations to school development plans, training programs, assessment mechanisms and general evaluation reports.

The advisory boards facilitate an improved relevance of new and existing training programs, linkages with business and industry partners, enhanced income earning opportunities for students (e.g. in cooperative training programs) and graduates, as well as the establishment of effective M&E arrangements.

Moreover, advisory boards can have the task to provide suggestions for improving the organizational structure of the respective TVET institute, which helps to ensure that the perspectives and needs of the business and industry are well reflected in the overall and daily management of the TVET institute.

(3) **Organize job fairs:** Job fairs are marketplaces where employers and students can meet and get to know each other. They can be organized by individual TVET institutes or, alternatively, by Ministries, who would then invite students from several TVET institutes in one city or region to participate in them. Job fairs are a good way to help students make the transition from school to work, and usually don’t require a big time investment by those from business and industry who come to present themselves to the students. For the organizer (TVET institutes or Ministries), it is important to consider which employers they invite (are they suitable employers for their students?) and to adequately prepare their students in advance of the job fair. This might include providing their students with job interview training or individual coaching on how to prepare a resume or CV.

(4) **Organize Open Days at TVET institutes:** Open Days at TVET institutes can have different target groups, mainly potential students (and their parents) as well representatives from business and industry. Organizing an Open Day for business and industry representatives will allow potential partners to visit a TVET institutes and learn first-hand about the school environment, the occupations being taught, the equipment and curricula used, and the quality of the teachers and trainers. It will also give them the opportunity to speak to the teachers and trainers, the school management and current students. One of the many advantages for the TVET institute of organizing an Open Day is that they can invite as many companies and business associations as possible, thereby increasing their chances of developing potentially fruitful partnerships for their school.
**Box 9**

**Example: Open Days at LILAMA 2 International Technology College in Viet Nam**

The LILAMA 2 International Technology College in the South of Viet Nam organizes Open Days to promote TVET as a career option to high school students. The Open Days are an excellent opportunity for high school students to get acquainted with TVET as a career pathway after graduation. At the same time, business and industry can promote themselves as partners for cooperative training and get insights about the school life, training courses and potential future trainees.

The last Open Days at LILAMA2 attracted more than 2,000 year 12-students, along with teachers, principals and vice-principals from more than 15 high schools of Dong Nai Province. LILAMA 2, the Vietnam Chamber of Commerce and Industry (VCCI), the Confederation of Norwegian Enterprise (NHO) and GIZ’s Programme Reform of TVET in Viet Nam jointly organize the event.

During the Open Day, high school students have the opportunity to exchange information with teaching staff and the Management Board of LILAMA 2, company representatives, German experts, and especially with their peers who are currently enrolled as students at the TVET institute. For most high school students, the most impressive experience is to independently take part in practical activities and exercises in LILAMA 2’s well-equipped workshops. Current trainees share their experiences about the occupation they study towards, the practical orientation of the training, and especially the active participation of partner companies in the training process.

Promoting TVET as a career option requires a strong cooperation with high schools. Therefore, a joined workshop on career orientation is offered in parallel to the Open Day for teachers and management from the participating high schools together with companies and LILAMA 2’s management.

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**5** **Coordinate guest lectures and practical demonstrations for teachers and/or students:** A fairly easy activity to organize for a TVET institute is to invite guest lecturers from business and industry to come to the institute, in order to give a talk or offer a practical demonstration. The advantage of such an activity is that they are often of benefit for both teachers and students. Examples for guest lectures could be skilled workers from a partner company, school alumni who now work in the industry, successful entrepreneurs or managers who can provide an insight into their specific business or industry sector, specific technologies and technological developments, or practical applications of theoretical knowledge. Such lectures and demonstrations can help students to better understand the differences between theory and practice and prepare them for entering the labour market. For TVET institutes, they could be the entry point for a much deeper partnership with a business or industry partner.

**6** **Organize company visits and excursion for students and/or teachers:** Company visits and excursions, for example to an Industrial Zone, can provide students with a glimpse of the environment that business and industry operates in. They can be arranged for an entire group of students, e.g. all students from one department. Company visits and excursions are typically very short: The visit of a
single company can last just for a few hours; an excursion to several companies or an Industrial Zone can last from half a day to two days (also depending on how far the group has to travel from their school). Students won't develop any technical skills through an excursion, but they are still useful in helping students gain a better understanding of how their future work place might look like. Company visits and excursions are easy to organize, and companies are typically more willing to assist with excursions and welcome groups of students to their site for a short visit, compared to offering them longer-term internship placements for example.

7) Establish an internship scheme at TVET institutes: Organizing internships placements of TVET students in business or industry (typically a private company), where they can gain practical work experience before graduating from their TVET training course, are not only critically important for students, but also a good way to strengthen the collaboration between TVET institutes and business and industry. Students gain practical work experience; get an insight into how a company operates; the skills, knowledge and attitudes required from an employee in their chosen industry or business sector; as well as an insight into life as a full-time employee. Internships typically last between two weeks and six months, with longer internships (about three months) being most valuable for the TVET student. Organizing internship placements for students requires a commitment from companies to take students in for a certain amount of time and support them in gaining practical skills in areas that are part of their training curricula.

8) Arrange an immersion fair at TVET institutes: In order to facilitate the placement of students in companies for a practical immersion or internship, and to make the placement process more fun, fair, transparent and effective, TVET institutes can organize an immersion fair. The objective of such a fair is to provide business and industry partners with the opportunity to present their organization and to pre-screen the available students for a placement in their company. Students, of course, also have the opportunity to learn more about the companies that are willing to offer an internship placement. During the fair, students apply for an internship placement to companies. Depending on the overall number of companies and students, applications should be limited to, for example, three companies per student, and companies should accept a maximum number of CVs per available placement spot. If a company accepts a student for an interview, they inform the TVET institute, which should coordinate and monitor all interviews.

9) Involve business and industry in in-service training measures: In many of our partner countries, TVET teachers and trainers often have very little business or industry experience, and require further training to improve their technical skills and knowledge, particularly with regards to advanced technologies. Such further trainings will enable them to effectively deliver training programs and ensure that their students are employable after graduation. Although governments usually provide different in-service trainings and capacity building measures for their teaching staff, business and industry might also play a role in providing practical training for TVET teachers and trainers. Such trainings or job shadowing within a company could be very short, and implemented on weekends or during other times when they don’t disrupt the regular business of the company too much. Or they could take the form of long-term industry immersion schemes, where teachers and trainers take a sabbatical leave for an agreed upon time to work as a full-time employee in a certain business or industry sector.

10) Promote joint research projects: Joint research projects between TVET institutes and business and industry could provide an opportunity for both sides to get to know each other in a win-win situation. This could lead to further joint activities in the future.
4.2. How can GIZ support the introduction of cooperative training programs?

One of the main ways companies can be involved in TVET delivery is through a cooperative training (CT) program. In CT programs, companies take on an active role in the delivery and assessment of TVET: Training is delivered at two different learning places in a coordinated manner, i.e. at a training institute and a company, and is followed by a joint assessment of the trainees. The approach has its roots in the dual training system, which originated in Germany and is now being implemented successfully in several other countries such as Austria, Switzerland and Luxembourg.

Although we are usually familiar with the dual training concept as GIZ staff, we are faced with the challenge of adjusting the basic concept of CT to the specific conditions of our partner countries. Adjustment of the concept to the local conditions is a very important precondition for the long-term success of such an endeavour, since copying and ‘replanting’ the entire system from Germany risks ignoring the often very different socio-economic and institutional settings of our partner countries. In order to foster commitment and create ownership on the side of the implementing partners, it is important to familiarize them with the concept and underlying principles and ideas of CT first. We can then, as a second step, jointly develop and implement local solutions with them, which are based on the core principles, yet adjusted and further developed to meet the specific local requirements.

To support you in this challenging endeavour, we have identified and compiled some core principles and ideas of CT in box 10. Also take a look at the Guideline: How to set up a cooperative training at the local level in Annex 5. The guideline summarizes the process steps required to set up a CT program. It contains an overview of how CT can be set up on a local level in the absence of centralized regulations, which are enforced by mandated institutions. The main implementing partners would be local TVET institutes and companies. Additionally, you may consider the Template: Support activities for cooperative training courses in Annex 6. The template highlights support activities, which you can carry out to facilitate partners during different phases of a CT course.
Box 10

Core principles and ideas of cooperative training

1. Cooperative training (CT) is an umbrella term for different models of training, in which TVET institutes and companies share the responsibility for planning, delivering and monitoring training courses. The models include training schemes with the main contracting partner being a company and those with the main contracting partner being a training institute. In both cases, both the company and the institute are involved in the training delivery. The objective is to achieve a better balance of theory and practice and to expose trainees to real-life work processes in companies.

2. CT is based on occupational or competency standards and curricula, which were developed or adjusted with direct involvement of the respective industries, in order to ensure that their occupational needs are well reflected.

3. It is based on the pedagogical concept of occupational competences (Handlungskompetenz). In this understanding the learning outcomes can only be regarded as achieved, if the trainee is able to perform a realistic and complete work process (this presents a big difference to competency-based training approaches, which focus on providing specific skills for parts of the entire work process).

4. Technical experts from TVET institutes and companies design and conduct the practical assessment of the final exam jointly. The assessment tasks reflect real working situations whereby the trainees have to prove their competences for the job.

5. The work-based training follows a different design than a conventional internship. It could cover for example 50% of the overall training. Furthermore, the work-based training is imparted in a structured manner in line with the curricula. The trainee is subsequently integrated into the work processes of the company and guided in his or her work by appointed in-company trainers.

6. CT is based on a contract, which is signed by the trainee (and his/her parents). The TVET stakeholders of each country, and sector, can negotiate their preferences. Depending which model is followed (i.e. is the trainee considered mainly a student or mainly an employee), the main contract partner is the training institute or the company. In some countries, labour laws might need to be adjusted in case a contract with the company is preferred. Another possibility is the use of tri-partite contracts between company, institute and trainee, as seen in selected cases in Pakistan and the Philippines. This also emphasizes the spirit of ‘cooperative’ training.

7. The contract contains information on duration, place and content of the training, the duties of all stakeholders as well as regulations on the compensation of the trainee, working hours and leave, certification, as well as liability and insurance coverage (for the regulations on the compensation of the trainee, working hours and leave, local working regulations have to be considered).

8. It is recommended that each participating TVET institute appoints one industry coordinator as well as one deputy coordinator, who are the main contact points for all CT-related matters. Industry coordinators in the supported TVET institutes usually handle the planning and organization of CT. Ideally, industry coordinators are prepared for their role by participating in CT coordinator trainings, which can be organized by mandated institutions (including chambers and BMOs), or even GIZ as part of our capacity building support.

9. Ideally, the companies also appoint TVET coordinators and instructors. The in-company training is usually organized by TVET coordinators in the companies and carried out by instructors. In some cases, it is possible that one person, especially in smaller companies, performs both tasks. In order for instructors to fulfil their educational mandate and reach the learning outcomes of the approved curricula, the companies have to ensure that the instructors have the required technical as well as pedagogical competences. As for the industry coordinators, training should be delivered by mandated institutions or by our projects as part of our capacity building support, in order to prepare companies for their role in CT.

10. The record keeping responsibilities are shared between the main stakeholders: TVET institutes, companies and trainees.

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2 50% is the quota applied in Pakistan. This can vary between the different countries GIZ provides support to. As a result, the percentage serves only as orientation and needs to be adjusted to the very specific local conditions of each partner country.
In addition, here are some tips how you can approach the challenge of setting up a CT program in your partner country:

(1) **Check out the regulatory framework in your partner country at the start:** When supporting the implementation of a CT program in your partner country, you have to keep the regulatory framework in mind and agree with your main partners from the government side on the sequence of implementation steps. In some countries, it might be possible to set up CT programs on a local level by supporting direct cooperation and implementation arrangements between local representatives from TVET institutes and business and industry without a centralized regulation being in place yet. In other countries, this might not be possible and in fact, would bring the different stakeholders (particularly the trainees) into trouble. It is therefore very important to check not only the regulatory framework of TVET but also your partner country’s labour laws, in order to assess whether a CT program might run into any legal problems or hampering stones.

There are different ways to get started: (1) If you don’t expect any problems, or can explore legal ‘loopholes’, a policy review can accompany the set-up of the CT program. In this case, experiences could be gathered in a pilot project, which would then form the basis for developing the respective regulatory framework. (2) Another possibility for implementing a CT program is to start with the development of the necessary regulations first, followed by a pilot implementation. (3) A third option consists of doing both at the same time. These are the most realistic circumstances for your project because you are likely to be confronted with an existing set of regulations, which might need review. It is not the easiest option though, and in this case it is the key to mitigate the lack of regulatory clarity, which may arise amongst the stakeholders.

**Tip:**

Whether you start with a pilot project or the development of regulations often also depends on the design of the TVET project. Project proposals might already include indicators, which clearly request you to go ahead with one of the options presented above.

(2) **Take time to familiarize companies with the CT concept:** Companies are in most cases not aware of the terminology used in TVET. They are business experts but no TVET experts. Before starting with the development and implementation of CT programs, make sure that they have fully understood the implications of a CT involvement. You want them to be able to handle all situations, even the unexpected ones. A proper familiarization with what TVET is, before they get started, helps. Also, a proper understanding of the CT concept, its underlying principles and ideas, and in particular their role, helps companies to build up realistic expectations and prepare themselves for an efficient CT implementation. Be mindful that this process of familiarizing all stakeholders (particularly companies) with the CT concept might take some time and good marketing skills.

>>> Take a look at the Overview: Responsibilities of cooperative training stakeholders in Annex 7. <<<

The template provides you with an overview of the main responsibilities of the three key stakeholder groups of CT programs. It aims at helping your partners from business and industry (but also in the supported TVET institutes) to understand right from the beginning the expectations which are associated with taking over part of the delivery of TVET. You can use it as it is, or further adapt this template to your needs.
(3) **Organize CT field trips and study tours to ‘CT champions’**: Presenting and discussing the CT concept with companies is an important task to increase their understanding of it. In order to provide interested companies with hands-on insights on the practical implications of CT programs and further increase their motivation to join a CT program, it is recommended to organize field trips and study tours to companies, which are already involved in the delivery of CT. In case such ‘CT champions’ are not available yet in your partner country, you also have the possibility to organize such trips to neighbouring countries or to Germany.

(4) **Define a list of minimum requirements for stakeholders to take part in CT programs**: When there is none or not much implementation experience with CT in a country, CT is often misunderstood as ‘add-on internships’. Therefore, make sure that all stakeholders understand the main differences between internships and CT programs, in particular the fact that within CT programs, companies take on the responsibility of delivering parts of the training. In fact, it might be useful to define a list of minimum requirements that all stakeholders have to meet, in order to be eligible for the implementation of CT programs. This will ensure a certain quality standard right from the beginning.
Box 11: Example: BMOs-VET advisory boards in India

The BMO landscape in India is diverse and fragmented. BMOs vary in size, service provision, professionalism, and regional outreach. Some of the local BMOs are organized in ‘umbrella BMOs’, which are often affiliated with various national confederations. A typical Indian SME is often a member of one or more BMOs. In order to achieve a higher involvement of SMEs in the provision of cooperative training (CT), the Indo-German Programme for Vocational Education and Training (IGVET) works through these BMO structures. The BMOs serve as business and industry partners that can reach out to various local companies, manage their interests and expectations, and function as facilitators and catalysts for CT initiatives.

For a successful project implementation, it was considered necessary to engage with all BMOs in the pilot regions of the project. To do so, IGVET decided to establish ‘BMOs-VET advisory boards’. These boards (which are currently being set up) will consist of 2-3 representatives from each BMO. They will focus on supporting CT initiatives through:

- Facilitating local exchange on skill requirements of their member industries and translating those skill requirements into training requirements;
- Connecting and linking with government schemes and training providers;
- Participating in skill delivery by encouraging member industries to support practical work-based training.

IGVET advises BMOs in establishing these ‘BMOs-VET advisory boards’ and provides them with capacity building for guiding, advising, and supporting their members in CT provision.

It has been recognized that BMOs often lack the orientation and ideas on what it means to be a ‘TVET service provider’ to their members. In order to enable BMOs to take on this role and corresponding responsibilities, and to include ‘skills training’ in their mid- and long-term strategic decisions, IGVET facilitates workshops to assist BMOs in developing future scenarios for their organization and creating their own vision for skills provision (for example a ‘Vision 2022: Skills’).

4.3. How can GIZ support companies in setting up and implementing effective work-based training?

Evidence shows that companies with training procedures and guidelines in place are more likely to succeed in turning work-based training into a win-win situation for both the company and the trainee. Usually, larger companies have some experience with training delivery and might accordingly have procedures and guidelines for the implementation of effective work-based training already in place. In some cases, they might even run their own in-company training centres for the skills development of new hires and their existing staff. Small and medium sized enterprises (SMEs), however, might lack such experience. It is also likely that they are not familiar with the core principles and ideas of cooperative training (CT) as described in box 10 above. Companies – especially SMEs – might therefore require advice, assistance and guidance in the preparation and implementation of effective work-based training.

Here are some suggestions on how to support companies in setting up necessary procedures and guidelines and implementing effective work-based training:
(1) **Conduct orientation sessions for companies:** The best way to start supporting companies in setting up procedures and guidelines, which will facilitate their delivery of effective works-based training, is to brief either the respective BMO (as a multiplier/service provider) and/or the management of the companies directly about the requirements of CT (for more details on this please see box 10 above). These requirements include introducing new procedures at the companies, such as the planning and documentation of trainings, and the collaboration with training institutes; aligning in-company trainings with the curricula of training institutes, assigning coordinators and instructors in the companies (and ensuring their involvement in assessment and certification procedures), as well as ensuring that legal obligations for the provision of training are met.

The Sample checklist: Requirements of companies for delivering work-based training in Annex 9 might be helpful for you in this step of the advisory process. The checklist should be adapted in each country according to the specific circumstances – it can therefore only be an example.

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**Box 12**

**Example: Supporting companies in setting up cooperative training in Pakistan**

In Pakistan, the cooperative training (CT) approach was first introduced in 2013. The pilot phase included 86 companies, which partnered up with five TVET institutes to develop and deliver seven vocational training courses. Since the CT approach was new to the country, very little understanding existed about its core principles and ideas, especially amongst companies.

In order to familiarize the participating companies with the CT approach, several orientation and sensitization sessions were conducted. This was followed by a planning phase where the companies sat together with the partnering training institutes to jointly decide on the training modalities, such as trades, competency standards, curricula, sequences of training phases, assessments, etc. To provide coordination, networking and advisory support, provincial steering committees were established which comprised of representatives of key stakeholders, i.e. companies, TVET institutes, and TVET governing and assessment bodies. To facilitate the training delivery, each company assigned a TVET coordinator and instructors whose capacity was built through a series of pedagogical and technical training sessions. The documentation of trainee’s learning progress during on-the-job training phases was supported by developing templates for rotation plans and log-books.

Despite this intensive support provided in the preparatory phase, a close monitoring of the first pilot courses soon revealed several challenges, such as a significant dropout of trainees, a low sense of responsibility for trainees by the companies, and non-compliance with CT guidelines during on-the-job training phases. These observations from the pilot courses were regularly discussed amongst the partners during steering committee meetings and improvement measures were subsequently incorporated into future training batches. Some of the measures included companies playing a more central role in the selection of trainees, trainees paying orientation visits to companies, the implementation of trainer exchanges, and the inclusion of BMOs in the planning, advocacy and coordination of CT courses (including the assignment of a full time staff as TVET advisor/coordinator at the local chamber of commerce and trade).

CT is still at an infant phase in Pakistan but the above mentioned measures have contributed a great deal to addressing initial challenges and have gradually increased the acceptance of TVET amongst employers as a reliable means for securing the steady supply of skilled workers for their businesses.
(2) **Encourage the assignment of in-company TVET coordinators and instructors:** It is often useful, if companies assign certain staff to be responsible for coordinating and delivering work-based training. Ideally, a company appoints someone as TVET coordinator (this would be the person responsible for coordinating with the training institute) and someone as training instructor – both roles can, however, also be carried out by the same person (in small companies, this could even be the CEO him/herself). Usually, the company management picks the most suitable person(s) for the tasks. However, practical experience shows that companies – especially SMEs – are sometimes happy about some guidance, which facilitates the selection process among the existing staff. >>> In Annex 10 you can access sample job descriptions for in-company TVET coordinators and in-company trainers. <<<

**Tip:**

- TVET coordinators might be a good fit for staff working in the human resource department, or company management. The TVET coordinator is responsible for planning and documenting the training and serves as a focal point for communication with the training institute.

- TVET instructors, in contrast, should be sought among the technical experts working in the production or service units of a company. During the delivery of training, instructors are assigned to provide guidance, mentoring and supervision to trainees. Equally to teachers in training institutes, the instructors should be able to consider the learning outcomes and units of the cooperative training course and support the trainees in gaining the relevant skills, knowledge and attitudes.

(3) **Support the planning and documentation of work-based training:** Companies are responsible to plan their work-based training activities in advance of their commencement. Hence, it will be the task of the appointed TVET coordinator (or equivalent person in the company) to specify the time period that a trainee will spend in each of the relevant units in a rotation plan and appoint instructors in each unit. Such a plan ensures that the trainee gains experience in all trade-relevant tasks in the company. In return, the trainee is obligated to document his/her learning activities in a logbook throughout the work-based training, which is regularly submitted to the instructor for signature. The maintenance of such a logbook can be important for communicating the learning activities back to the training institute. >>> Annexes 11 and 12 provide you with a Template: Sample rotation plan and Template: Sample logbook that your partner companies can adopt for the documentation of work-based training. <<<

(4) **Facilitate the assignment of TVET advisors at BMOs:** In some cases it might be a challenge for companies to coordinate and organize CT programs individually, especially when the CT concept is new to them or when they are required to liaise with many training institutes simultaneously. This is especially true for SMEs, which usually do not have the resources to take care of the coordination and training delivery tasks individually. In such cases it is advisable to seek the assignment of TVET advisors at the BMO level (similar to the German Ausbildungsberater at chambers). These advisors can act as focal persons for their member companies on TVET related matters and provide advisory, legal and counselling services for setting up and implementing effective work-based trainings. If useful and requested, they might also take on a more active role in coordinating their member companies and training providers (TVET institutes) in CT programs.
4.4. How can GIZ support in-company trainers in gaining or improving their pedagogical skills?

In the concept of cooperative training (CT), companies play a key role in delivering training by providing students with the opportunity to apply their skills and knowledge in a real-life working environment. For the delivery of effective work-based training, technical staffs in companies need to be appointed as instructors to provide guidance, mentoring and supervision to trainees.

In many countries, the occupational profile of an in-company trainer (sometimes the term ‘in-company instructor’ is used instead) is however (at best) only newly emerging. As a result, some companies may require support in enabling their staff to deliver adequate training at the workplace, which includes preparing, conducting and following-up on training activities. Conducting trainings, in particular, requires company staff to have certain knowledge of and experience in using modern pedagogical and didactical methods to engage trainees in the learning process. Supporting in-company trainers in gaining or improving their pedagogical skills is therefore a matter of quality assurance.

If you intend to provide capacity building for in-company trainers, you might want to look into the following existing standards and trainings as a starting point for your work:

1. ‘Standard for In-Company Trainers in ASEAN Countries’: Between September 2014 and February 2015, 60 experts from six ASEAN member states (Cambodia, Laos, Myanmar, Philippines, Thailand and Viet Nam) developed a standard (similar to a competency standard) for ASEAN in-company trainers. The group consisted of experts from government institutions, private enterprises, chambers of commerce, universities and other educational and training institutions, and was supported by German experts from GIZ, BiBB and the Karlsruhe Institute of Technology (KIT).
The standard was developed using a bottom-up approach by first defining the actual needs of trainers in real work processes. Four main areas of action of an in-company trainer were identified by the group of experts and arranged into four modules: 1) Analysing work tasks and defining learning requirements, 2) Planning and preparing training, 3) Conducting training, as well as 4) Evaluation and further development of training. The necessary skills, knowledge and topics of training are structured using the concept of competencies, with circa three to five competencies contained in each module. As the standard targets all economic sectors and professions and is applicable to all areas of TVET, it can also be used as a blueprint for other (ASEAN) countries by further developing it and adapting it to the situation of these countries.

(2) German standard for in-company trainers (‘Ausbildereignungsprüfung gemäß AEVO’): The German standard for in-company trainers is regarded internationally as a benchmark for quality assurance. The German Trainer Aptitude Regulation (Ausbildereignungsverordnung, AEVO) specifies the technical, pedagogical and professional requirements for becoming an in-company trainer. The Chambers of Commerce and Industry in Germany regularly offer training courses (‘Ausbildung der Ausbilder – AdA’), which are obligatory for everyone who wants to instruct apprentices in Germany’s dual training system. The training concept has been translated into different languages to support trainers and instructors of German companies operating in foreign markets (‘Ausbildung der Ausbilder – International’). Courses are offered by the German Chambers of Commerce Abroad (Außenhandelskammer, AHK) in many of their locations around the world.

(3) Trainings for instructors offered by AIZ: GIZ’s Academy for International Cooperation (AIZ) offers support in analysing the training needs of instructors, implementing qualification concepts for instructors and introducing methods for evaluation and quality management of trainings. The activities conducted by AIZ are based on a human capacity development (HCD) assessment, which analyses bottlenecks on three levels – systemic, organizational and individual – in order to strengthen the foundations of work-based training in our partner countries.

Tip:
For more details on the above, check out these tips for further reading:
- ASEAN standard: Standard for In-Company Trainers in ASEAN Countries
- German standard: Bildungsserver website
- AIZ trainings for TVET instructors in companies: AIZ website
Box 13

Example: Capacity building activities for in-company trainers in Viet Nam

Cooperative training (CT) with companies is a highly relevant topic for Viet Nam. Since qualified in-company trainers are central to the successful implementation of CT programs, GIZ’s Programme Reform of TVET in Viet Nam has organized several capacity building activities for in-company trainers.

Together with the German IHK Dresden, the Stadtentwässerung Dresden and a TVET institute in Pirna, 11 employees from five Vietnamese wastewater companies were qualified as in-company trainers. Since 2014, they have attended ten further training sessions in Viet Nam and Germany. During these training sessions, they consolidated their professional knowledge and acquired pedagogical skills under the guidance of experienced German and Vietnamese experts. Currently, they are the core training staff of the pilot cooperative training program for Sewage Engineering Technicians and serve as in-company trainers for the apprentices during the practical training phases in their companies.

The Water Supply and Sewerage Association (VWSA) of Viet Nam is the lead agency for training and certifying the in-company trainers. This ensures sustainability as the trainers are certified as Trainers for Sewage Engineering of VWSA. This also gives VWSA the opportunity to multiply and use their expertise for all the member companies.

To ensure that other countries in the region also benefit from this practice, the GIZ program conducted a training session for Master Trainers for in-company training, based on the Standard for In-Company Trainers in ASEAN Countries. 16 participants from Cambodia, Myanmar and Viet Nam participated and received their ‘Master Trainer’ certificate signed by the Vietnamese General Directorate of Vocational Training and the Viet Nam Chamber of Commerce and Industry. These trainers are now able to provide training as multipliers for further in-company trainers in their respective countries.
4.5. How can GIZ support companies in better integrating trainees into their core work processes?

In the framework of cooperative training (CT), trainees acquire relevant knowledge and skills in a TVET institute and apply them during work-based training at a company. Due to the nature of CT programs, work-based trainings follow a different design than conventional internships. They must typically cover a minimum percentage of the entire training period (usually at least 25 percent) and be imparted in a structured manner in line with the overall training curriculum.

In order to ensure that trainees can experience the workflow in a company and benefit from feedback of more experienced co-workers, they need to be fully integrated into the core work processes of their company and guided in their work by in-company trainers. Convincing the management of companies to integrate trainees in such a way is, however, not always without challenges. It often requires from GIZ projects that we address some common fears of companies, for example that trainees might negatively impact production processes by jeopardizing the safety and health of staff, breaking down machinery and equipment or disclosing sensitive data and information to competitors.

You can help companies with the integration of trainees by supporting them in the following areas:

(1) **Help to build trust between companies and trainees:** Companies are likely to integrate trainees into their work processes, when the management knows and trusts the trainee. A good way to achieve this is to engage companies in the selection process of trainees. To prepare for a successful workplace immersion, companies can be encouraged to arrange orientation visits of selected trainees to their premises while they are still being trained at the TVET institute.

(2) **Support the planning of work-based training periods:** A precondition for the successful integration of trainees is a proper planning of the work-based training periods by the company. The management of companies should be encouraged to appoint an in-company TVET coordinator, who then takes the lead in the planning process, for example by specifying in a ‘rotation plan’ the time periods that a trainee will spend in each relevant unit as well as the responsible instructors in each unit. Doing this, the coordinator should also ensure that all instructors have enough time to provide guidance, mentoring and supervision to the trainees. **A sample rotation plan** can be accessed in Annex 11. Annex 10 provides a **sample job description for an in-company TVET coordinator** and Box 13 an example from the Philippines on how to support companies with the development of rotation plans.
Box 14
Example: Supporting companies in the Philippines with the development of rotation plans

Even though advantages of rotation systems are easy to explain, it is often hard to convince our partner institutes and companies to use such a system. An increased awareness of the need to introduce rotation systems can be achieved by showing best practice examples and by facilitating the introduction of tailor-made rotation plans.

Four types of rotation plans need to be considered under a cooperative training (CT) program:

1. A rotation plan for trainees’ movement between the cooperation partners, i.e. the TVET institute and the company. This is also called the sequencing of the training cycle between institute and company. Each rotation (training) cycle can range from a few days to several months. Such a rotation plan ensures that theory and practice for a specific skill is well timed to ensure the expected learning outcome. Through an effective arrangement of this rotation plan, the number of trainees can be doubled with same number of in-company trainers and vocational teachers.

2. A rotation plan for trainees’ movement between two or more companies: This type of rotation plan has to be considered if the training of certain skills cannot be covered completely by one company, meaning that the trainees have to be sent to another company to learn these skills. Such a rotation plan ensures that all specific skills within a competency are taught by business and industry. It also results in a better understanding of the trainees of the overall trade/course.

3. A rotation plan for trainees’ movement between different departments of a company: Bundling skills is a helpful step for realizing a better understanding of processes and structures within a company. Such a rotation plan helps trainees connect the work of different departments and allows for a more efficient use of instructional time. It gives the trainees the opportunity to understand the company as a whole.

4. A rotation plan, which shows how trainees eventually cover all skills of a competency within one department through instruction in different areas of the department. It is the most detailed plan.

With its ‘K to 12’ reform initiative in 2013, the Philippine government made an important step to promote practical orientation and qualification of young trainees in the formal education sector. In order to support the Government of the Philippines in piloting innovative dual approaches to TVET, the K to 12 PLUS project was set up as a concerted effort of German Development Cooperation organizations. Introducing the possibility for students to rotate between TVET institutes and business and industry was one such innovative approach. In order to set up the rotation plan, the project organized a series of three workshops:

- The 1st workshop included all relevant stakeholders and had the objective to develop a feasible rotation between TVET institutes and business and industry. The workshop resulted in an agreement to organize a block of two weeks between senior high schools and business and industry partners.

- During the 2nd workshop a more specific rotation plan was developed based on the competency requirements of the curriculum and the capacities of the participating companies. The coordinators from the companies agreed on a feasible rotation, which would allow every trainee to receive training for all required competencies during on-the-job training phases. In some cases it also meant agreeing on a rotation between different companies. For example in the ‘housekeeping’ course, some trainees had to conduct the laundry module outside of their actual training companies, since these companies outsourced this service to external providers.

- The 3rd workshop covered the rotation cycles 3 and 4 where all industry stakeholders synchronized their internal training plans based on the curriculum for the following training period.
Mentor and support in-company trainers: The success of the integration of trainees in work processes depends mainly on the attitude of the instructors. Equally to teachers in training institutes, instructors should consider the learning units of the curriculum in their training delivery and support their trainees in gaining the relevant skills, knowledge and attitudes. In order for them to understand their role in a CT program, instructors require an orientation, which explains the training content and expected outcomes of the work-based training periods. Furthermore, it is important to build the capacity of instructors as trainers with regard to pedagogical and didactical methods as described in chapter 4.4. The sample job description for an in-company trainer in Annex 10 provides more details about their role. A good example of how to provide structured support to in-company trainers can be found in box 15.
Box 15

**Example: Mentoring of in-company trainers in Laos**

In order to ensure the quality of cooperative training (CT) programs during the implementation phase (in particular with regard to the integration of trainees into core work processes), in-company trainers are accompanied and mentored in Laos. Mentoring means that experts with long-standing industry and teaching experience regularly analyse the implementation quality through observation and interviews, and provide guidance and recommendations for improvement. They conduct their analysis based on the following criteria: organization, content and methodology.

With regards to organization, the mentors check whether the CT program has been organized in a structured and comprehensive way. Organizational aspects include:

- The provision of sufficient information about the CT program (content, dates, processes, documents, responsibilities, reporting etc.)
- A clear understanding of the trainees of the rules and regulations of their respective company
- The coverage of expenses for food, transport, accommodation and insurance during in-company training periods as agreed
- The provision of qualified in-company trainers
- The availability of a suitable training infrastructure

With regards to content, the mentors verify whether the reported activities are in line with the agreed content of the curriculum. Content aspects include:

- Accordance between learning objectives/learning contents of the respective curriculum and the actual activities carried out during the in-company training periods (have trainees been integrated into core work processes?)
- A logical structure of in-company training periods (how realistic is the achievement of the learning objectives with the identified training structure?)
- Regular exchange and coordination between TVET Institute and companies on the contents of school-based and in-company training contents

As for methodology, the mentors assess whether the trainees have been instructed in an appropriate and comprehensive way. Methodological aspects include:

- The Provision of understandable and comprehensive instructions
- Application of the 4 step-approach: Preparation, demonstration, execution and completion
- Empowerment of students to increasingly take over and perform tasks independently during the in-company training

GIZ Laos supports the mentoring process by contracting experts with long-standing teaching experience and technical expertise. The experts have two major tasks: First, they conduct the mentoring sessions and provide recommendations for improving the implementation quality of the developed CT programs. Second, they support the capacity building of future mentors from TVET Institutes and companies to enable them to increasingly take over mentoring functions and steer the mentoring process.
4.6. How can GIZ support the participation of business and industry in skills assessments?

Assessing students and workers and providing them with a recognized certificate documenting their skills and competency levels are important measures to ensure TVET quality. Assessments usually take place at the end of certain educational periods (for example at the end of the school year) to test what students have learned. In some countries, skills assessments are also offered to workers in programs focused on the recognition of prior learning (RPL).

Business and industry players value TVET certificates only if they are convinced of the quality that the certificates guarantee. The best way to ensure this is by involving business and industry in all stages of skills assessments. This, of course, starts already with getting them involved in the development of standards, as assessments should reflect and test the skills and competences outlined in these standards (defining this framework is part of TVET planning as described in chapter 3.2 above).

Besides business and industry taking part in setting the assessment parameters, contents and modalities at the planning stage, they can also make a real difference when they participate in the assessments by appointing representatives as assessors. However, for various reasons almost none of our partner countries conduct skills assessments with the participation of business and industry. Some of these reasons for this are the following:

- Participation in skills assessments essentially means volunteering valuable time as the assessment fees paid to them are usually very low (if they are paid at all); almost certainly, the fee is below the revenue which business and industry representatives could earn during the assessment day, if they would work for their company instead.
• Financial and time constraints, especially among SMEs, can also hamper the preparedness among business and industry to send staff for participation in skills assessments.

• Another reason might be a lack of reputation. In most of our partner countries, TVET still does not have a very good reputation, with business and industry not valuing technical and vocational education as much as higher education. Hence, business and industry representatives might ‘look down with a smile’ on any tasks related to the TVET system and refrain from participation, so they cannot be linked to it.

• Finally, hardly any assessors from business and industry are accredited, which is often set as a minimum requirement for assessors. However, even assessors from the public sector often lack the necessary accreditation, e.g. they might have only been certified for a lower competency level than the one they assess.

Based on our experience, we have collected a few suggestions on how you can deal with the challenge of getting more business and industry representatives involved at the different stages of skills assessments:

1. **Establish an effective incentive or compensation scheme**: For those companies or BMOs, which don’t participate due to financial constraints, it might be possible to increase their levels of participation by sufficiently compensating them for their contributions. Potential forms of compensation include:

   • Transferring the assessment fee (or parts of it), which is usually paid by the student or worker who is assessed, to the assessor from business or industry

   • Offering tax benefits, subsidies or other financial incentives (see also chapter 2.3)

   • Establishing a TVET fund (for example at a BMO) which can include private sector donations and funding from donor agencies

2. **Increase the ownership among business and industry**: It might be possible to compensate for the lack of time and financial resources, if business and industry see other advantages in their participation, e.g. lobbying opportunities or access to talent. If companies feel ownership at the top management level, they will more likely facilitate releasing their technical and professional staff to attend assessments (as well as any preparatory meetings and trainings). It is important to acknowledge that any of these activities are not measurably related to the core business of a company. Hence, time is volunteered either on a personal basis (after hours or vacation days), or granted by the employer during working hours.

3. **Create the mandate for business and industry to take responsibility for the entire assessment process**: Handing over the entire assessment procedure to business and industry representatives like chambers, associations or employer federations could also be a solution, as it might enable business and industry to make skills assessments part of their core business. This is however easier said than done. Have in mind that facilitating any change process takes time and patience. You can work towards such a vision only in the medium to long-term. It deserves highlighting that such a change might make a policy review necessary, as well as intensive moderation of dialogue among the different parties. Finally, it might also be the case that you cannot share the entire vision from day one with all actors. Instead, sensitive preparation and capacity building might be needed to get the buy-in from all key decision-makers – current and future ones.
Annex
Annex 1
Guideline: How to conduct a quick-and-simplified sector analysis

Step 1: Create a ‘long-list’ of priority industry sectors

The first step of conducting a quick-and-simplified sector analysis is to create a ‘long-list’ of priority sectors by researching information about the country, its priorities and future opportunities. Keep this list to a maximum of 10 to 15 sectors, as it is otherwise difficult to speak of ‘priority sectors’.

The following are possible sources for your research:

- Look into country priorities (alignment with the national and regional development plans is anyway a must).

- Screen available country analysis papers, industry overview reports and statistics on key macroeconomic figures (e.g. published by McKinsey, ADB, World Bank, UNCTAD, ITC, ILO, local universities…).

  **Tip:**
  
  Macro-data that may provide a strong indication of a sector’s power is domestic investment and foreign direct investment (FDI). The larger the sector share and positive development, the more it has been evaluated by outsiders as a strong/growing sector, reflecting a positive mid- to long-term view of the market. Additionally, FDI might have a direct impact on innovation and growth.

- Talk to colleagues from other projects (GIZ, KfW, other donor initiatives) in the same country (also to create synergies with their developmental efforts). Established contacts are a good source to gather further information, often beyond publicly available data.

  **Example:**
  
  A German-funded low-carbon emission program might have identified a lack of qualified personnel in the renewable energies sector. If this is crucial for the success of their program, it could be a sector to support in your TVET project.

- Consult with business representatives such as chambers, associations and other business networks (local chapters of the WBCSD, Global Compact, etc.) or other BMOs. They often host events, which might be helpful to get in touch with resource persons or to further improve the information about sectors.

  **Tip:**
  
  Have in mind that the individuals you talk to could potentially be biased towards the sector they are involved in themselves (supporting TVET after all means promoting the sector).
Find out about champion companies. Whether a sector has sufficient growth perspectives (and partners to work with, see also step 2) may depend on the availability of ‘champions’. These are larger companies leading the sector in terms of market power, product diversity and regional/international exposure. Their existence and business portfolio may be an indicator for the strength of the sector – provided it is a competitive sector (no monopoly).

**Tip:**
For later, champions might be a good starting point for partnerships with individual companies.

Key economic figures for a quick overview (i.e. for your long-list) include the main parameters of the sector, such as those listed in the table below:

<table>
<thead>
<tr>
<th>Relevance of the sector for providing employment</th>
<th>Sector A</th>
<th>Sector B</th>
<th>Sector C</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total sector employment (possibly specified regarding the level of interest in TVET, and disaggregated by gender in %)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sector employment share of the country’s overall employment</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Employment creation potential of the sector (possibly specified regarding the level of interest in TVET)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Economic relevance of the sector for the economy</th>
<th>Sector A</th>
<th>Sector B</th>
<th>Sector C</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of companies in the sector, including players of the value chain (formal and informal companies)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Share of formal companies of the overall number of formal companies in the country</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Added value/export orientation/export readiness</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Share of GDP</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Investment development (increasing, decreasing, stable)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Eventually: Size of companies in the sector or value chain (micro, small, medium sized, large companies)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Eventually: Share of informal/formal businesses in the sector or value chain</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Tip:**
Have in mind that markets are always volatile and business and industry factors change constantly, e.g. access to skilled labour can be improved positively with your project.
**Step 2: Derive a ‘short-list’ of sectors and/or sub-sectors**

Once you have compiled your long-list (10-15 sectors), you want to focus on those who have (a) a positive outlook in the country in the future (i.e. those that can benefit from TVET support medium-term to long-term) and (b) a lack of skilled workforce which your project could help to address (e.g. through training, upgrading, or up-scaling together with the business or industry).

The aspects and questions summarized in the table and described in more detailed below can help you to narrow down your long-list:

<table>
<thead>
<tr>
<th>Relevance in the future</th>
<th>Sector A</th>
<th>Sector B</th>
<th>Sector C</th>
</tr>
</thead>
<tbody>
<tr>
<td>Which are the sub-sectors that are here to stay (in the country)?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>To what extent may new trends impact the relevance of the sector for the economy, and/or make changes of human resources necessary?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Development intentions</th>
<th>Sector A</th>
<th>Sector B</th>
<th>Sector C</th>
</tr>
</thead>
<tbody>
<tr>
<td>To what extent and under which conditions does the sector (or sub-sector) support envisaged development goals (SDGs, project objectives, objectives of German development cooperation)?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Willingness to engage</th>
<th>Sector A</th>
<th>Sector B</th>
<th>Sector C</th>
</tr>
</thead>
<tbody>
<tr>
<td>What are the sectors that show a willingness to engage?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Effectiveness of training</th>
<th>Sector A</th>
<th>Sector B</th>
<th>Sector C</th>
</tr>
</thead>
<tbody>
<tr>
<td>What are potential constraints to ensuring the competitiveness of the sector’s value chains?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>To what extent would an engagement in TVET be effective in the given timeframe?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Severity of skills and competency shortage</th>
<th>Sector A</th>
<th>Sector B</th>
<th>Sector C</th>
</tr>
</thead>
<tbody>
<tr>
<td>To what extent might the sector face future skills and competency gaps, if TVET institutes and/or business and industry don’t start offering respective training courses?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Regional focus (optional)</th>
<th>Sector A</th>
<th>Sector B</th>
<th>Sector C</th>
</tr>
</thead>
<tbody>
<tr>
<td>Which regions show growth in a specific sector, or which sectors show growth in a specific region?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Where are SMEs and larger companies located?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Where are specific occupational profiles needed?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Availability of TVET institutes (optional)</th>
<th>Sector A</th>
<th>Sector B</th>
<th>Sector C</th>
</tr>
</thead>
<tbody>
<tr>
<td>What are potential TVET institutes your project could eventually work with?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Which programs do existing TVET institutes offer?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Where are TVET institutes located?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Relevance in the future

Some industries (or sub-industries) have the nature of being easily relocated to low cost countries. Other industries (or sub-industries) need access to technology and skilled human capital, or high innovation capacity.

When it comes to your TVET project, you might want to choose addressing those relatively stable industries over industries which are ‘on the move’, or you may support upgrading an industry’s capability from a low cost sub-industry to higher skills levels. Broadly, there are two scenarios for industries, mostly depending on the competitive advantage of which they make use:

(A) Fragile/on the move: the industry typically follows a low cost advantage across countries, or
(B) Relatively stable: the industry is defined by high differentiation, innovation, operational effectiveness, and resource dependence

Doing this analysis for an entire sector might be too generic, so your leading question could also be: ‘Which are the sub-sectors that are here to stay (in the country)?’

Example:

In the textile industry, low cost segments comprise garment and sewing, because low-skilled labour is sufficient for mass production. Higher effectiveness and skilled labour is needed for other sub-sectors, e.g. spinning, or industrial textile, as well as upstream and downstream activities.

Another question to ask is: ‘To what extent may new trends impact the relevance of the sector for the economy, and/or make changes of human resources necessary?’

Example:

New trends, which impact the country (or specific region you want to address with your TVET project), can include responses to e.g. natural trends, societal trends (urbanization, etc.), market trends (relocation to cheaper regions, clustering of competences, etc.) or changes to the regulatory framework (introducing a minimum wage, reducing the environmental impact of industries, etc.).

Development intentions

While no sector should be excluded per se from your project’s assistance, some sectors might be more in line with what the SDGs want to achieve, e.g. due to the sector’s underlying business practices, or their impact on environment and society. In this case, eventually, the support could be limited to selected companies with sustainable leadership (those who are respecting and introducing environmental standards in their operations, which might then need to be translated into the TVET system and occupational profiles). In order to analyse the sectors, you may ask: ‘To what extent and under which conditions does the sector (or sub-sector) support envisaged development goals (SDGs, project objectives, objectives of German development cooperation)?’

Willingness to engage

Sectors with a ‘willingness to engage’ can include sectors for which the respective BMOs have conducted a strategic planning, either for the sector at large (e.g. a sector vision is available), for talent management (e.g. an HR skills gaps analysis is available), or similar fields. Those sectors, which are aware of the skills gaps that they
want to see addressed, will very likely be active and supportive of a TVET project. Low-hanging fruits could include identifying ‘sector champions’ that already successfully practice school-industry collaboration, which could be replicated either in the same sector, in the value chain, or as a method/approach in another sector of similar characteristics.

Effectiveness of training

The best training might not lead to an improvement of a value chain’s competitiveness if there are other, more determining factors that need to be dealt with first, e.g. improving infrastructure. In this case, find out if and to what extent an engagement with the TVET sector would be effective in the given timeframe. Eventually, you might want to conduct a full/comprehensive value chain analysis (identifying process steps, as well as costs and revenues for each steps) or hot spot analysis (identifying the most relevant social and/or environmental impacts of the business operation). For this you might wish to contract an external consultant. Alternatively conduct 3-5 interviews with experts in your selected sectors.

Severity of skills and competency shortage

In some sectors the shortage of needed skills and competencies is much more severe than in others. This puts greater pressure on the TVET system to provide respective skills trainings. In order to do a comprehensive capacity gap analysis of a sector (i.e. a comparison of actual capacities with potential or desired capacities) you might need to contract an external consultant. To remain pragmatic in this stage, use information you might find in the above-mentioned documents or hear as feedback from sector specialists when identifying those sectors with the severest shortage of skills or competencies.

Regional focus (optional)

If your project has a regional focus, you might also select sectors by choosing existing local clusters or potential cluster businesses that could be pushed locally, if the skilled workforce is available.

Availability of TVET institutes (optional)

Get a hold of the addresses and technical programs of existing TVET institutes in your country, if available. This list will help you to determine the (regional) availability of TVET institutes and programs that match occupational profiles of specific sectors.

Tip:
The Ministries responsible for TVET institutes (often the Ministry of Education or Labour, but also technical line ministries, such as the Ministry of Industry or Ministry of Agriculture), respective provincial and district authorities, as well as local chambers of commerce and industry might be of help to gather this information.

Tip:
To read beyond this section, you may find these links useful:
- Article on Value Chain Analysis
- Article on Hot Spot Analysis (e.g. via a Life Cycle Impact Assessment)
- Methodology for Quick Capacity Assessment
# Annex 2

## Template: Structured Company Profile

### Structured Company Profile

<table>
<thead>
<tr>
<th>Name of company</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Abbreviation</td>
<td></td>
</tr>
<tr>
<td><strong>Official address(es)</strong></td>
<td>Address of the company headquarter, main office address in the partner country</td>
</tr>
<tr>
<td>E-mail address of the company</td>
<td></td>
</tr>
<tr>
<td>Telephone number</td>
<td></td>
</tr>
<tr>
<td>Fax number</td>
<td></td>
</tr>
<tr>
<td>Website</td>
<td></td>
</tr>
<tr>
<td><strong>Contact person</strong></td>
<td>Name, position, email address, phone number, location where the person is based</td>
</tr>
</tbody>
</table>

### Business overview, strategy, history and background

- **Overview**: Main figures of the company, such as annual turnover, market share, office locations, production sites.
- **Business content and strategy**: Main products, franchise system, local/regional/international linkages, expansion plans, target groups, etc.
- **History**: Short overview of the company’s growth and development in the past.
- **Background check**: Known cases of business misconduct (cases of corruption, human rights violations, law suits, etc.).

### Human resources data

- Data on the staff working for the company: Overall number, international and national staff, sections and number of people per section, educational background, etc.
- **HR needs & gaps**: Current and future personnel needs, latest hires and openings (check for job advertisements), etc.
- **Current training activities**: In-company trainings, existing cooperation with training institutions, university linkages, etc.

### Activities related to CSR

- **Does a CSR unit exist? Who is leading it (contact details)?**
- **Type of CSR activities**: Investments by form (donations, projects, community-based approaches) and sectors (e.g. environment, education, etc.).
Annex 3
Template Presentation: The work of GIZ in TVET in Asia

Opportunities for cooperation

Template Presentation
for adapted use by GIZ project staff
GiZ – Our Profile

Public-benefit federal enterprise owned by the German government

Works for the German government as well as other public and private, national and international clients

Provides services in the field of international cooperation for sustainable development

More than 17,000 staff worldwide.

Operations in Germany and over 130 countries around the world

Has been working in [country] since [year]

Business volume of over EUR 2 billion in 2014

GiZ [country]: xx staff, EUR xx turnover per year

Focal areas in [country] are xxx

Why does GiZ support technical and vocational training (TVET)?

... and why should you?
There is a need to...

...train future employees according to the needs of companies
...optimize recruiting processes and employee selection
...match the supply and demand of skilled labor
...guide TVET students to chose the right career path
...ensure the sustainability of the TVET system
...update the know-how and technology of training institutes
...improve the image of TVET
...ensure skill standards reflect the occupational needs of the private sector
...provide TVET graduates with employability skills
...expose TVET students to real work environments

How can you get involved?
... there are several different areas for business and industry involvement in TVET

- curricula development
- technical trainings
- non-technical trainings
- career guidance
- skills assessments
- open office day
- project work
- technology transfer
- internships
- scholarships
- training material
- policy development
- equipment

Offer financial and technical support

Offer know-how and expertise

Potential area for cooperation: Ensure the TVET system addresses the needs of the private sector

How can you get involved?
- Provide technical experts from your company for the development of standards or training curricula
- Provide technical experts for skills assessments
- Engage in public-private dialogue fora on TVET

What's the benefit for your company?
- Occupational standards and curricula based on your requirements
- Greater employability of TVET graduates
- Certified quality of TVET graduates and apprentices
- Better company image
Potential area for cooperation: Improve the skills development of TVET students

How can you get involved?
- Provide equipment or teaching materials to TVET schools
- Offer short-term technical trainings or lectures to TVET students
- Offer apprenticeship placements at your company
- Improve the teaching skills of your supervisors/senior staff by sending them to an in-company-trainer training

What’s the benefit for your company?
- Reduced training costs
- Lower recruitment costs
- Increased supply of qualified staff
- Better company image

Potential area for cooperation: Enhance the readiness of TVET graduates to enter the labor market

How can you get involved?
- Engage in a partnership with a TVET institute in your region
- Offer TVET students practical experiences and insights into your company (e.g. through internships)
- Provide career guidance to TVET students
- Organize an open day or participate in a job fair

What’s the benefit for your company?
- Reduced training costs
- Lower recruitment costs
- Increased supply of qualified staff
- Better company image
How do we proceed from here?

- **Kick-off for a possible cooperation**
- **Further discussions and interest matching**
- **Concept development**
- **Signing of a partnership agreement**
- **Implementation**

Today

---

Thank you!

**My contact details:**

- Name
- Position
- Name of Project
- Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH
- T  Phone number
- E  E-Mail address
Annex 4
Guideline: Cooperation models for strengthening business and industry involvement in TVET

Cooperation models for strengthening the involvement of business and industry in TVET

GIZ Guideline
Overview of cooperation models

- Commissions to GIZ International Services
  - Service contract
  - Consortium with the private sector

- Co-financing of technical co-operation projects
  - Co-financing arrangement

- Development partnerships with the private sector
  - deveoPPP.de program ideas competition
  - deveoPPP.de program strategic alliance
  - Integrated development partnership
  - Co-financed development partnership

Overview of the basic forms of cooperation models with a financial contribution from business and industry

<table>
<thead>
<tr>
<th>Key characteristic</th>
<th>Responsibility</th>
<th>Scale</th>
<th>Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>Commissions to GIZ International Services – Basic Form</td>
<td>GIZ International Services (GIZ’IS)</td>
<td>≥ 2 Mio. Euros</td>
<td>Private partner = 100% GIZ IS = 0%</td>
</tr>
<tr>
<td>Co-financing of technical co-operation projects – Basic Form</td>
<td>GIZ technical cooperation project</td>
<td>≥ 250,000 Euros</td>
<td>No fixed share</td>
</tr>
<tr>
<td>Development partnerships with the private sector – Basic Form</td>
<td>deveoPPP.de program or GIZ technical cooperation project</td>
<td>ca. 450,000 Euros (on average)</td>
<td>Private partner ≥ 50% GIZ ≤ 50%</td>
</tr>
</tbody>
</table>
## Commissions to GIZ International Services

**Basic Form**

- **Scale:** GIZ IS commissions are required to have a minimum value of 2 Mio. Euros; however, exceptions are possible.
- **Advantages:** Service contracts are the most flexible; this enables GIZ IS to offer completely customized services to the commissioning party.
- **Disadvantages:** GIZ IS makes a performance obligation and is liable for bad or non-performance issues.
- **“Consortium with the private sector”**:
  - Rarely used special form of GIZ IS commissions
  - Private sector companies and GIZ jointly acquire and implement a project, e.g. for international organizations or national governments
  - Consortium is responsible for project and budget (no direct cash flow to GIZ IS)

**Requirements**

- Separate projects based on a service contract between a private company and GIZ International Services
- **GIZ International Services (GIZ IS)**
  - ≥ 2 Mio. Euros
  - Private partner = 100%
    - GIZ IS = 0%
Co-financing of technical co-operation projects

Additional information about co-financing of technical cooperation projects

<table>
<thead>
<tr>
<th>Co-financing of technical co-operation projects – Basic Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>Additional financial contribution for the expansion of existing technical cooperation projects in GIZ’s public benefit portfolio</td>
</tr>
<tr>
<td>GIZ technical cooperation project</td>
</tr>
<tr>
<td>≥ 250,000 Euros</td>
</tr>
<tr>
<td>No fixed share</td>
</tr>
</tbody>
</table>

- **Contractual issues:**
  - The private company provides a grant to support the implementation of an existing technical cooperation project in GIZ’s public benefit portfolio
  - This commitment is included in the contractual agreement between GIZ and the private company in the so-called "co-financing clause"
  - GIZ’s commission for the project will be expanded and its budget increased
  - GIZ has no contractual obligations to the private company, only to the public commissioner (BMZ or other)
Laos
Title: Vocational Education in Laos (VELA)
Partner: Ministry of Education and Sports (MoES)
12/2013 – 11/2017
Co-Financing:
Total = 15,000,000 EUR
SDC = 10,500,000 EUR
BMZ = 4,500,000 EUR
(further funds are expected)

Challenge
- The TVET system in Laos does not yet adequately meet the labour market's quantitative or qualitative needs for skilled workers. Disadvantaged target groups in particular do not have adequate access to vocational education. This means that tremendous potential remains untapped.

Approach
- The approach adopted by VELA seeks to intervene in three activity areas: (1) Improving the TVET framework; (2) Introducing Dual-Cooperative Training (DCT); (3) Supporting disadvantaged groups. The project places particular emphasis on the importance of strengthening the cooperation between the state and the business sector, and developing institutional and human resource capacity for DCT.

Impact
- (1) Frameworks for DCT and Integrated VET have been developed
- (2) Stakeholders in TVET institutes and companies were provided with capacity building to enable them to implement DCT
- (3) More than 500 students from disadvantaged groups received scholarships and participated in C1 short courses.

Development partnerships with the private sector
Overview of development partnership models

<table>
<thead>
<tr>
<th>Private partner</th>
<th>develoPPP.de program ideas competition (Basic Form)</th>
<th>develoPPP.de program strategic alliance</th>
<th>Integrated Development Partnerships (IDPP)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public partner</td>
<td>BMZ (develoPPP.de program)</td>
<td>BMZ (develoPPP.de program)</td>
<td>BMZ (GIZ technical cooperation project)</td>
</tr>
<tr>
<td>Sector</td>
<td>Various sectors</td>
<td>Often relevant to an entire sector</td>
<td>Same sectors as the technical cooperation project</td>
</tr>
<tr>
<td>Project duration</td>
<td>Maximum 3 years</td>
<td>Maximum 3 years</td>
<td>Maximum as long as the technical cooperation project commission</td>
</tr>
<tr>
<td>Acquisition</td>
<td>Acquisition through ideas competition</td>
<td>Active acquisition</td>
<td>Active acquisition</td>
</tr>
<tr>
<td>Budget</td>
<td>Private partner ≥ 50% BMZ/GIZ ≤ 50% (up to max. 200,000 Euros)</td>
<td>Private partner ≥ 50% BMZ/GIZ ≤ 50% Total project volume must be at least 750,000 Euros</td>
<td>Private partner ≥ 50% BMZ/GIZ ≤ 50% (up to max. 193,000 Euros)</td>
</tr>
</tbody>
</table>

The develoPPP.de program

- develoPPP.de was set up by the German Federal Ministry for Economic Cooperation and Development (BMZ) to foster the involvement of the private sector at the point where business opportunities and development policy initiatives intersect.

- develoPPP.de targets companies that invest in developing and emerging countries and are seeking ways to shape their corporate commitment in the long term.

- BMZ has appointed three public partners to implement the program on its behalf and provide companies support with planning, financing and implementing develoPPP.de projects: DEG, GIZ and sequa

Website: develoPPP.de
GIZ contact: develoPPP@giz.de
Additional information about the develoPPP.de program ideas competition

- **Ideas competitions**: Interested companies have four opportunities each year to apply. Ideas competitions are always open during the following 6-week periods:
  - February 15 to March 31
  - May 15 to June 30
  - August 15 to September 30
  - November 15 to December 31

- **Participation criteria**: Interested companies must meet certain minimum requirements and comply with development-policy objectives outlined online ([http://www.developpp.de/en/content/criteria-participation](http://www.developpp.de/en/content/criteria-participation))

- **Budget**: The public/private budget share of projects funded through the develoPPP.de program ideas competition has to be at least 50/50; in reality it is usually 40/60 — if not 30/70 — with the private partner being expected to contribute substantially more than GIZ.

The develoPPP.de program ideas competition application process

1. **Participation in Idea**: If all documentation is found to be in order, the company and public partner will conclude a contract and commence with the joint implementation of the project. The entire process till implementation commences might take 6-12 months.

2. **Choosing a technical partner**: After submission, develoPPP decides about the idea using a traffic light system: red = rejection of the idea, yellow = further information needs to be submitted, green = shortlisting of the project idea proposal. If a project proposal has been shortlisted, the company will work with GIZ to elaborate a more detailed project concept, including a precise cost calculation and time schedule.

3. **Application process**: A company can always choose to work with GIZ as a public partner and simply submit an idea to develoPPP.de. Ideally, however, an idea submission has been preceded by an intensive dialogue between the company and the GIZ technical cooperation project in which the project is to be implemented.

4. **Submission**: If a GIZ project is working with a company on an idea, they should inform the respective develoPPP country manager about this.

Further information about the application process can be found online at: [http://www.developpp.de/en/content/bewerbung](http://www.developpp.de/en/content/bewerbung)
Additional information about develoPPP.de program strategic alliances

- **Key characteristics**: Strategic alliances are projects that have potential to achieve ‘outstanding development benefits’. They receive more generous funding beyond the scope of ideas competitions.
- **Scope**: Strategic alliances are generally transnational in scope. Their focus is often relevant to an entire sector and they bring together various global actors.
- **Participation criteria for strategic alliance projects**: In addition to the participation criteria for ideas competition projects, strategic alliance must have:
  - High level of innovation and replicability
  - Above-average structural impact
  - Broad and positive impact
  - Multi-stakeholder approach

---

Additional information about integrated development partnerships (iDPP)

- **Key differences to develoPPP-program project**: iDPPs can also be implemented with local companies
  - iDPPs contribute directly to the goals of the technical cooperation project they are integrated with
  - iDPPs are funded and implemented by technical cooperation projects
  - Project details are aligned with the technical cooperation project rather than the develoPPP-program
  - The project duration can’t be longer than the duration of the technical cooperation project it is integrated with

- **Responsibility**: The main responsibility for the initiation and implementation of the project lies with the technical cooperation project (not with the company as is the case for develoPPP.de projects)

- **Budget**: The financial contribution of GIZ comes out of the existing budget of the technical cooperation project
**Indonesia**

**Title:** Developing Excellence in Chemical Analysis

**Partner:** TÜV Nord Indonesia

**12/2015 – 06/2017**

**Beneficiaries:** Students of TVET Institutes in chemistry programs

**Objective:** Enhancing the Quality of Chemical Vocational Education

**Challenge**

- The chemistry industry in Indonesia is highly dynamic, new methods and technologies are continuously introduced. Qualified and practical trained personnel is in high demand.
- Opportunities for industry exposure of students and teachers are limited and there is a gap between industry demand and competences learned at TVET institutions.

**Approach**

- Jointly with two TVET institutions, the IDPP focuses on:
  - Internship program suiting the needs of TVET institutes and industry
  - Curriculum review to meet the needs of the chemical industry
  - Teacher training & internships on updated methods and technology

**Expected Results**

- Streamlining students practical learning to the needs of TVET institutes and industry
- Enhancing teachers and students ability to apply new testing methods
- Matching the education with the demand of the chemical industry
- Smoothing school-to-work transition and recruiting processes

---

**Laos**

**Title:** Vocational Education in Laos (VELA)

**Partner:** Ministry of Education and Sports (MoES)

**12/2013 – 11/2017**

**Co-Financing:**

- Total = 15,000,000 EUR
- SDC = 10,500,000 EUR
- BMZ = 4,500,000 EUR

*Further funds are expected*

**Challenge**

- The TVET system in Laos does not yet adequately meet the labour market’s quantitative or qualitative needs for skilled workers.
- Disadvantaged target groups in particular do not have adequate access to vocational education. This means that tremendous potential remains untapped.

**Approach**

- The approach adopted by VELA seeks to intervene in three activity areas: (1) Improving the TVET framework; (2) Introducing Dual-Cooperative Training (DCT); (3) Supporting disadvantaged groups. The project places particular emphasis on the importance of strengthening the cooperation between the state and the business sector, and developing institutional and human resource capacity for DCT.

**Impact**

- (1) Frameworks for DCT and Integrated VET have been developed
- (2) Stakeholders in TVET institutes and companies were provided with capacity building to enable them to implement DCT
- (3) More than 500 students from disadvantaged groups received scholarships and participated in C1 short courses.
Contract forms for development partnerships

There are two distinct contract forms used to formalize development partnerships – the form of contract affects the implementation. Both contract forms can be applied to all three development partnership models.

<table>
<thead>
<tr>
<th>Consulting contract</th>
<th>Cooperation agreement</th>
</tr>
</thead>
<tbody>
<tr>
<td>• The company carries out the project independently</td>
<td>• The project is planned jointly by the company and GIZ</td>
</tr>
<tr>
<td>• The company provides proof of the cost of the overall project</td>
<td>• All partners have clearly defined work packages and contribute know-how/resources; they are jointly responsible for implementation</td>
</tr>
<tr>
<td>• GIZ (through develoPPP.de) pays the company a part of the overall project costs (up to 50% of the total amount and a maximum of 200,000 Euros)</td>
<td>• There is no flow of money between the partners</td>
</tr>
<tr>
<td></td>
<td>• Each partner pays for the implementation of their own work packages</td>
</tr>
</tbody>
</table>

Local subsidies
Additional information about co-financing of technical cooperation projects

<table>
<thead>
<tr>
<th>Local subsidies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Purpose-tied payments from technical cooperation project funds to a local recipient</td>
</tr>
<tr>
<td>Local recipient</td>
</tr>
<tr>
<td>No fixed amount</td>
</tr>
<tr>
<td>Private partner = 0% GIZ = 100%</td>
</tr>
</tbody>
</table>

- **Key characteristic:**
  - no co-financing approach: GIZ provides purpose-tied financing to a local partner for specific activities
  - Only for implementation with local companies
  - **Contractual issues:** Recipient must comply with GIZ administrative regulations in their use of funds

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**Myanmar**

**Title:** Kyauk Phyu Livelihood Training Project

**Partner:** Myanmar Garment Manufacturers Association (MGMA)

11/2014 – 12/2014

Local Subsidy: 15,000,000 MMK (~11,000 Euros)

**Challenge**

- In Rakhine State, one of the poorest regions of Myanmar, locals must have access to jobs in the new Special Economic Zone (SEZ), but lack the necessary skills in income-generating areas. Women are particularly vulnerable and need to be empowered by basic skills training.

**Approach**

- 52 Rakhine women were trained for future trainers in basic sewing skills, productivity management and financial literacy conducted by MGMA in the Myanmar Garment Human Resource Development Center in Yangon
- GIZ provided a local subsidy to cover transportation, accommodation, training materials and other auxiliary costs.

**Impact**

- After completion of the training, 10 women already found employment in Yangon. More trained women will start their own business or seek employment in the SEZ or elsewhere, thereby raising household income and or even creating job opportunities.
Annex 5
Guideline: How to set up cooperative training at the local level

This guideline on how to set up cooperative training at the local level follows the following ‘5 steps to success’:

1. Establish a regular exchange between TVET institutes and companies

Effective communication and cooperation between all parties is essential in the successful development and implementation of the cooperative training (CT) approach. The TVET institutes as well as the companies should transparently communicate their specific cooperation potential, in order to assess whether cooperation is beneficial for both sides and all stakeholders involved fulfil the minimum requirements for implementing CT.

The main activities of step 1 – establish a link – include:

- Identify companies in the surroundings of the TVET institutes.
- Discuss potential cooperation by identifying the specific occupational needs of the companies and assessing whether the portfolio of the respective TVET institutes match the requirements of the companies.
- Assess whether the companies have adequate training infrastructure (technical equipment, a TVET coordinator and instructor to plan and conduct in-company training according to the approved curricula, etc.).
- Identify industry coordinators and in-company TVET coordinators as responsible contact persons in the TVET institutes and companies.

2. Develop and sign a Memorandum of Understanding

To provide guidance and orientation to the participating TVET institutes and companies, both training venues should develop and sign a Memorandum of Understanding (MoU) which contains clear objectives, a comprehensive definition of the fields in which cooperation will take place, as well as the tasks of both the TVET institute and the company.
The main contents of a Memorandum of Understanding include:

- Clear objectives
- A clear definition of fields in which cooperation will take place, e.g.
  - Cooperative training
  - Training of vocational teachers and trainers
  - Provision of technical equipment
  - Financing of activities
- A list of tasks for both the TVET institute and the company, e.g.
  - Information of students (TVET institute)
  - Identification and selection of students (both)
  - Provision and signing of training contracts (template provided by the TVET institute)
  - Course/curriculum development/revision (TVET institute with input of companies)
  - Conducting training (both)
  - Assessing students at the end of the training (both)
  - Certification (both)
  - Job placement (either one or both)

3. Jointly identify training contents and venues

The occupational needs identified in step 1 (on which the course needs to be based) could well require a revision of the existing curriculum, or the need to develop a new one. Therefore, the partners should jointly assess – ideally right after signing the MoU – whether there is a need to revise/develop a curriculum to meet the occupational needs identified earlier. The agreed upon curriculum will be the basis for the training in both learning venues.

Subsequently, the partners identify which curriculum modules and training contents should be taught in the companies, and which should be taught at the training institute.

**Tip:**

The identification of the best learning venue should always be guided by the comparative advantages of the two settings. You can use the following question in your selection process: ‘Which of the desired learning outcomes can be trained better and more effectively within a company setting?’

In order to decide what can be trained more effectively within a company setting, the following criteria should be applied:

- Availability of technical equipment and machines;
- Availability of technical supervisors with the appropriate competences and work experience;
- Possibility to integrate trainees into work-related processes;
- Adherence to health and safety requirements.
After the joint selection of students by the TVET institutes and companies, the trainees start their training. The question whether a trainee should first join the TVET institute or the company can differ from country to country, or even from training program to training program. Effectiveness of the sequence depends on the frequency of alternation, e.g. it might be ok for a trainee to join the TVET institute first, if trainees alternate from the TVET institute to the companies on a daily or weekly basis. However, in case of a less frequent alternation (e.g. six months in the TVET institute followed by six months in a company) the trainee should first spend some time in the company before joining the TVET institute (e.g. the first month). This is important, in order to avoid dropouts, because trainees might experience a ‘cultural shock’ due to the huge differences in environment and culture of a TVET institute and a company, and in order to build ownership of the companies for ‘their’ trainees.

The organisation of the in-company training phases needs to consider the requirements of the participating companies and related trades. Sometimes seasonal circumstances (such as rainy seasons) as well as manufacturing or service cycles need to be taken into account; they require flexible adaptation to in-company training. Therefore, CT can be arranged in phases ranging from daily, to weekly and even monthly intervals.

The main activities of step 3 – Jointly identify training contents and venues – include:

- Organise workshops to jointly analyse the curriculum module by module.
- Identify training content, which will be delivered through in-company training in the future.
- Define training periods:
  - Intervals of days
  - Intervals of weeks
  - Intervals of months

4. Agree on the final number and selection of trainees

Usually, business and industry assess their human resource needs on the basis of their orders and business prospects. In the case of CT, participating companies should be encouraged to take slightly more trainees than actually needed in their own premises. This allows accommodating any dropouts and also provides companies with the flexibility to pick the best trainees from among a larger group for employment upon completion of the training. The final number of candidates for selection as trainees will be agreed jointly with the training institute, and in accordance with the MoU and the results of the joint analysis.

The selection of trainees should also be a joint responsibility. Experience shows that dropouts occur in far lesser numbers in CT programs, if companies are involved from day one. Companies’ involvement in the selection process of trainees ensures that the selected trainees fulfil their own quality requirements and it allows them to develop a ‘sense of ownership’ of the candidates, which in turn improves the quality of the training in many ways. Another solution, but less effective, could be that the training institutes select trainees based on previously agreed selection patterns.
The main activities of step 4 – agree on the final number and selection of trainees – include:

- Companies should assess their future human resource needs in their own interest for talent management. This helps to specify the number of trainees, which can be trained on a continuous basis. Companies have to keep in mind that each year a new intake of students will join the in-company training. If a company can only take in students once, because this will already satisfy their short-term need for qualified workers, the adoption of a CT arrangement can still be considered.

- The companies and TVET institutes have to jointly select the trainees in order to make sure that the selected trainees fulfil the quality requirements of their respective companies, in particular with regard to soft skills.

5. Sign cooperative training contracts with the trainees

The final step consists of the signing of a contract, which is similar to a regular working contract and covers the agreed upon training period.

A cooperative training contract usually consists of:

- Preamble
- Duration of training
- Training content to be delivered
- Work safety and insurance coverage of trainees provided by the companies in compliance with relevant country-specific laws and regulations
- Training locations
- Duties of the employer
- Duties of the trainee
- Duties of the TVET institute
- Allowance and related provisions
- Working hours and leave
- Notice
- Certification
- Liability and insurance coverage
- Miscellaneous provisions
- Signatures
Annex 6

Template: Support activities for cooperative training courses

I. General Information

Name of course:
Name of TVET institute:
Date of start of TVET institute training I:
Date of start of in-company training I:
Date of start of TVET institute training II:
Date of start of in-company training II:

II. Planning and implementation of support activities

Date of first version:
Date of last update:
<table>
<thead>
<tr>
<th>Planning</th>
<th>Implementation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Marketing and enrollment phase</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Development of course profile, including costing</strong></td>
<td>Developing technical content of a one pager document/flyer for introducing the CT partners to the details of training like training title, trainee entry level, competencies to be trained, financial contributions from employer, benefits for the employers, etc.</td>
</tr>
<tr>
<td><strong>Facilitate in-company training marketing</strong></td>
<td>Editing and printing of one pager flyer</td>
</tr>
<tr>
<td><strong>Develop marketing material for student enrolment campaign</strong></td>
<td>Steering committee meeting</td>
</tr>
<tr>
<td><strong>Support in conducting enrollment campaign</strong></td>
<td>Networking sessions</td>
</tr>
<tr>
<td><strong>Support in selection process</strong></td>
<td>Flyer for information, student application form, banners, flyers</td>
</tr>
<tr>
<td></td>
<td>Editing, printing of flyer, banners, cable &amp; radio advertisement</td>
</tr>
<tr>
<td></td>
<td>Identifying the need type and frequency of marketing tools to be used (banner placement, brochures, etc.)</td>
</tr>
<tr>
<td></td>
<td>Development and execution of enrolment marketing campaign</td>
</tr>
<tr>
<td></td>
<td>Facilitating institute to conduct in-company training fair</td>
</tr>
<tr>
<td><strong>Planning</strong></td>
<td><strong>Implementation</strong></td>
</tr>
<tr>
<td>--------------</td>
<td>-------------------</td>
</tr>
<tr>
<td><strong>Timeframe for activity</strong></td>
<td>&quot;Description of activity&quot;</td>
</tr>
<tr>
<td><strong>Planning responsibility</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Orientation and preparation phase</strong></td>
<td>Orientation on CT for companies and TVET institutes</td>
</tr>
<tr>
<td></td>
<td>CBT-implementation training for TVET institute</td>
</tr>
<tr>
<td></td>
<td>CBT-implementation training for companies</td>
</tr>
<tr>
<td></td>
<td>CT orientation sessions for trainees</td>
</tr>
<tr>
<td></td>
<td>Support for launching ceremony</td>
</tr>
<tr>
<td></td>
<td>Monitoring: Trainee enrolment questionnaire</td>
</tr>
<tr>
<td><strong>TVET institute training phase-I</strong></td>
<td>Monitoring of programme agreement (MOU) and training agreements</td>
</tr>
<tr>
<td></td>
<td>Monitoring of registration process</td>
</tr>
<tr>
<td></td>
<td>Organise networking session at TVET institute</td>
</tr>
<tr>
<td></td>
<td>Information session for trainees before start of in-company training</td>
</tr>
<tr>
<td></td>
<td>Information session for companies before start of in-company training</td>
</tr>
<tr>
<td></td>
<td>Monitoring: Classroom observation</td>
</tr>
<tr>
<td>Planning</td>
<td>Implementation</td>
</tr>
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<td>----------</td>
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</tr>
<tr>
<td>Timeframe for activity</td>
<td>&quot;Description of activity&quot;</td>
</tr>
<tr>
<td>Planning responsibility</td>
<td></td>
</tr>
</tbody>
</table>

### In-company training phase-I

| Name of partner company 1 | Visit to the company and filling out employer visitation form | | | | |
| Name of partner company 2 | Visit to the company and filling out employer visitation form | | | | |
| Name of partner company 3 | Visit to the company and filling out employer visitation form | | | | |
| Name of partner company 4 | Visit to the company and filling out employer visitation form | | | | |
| Name of partner company 5 | Visit to the company and filling out employer visitation form | | | | |
| Name of partner company 6 | Visit to the company and filling out employer visitation form | | | | |

**Prepare report on lessons-learnt and recommendations for follow-up**

Follow up report based on in-company training visits

**Support to organise networking session**

Small networking session at one of the partner companies

**Monitoring: Drop-out interviews**

Telephone calls
<table>
<thead>
<tr>
<th>Timeframe for activity</th>
<th>Planning responsibility</th>
<th>&quot;Description of activity&quot;</th>
<th>Date of activity</th>
<th>Implementation responsibility</th>
<th>Overview of the progress</th>
<th>Update/Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>TVET institute training phase-II</td>
<td>Organize networking session at TVET institute</td>
<td>Networking session</td>
<td></td>
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<td></td>
<td>Information session for trainees before start of in-company training</td>
<td>Lectures to the trainees</td>
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<td>Monitoring: Classroom observation</td>
<td>Classroom observation form</td>
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<td>In-company training phase-II</td>
<td>Name of partner company 1</td>
<td>Visit to the company and filling out employer visitation form</td>
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<td>Name of partner company 2</td>
<td>Visit to the company and filling out employer visitation form</td>
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<td>Name of partner company 3</td>
<td>Visit to the company and filling out employer visitation form</td>
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<td>Name of partner company 4</td>
<td>Visit to the company and filling out employer visitation form</td>
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<td>Name of partner company 5</td>
<td>Visit to the company and filling out employer visitation form</td>
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<td>Name of partner company 6</td>
<td>Visit to the company and filling out employer visitation form</td>
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<tr>
<td></td>
<td>Prepare report on lessons-learnt and recommendations for follow-up</td>
<td>Report</td>
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<td>Support to organise networking session</td>
<td>Small networking session at one of the partner companies</td>
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<td>Monitoring: Drop-out interviews</td>
<td>Telephone calls</td>
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<tr>
<td>Planning</td>
<td>Implementation</td>
<td>Follow up</td>
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<tr>
<td><strong>Timeframe for activity</strong></td>
<td><strong>Description of activity</strong></td>
<td><strong>Date of activity</strong></td>
<td><strong>Implementation responsibility</strong></td>
<td><strong>Overview of the progress</strong></td>
<td><strong>Update/Remarks</strong></td>
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<tr>
<td>Clarify availability of assessment procedures and packages</td>
<td>Assessment SOP are in place</td>
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<tr>
<td>Facilitate orientation session for partners with focus on assessment committee</td>
<td>Facilitate meeting of assessment committee</td>
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<tr>
<td>Support to graduation ceremony</td>
<td>Logistical and financial support to the ceremony</td>
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<td>Monitoring: Trainee graduation survey</td>
<td>Graduation form</td>
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<tr>
<td>Monitoring: Employer satisfaction survey</td>
<td>Visiting all companies to fill out the employer satisfaction form</td>
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<td><strong>Assessment and certification phase</strong></td>
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<td><strong>Post training phase</strong></td>
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<td></td>
</tr>
<tr>
<td>Collection of success stories</td>
<td>Interviews, questionnaire, audio &amp; video documentaries</td>
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<td></td>
<td></td>
<td></td>
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<tr>
<td>Compilation of lessons learnt</td>
<td>Report</td>
<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

Contact details of TVET institute:
TVET institute:
Address:
Name of CT manager:
Email:
Mobile phone:
Contact details of assessment organisation:
Name:
Address:
Name of focal point:

Email:
Mobile phone:
Contact details of partner companies:
Name:
Address:
Name of TVET coordinator:
Email:
Mobile phone:
Annex 7
Overview: Responsibilities of cooperative training stakeholders

We usually distinguish three main stakeholder groups of cooperative training (CT): TVET institutes, companies, and trainees. Each group takes on specific responsibilities in a CT program, which are outlined below. Feel free to adapt and use this list in your own information and promotion material.

TVET institutes:

In most of our partner countries, TVET institutes have traditionally been the sole secondary high school training providers. With CT, TVET institutes continue to play a crucial role in the process of planning, organizing, delivering, and evaluating TVET programs. However, with the introduction of CT, their spectrum of responsibilities has changed.

The main responsibilities of TVET institutes in a CT program include:

- Appoint industrial coordinators to coordinate training activities and liaise with the in-company TVET coordinators;
- If the educational contract is signed between the trainee and the institute, or in the case of a tripartite contract between trainee, institute and company: Enrolment of trainees, keeping files and records of trainees in close cooperation with the respective companies;
- Provide trade-related training facilities and supplies according to the approved standards and curricula;
- Carry out general and specific theoretical training as well as practical exercises in the workshops, which cannot be delivered by the cooperating companies. The training at the TVET institutes should be in line with the curricula and also prepare the trainees for the in-company training;
- Conduct and support regular assessments as well as final examinations as per curricula and academic procedures;
- Provide companies with information on the trainees’ progress at the TVET institutes;
- Maintain close contact with cooperating companies and provide organizational and consultative support regarding the training program;
- Define the financial responsibility for institutional training expenses (running costs such as training material, teacher salaries, utilities, stationary, lab consumables, etc.). It should be clarified whether the institute itself takes care of these costs or if it is paid by the company (either in part or full) and/or by the trainee.

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3 In the traditional CT countries, such as Germany, the student signs a contract with the company first and enrolls in the TVET institutes thereafter. This might, however, differ in our partner countries where the TVET institutes might still maintain their position as primary enrolment location.
**Companies:**

In the past, companies have often provided technical internships for only a short period of time. With CT, companies play a more crucial role over the course of the entire training program by providing parts of the agreed training program themselves. Due to the high amount of practical training within the companies, the trainees will become part of the workforce and be provided with the occupational skills, which are required by the respective companies.

The main responsibilities of companies in a CT program include:

- Provide personnel administration, management and mentorship for the trainees during their in-company training time and keep regular records of attendance and training contents;
- Appoint an in-company TVET coordinator to coordinate training activities and liaise with the industrial coordinators from the training institutes;
- Appoint technical supervisors as trainers to implement the in-company training in the respective departments;
- Select trainees jointly with the TVET institutes through a pre-defined selection process;
- Introduce the trainees to all relevant company rules and regulations as well as applicable occupational health and safety measures and ensure that instructions are followed by them;
- Organize and supervise structured workplace training activities, as well as monitor and document whether learning progress is in compliance with the requirements of the approved curricula and procedures;
- Provide material or financial contributions to the trainees as agreed in the training contract;
- In case the educational contract is between the company and the trainee only: Advise and allow the trainees to attend theoretical classes, practical lessons, and examinations at the TVET institutes as prescribed by the approved curricula;
- Participate in the preparation and implementation of the practical assessment of mid-term and final CT exams (depending on the specific context of each partner country, this task might be conducted by already mandated authorities, such as chambers, associations or independent examination boards);
- Provide a diploma supplement to the final TVET certificate in order to certify the practical experiences and attest the kind, duration, and achievements of the practical training in the companies.
Trainees:

The trainees are jointly selected by the TVET institutes and companies. While in some of our partner countries, the trainee will be mainly interpreted as a ‘student’, i.e. enrolled in a school and ‘allowed into’ a company, some traditional CT countries, such as Germany, let the student sign a contract with the company first and then enrol him or her in a TVET institute after. CT can comprise both and is in fact an educational agreement among all three TVET stakeholders, the trainee, the TVET institute and the company. While trainees receive the rather theoretical and soft/life skills training in the TVET institutes, they will be exposed to very practical in-company training during their training phases in the companies.

The main responsibilities of trainees in a CT program include:

- Attend regularly and punctually the in-company trainings and immediately notify in accordance with the training contract if training cannot be attended (e.g. due to sickness);
- Adhere to working hours, workshop and safety regulations, and integrate into workflow management and work teams;
- He/she shall not do anything to damage the business or reputation of the company and/or its operations;
- Display interest and a learning attitude during all in-company training periods;
- Regularly maintain a training logbook, such as weekly report sheets which are signed by the in-company trainers, and prepare reports as required;
- Attend regularly and faithfully pursue the studies, tasks, and examinations at the TVET institutes.
## Annex 8

### Overview: Chamber systems in selected countries of South and Southeast Asia

<table>
<thead>
<tr>
<th>Name of country</th>
<th>Name of apex and major organizations</th>
<th>Legal status of chamber organization (law)</th>
<th>Delegated authorities from government (education and TVET-related)</th>
<th>Type of membership (voluntary, compulsory for all companies, compulsory for large companies)</th>
<th>Type of chamber system (state chamber, public law chamber, free association chamber)</th>
</tr>
</thead>
</table>
| **Bangladesh**  | • Federation of Bangladesh Chambers of Commerce and Industry (FBCCI)  
• Metropolitan Chamber of Commerce and Industry (MCCI)  
• Only one Federation nationwide and one Chamber per sector/region will be licensed, making the organizations exclusive representatives for their members. | • No obligations regarding education/TVET stated in the cited documents.  
• Some Chambers support their own initiatives (e.g., the BGMEA established the Bangladesh Institute of Fashion and Technology to deliver degrees and diplomas in various fields related to garment manufacturing; FBCCI is cooperating with the National Skills Development Council on developing a TVET policy). | • Compulsory for all companies that pay income tax or for whom income tax is payable (Rule 7). | Public Law |


<table>
<thead>
<tr>
<th>Name of country</th>
<th>Name of apex and major organizations</th>
<th>Legal status of chamber organization (law)</th>
<th>Delegated authorities from government (education and TVET-related)</th>
<th>Type of membership (voluntary, compulsory for all companies, compulsory for large companies)</th>
<th>Type of chamber system (state chamber, public law chamber, free association chamber)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Indonesia</td>
<td>Indonesian Chamber of Commerce and Industry (KADIN), with 33 regional Chambers (KADIN Daerah) and 440 district branches, Employers Association of Indonesia (APINDO), with provincial and regency level boards, Numerous powerful sector trade associations across Indonesia, e.g., Indonesian Mining Association, Indonesian Palm Oil Association, et al.</td>
<td>KADIN Established pursuant to Law No. 1 of 1987 on Chamber of Commerce and Industry (<a href="http://www.hukumonline.com/pusatdata/downloadfile/14c36a108a803/parent/3765">http://www.hukumonline.com/pusatdata/downloadfile/14c36a108a803/parent/3765</a>) and its Articles of Association (amendment ratified by Presidential Decree No. 17 of 2010 <a href="http://image.kadin-indonesia.or.id/images/file/kadin-indonesia20110311151753.pdf">http://image.kadin-indonesia.or.id/images/file/kadin-indonesia20110311151753.pdf</a>). KADIN is both a membership organization and a federation, insofar as other employer and trade associations can be members of KADIN. APINDO (then called PUSPI--Employers’ Council on Socio-Economic Affairs) recognized by 1975 Decree of the Minister of Manpower; mandated by KADIN to represent employers on Manpower and Industrial Relations.</td>
<td>No obligations regarding education/TVET stated in the cited documents. Law No. 13 of 2003 on Manpower generally states an obligation of all employers to provide training and education. Certain sectors are obligated to set aside a specific percentage of operating budgets for training. To employ expatriate workers, the employer must designate specific Indonesian workers to be trained by the foreign worker (see various Ministry of Manpower regulations on Utilization of Expatriate Manpower and Assignment of Indonesian Worker to Foreign Worker).</td>
<td>KADIN membership is voluntary for all private and state owned enterprises, cooperatives, and individual businesspeople, trade associations, and other types of business associations or boards. APINDO membership is voluntary for all private and state owned enterprises, cooperatives, and individual businesspeople. Membership in trade associations is mandatory to the extent that certain legislation on Manpower dictates that businesses become members of the trade association applicable to their sector.</td>
<td>Features of Public Law and Private Law Chambers</td>
</tr>
</tbody>
</table>

Notes:
- KADIN membership is voluntary for all private and state owned enterprises, cooperatives, and individual businesspeople, trade associations, and other types of business associations or boards.
- APINDO membership is voluntary for all private and state owned enterprises, cooperatives, and individual businesspeople.
- Membership in trade associations is mandatory to the extent that certain legislation on Manpower dictates that businesses become members of the trade association applicable to their sector.
<table>
<thead>
<tr>
<th>Name of country</th>
<th>Name of apex and major organizations</th>
<th>Legal status of chamber organization (law)</th>
<th>Delegated authorities from government (education and TVET-related)</th>
<th>Type of membership (voluntary, compulsory for all companies, compulsory for large companies)</th>
<th>Type of chamber system (state chamber, public law chamber, free association chamber)</th>
</tr>
</thead>
</table>
| Lao PDR        | • Lao National Chamber of Commerce and Industry (LNCCI); Vientiane Capital CCI; Provincial CCIs  
• LNCCI cooperating with Ministry of Education and Sports, Ministry of Labor and Social Welfare, Swiss Agency for Development and Cooperation, GIZ and BMZ on VELA (Vocational Education in Laos). 2000 company apprenticeships will be created. | • Compulsory for all businesses with registered capital ≥ 400 million kip to join LNCCI and Vientiane Capital/Provincial CCI (Charter Art. 25).  
• Compulsory for all businesses with registered capital ≥ 50 million kip to join LNCCI or Vientiane Capital/Provincial CCI (Charter Art. 26).  
• Voluntary for businesses with registered capital < 50 million kip to join LNCCI or Vientiane Capital/Provincial CCI (Charter Art. 22).  
• All of the above, once registered, must join the relevant business association or group. | Public Law |
<table>
<thead>
<tr>
<th>Name of country</th>
<th>Name of apex and major organizations</th>
<th>Legal status of chamber organization (law)</th>
<th>Delegated authorities from government (education and TVET-related)</th>
<th>Type of membership (voluntary, compulsory for all companies, compulsory for large companies)</th>
<th>Type of chamber system (state chamber, public law chamber, free association chamber)</th>
</tr>
</thead>
</table>
| Mongolia        | • Mongolian National Chamber of Commerce and Industry (MNCCI), with 19 regional branches  
• Mongolian Employers’ Federation  
• (MONEF), with 21 regional employers’ associations and 12 sector associations | • No information found re establishment or charter, other than MNCCI is a registered non-profit organization:  
• MNCCI founded 1960 (USSR era) as Chamber of Commerce.  
• Since 1990 (post-USSR), changed name to MNCCI. | • No obligations regarding education/TVET stated in available sources. | • Voluntary Membership | Private Law |
<table>
<thead>
<tr>
<th>Name of country</th>
<th>Name of apex and major organizations</th>
<th>Legal status of chamber organization (law)</th>
<th>Delegated authorities from government (education and TVET-related)</th>
<th>Type of membership (voluntary, compulsory for all companies, compulsory for large companies)</th>
<th>Type of chamber system (state chamber, public law chamber, free association chamber)</th>
</tr>
</thead>
</table>
| Myanmar         | • Republic of the Union of Myanmar Federation of Chambers of Commerce and Industry (UMFCCI)  
• Various regional chambers and trade associations | • No information found regarding establishment or charter, other than UMFCCI is a registered non-profit organization:  
   - Founded as Burmese Chamber of Commerce in 1919 (British colonial era)  
   - Reconstituted in 1989 as Union of Myanmar Chamber of Commerce and Industry pursuant to a Notification of the Ministry of Trade  
   - Upgraded in 1999 as Union of Myanmar Federation of Chambers of Commerce and Industry  
   - Name change to current name in 2011 | • No obligations regarding education/TVET stated in available sources.  
   • UMFCCI has a TVET Committee that works with the government. | • Compulsory for:  
   - State/Regional Chambers, Border Trade Associations and Associations based on services and commodities established as per Myanmar Company Act 26, Section 26  
   - Central level business associations formed as per any prevailing law apart from the 1950 Special Company Act, Myanmar Company Act and Joint Venture Act  
   - Business associations grouped as per their activities and organized exclusively under the supervision of relative ministries | Unknown |

Unknown

Unknown

Unknown
<table>
<thead>
<tr>
<th>Name of country</th>
<th>Name of apex and major organizations</th>
<th>Legal status of chamber organization (law)</th>
<th>Delegated authorities from government (education and TVET-related)</th>
<th>Type of membership (voluntary, compulsory for all companies, compulsory for large companies)</th>
<th>Type of chamber system (state chamber, public law chamber, free association chamber)</th>
</tr>
</thead>
</table>
| Pakistan       | Federation of Pakistan Chambers of Commerce & Industry (FPCCI)  
|                | Various regional chambers, trade associations, and Women’s chambers | FPCCI is a licensed trade organization established in accordance with the Trade Organizations Act 2013 and its Rules  
|                |                                                   | Only one Federation nationwide and one Chamber per sector/region will be licensed, making the organizations exclusive representatives for their members. There can be 2 licensed sector chambers (1 for small businesses and 1 for large businesses) | No obligations regarding education/TVET stated in available sources | Compulsory membership in FPCCI for all licensed chambers and sector specific associations on all-Pakistan basis  
|                |                                                   |                                                                                        | Voluntary membership in FPCCI for:  
|                |                                                   |                                                                                        | – Corporate members: a domestic or multinational corporation with its head office or branch office in Pakistan, or a sales-tax-registered manufacturing concern or a sales-tax-registered business concern having annual turnover > 50 million Rupees  
<p>|                |                                                   |                                                                                        | – Associate members: businesses with annual turnover &lt; 50 million Rupees | Private Law |</p>
<table>
<thead>
<tr>
<th>Name of country</th>
<th>Name of apex and major organizations</th>
<th>Legal status of chamber organization (law)</th>
<th>Delegated authorities from government (education and TVET-related)</th>
<th>Type of membership  (voluntary, compulsory for all companies, compulsory for large companies)</th>
<th>Type of chamber system (state chamber, public law chamber, free association chamber)</th>
</tr>
</thead>
</table>
| **Sri Lanka**  | • Federation of Chambers of Commerce and Industry of Sri Lanka (FCCISL)  
• Ceylon Chamber of Commerce (CCC)  
• National Chamber of Commerce of Sri Lanka (NCCSL) | • FCCISL established in 1973, acts as confederation of 56 National and Regional Chambers, trade associations, institutions and business councils  
• CCC established in 1839 (British rule), has 544 corporate members  
• NCCSL established in 1948  
• Above organizations are established as private non-profit corporations. No information on legislation governing trade associations was found | • No obligations regarding education/ TVET stated in available sources | Voluntary Membership | Private Law |
| **Thailand**   | • Thai Chamber of Commerce and Board of Trade of Thailand (TCC)  
• Various sector trade associations | • TCC established in 1934 and registered as an association. Insufficient information in English to determine status of organization. TCC appears to have consultative duties regarding government economic policy. | Insufficient information in English | Insufficient information in English | Insufficient information in English |
| **Vietnam**    | • Vietnam Chamber of Commerce and Industry (VCCI) | Chamber(s) are established or regulated through a national legislation | All businesses are mandated to register with the chamber | Insufficient information | Insufficient information |
### Annex 9

**Sample checklist: Requirements of companies for delivering work-based training**

To be eligible to implement cooperative training courses, the selected companies should meet the following requirements:

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Background Information</th>
<th>Completed (yes/no)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Compliance with contractual commitments and legal requirements</td>
<td>As defined in national labour law, safety regulations, tax credits, and other applicable legislation</td>
<td></td>
</tr>
<tr>
<td>Provision of infrastructure, equipment and/or machinery required for delivering the work-based training</td>
<td>As defined in the occupational or competency standards and/or curriculum of the qualification</td>
<td></td>
</tr>
<tr>
<td>Appointment of staff responsible for coordination and training delivery</td>
<td>As defined in the job description of the in-company TVET coordinator and trainer</td>
<td></td>
</tr>
<tr>
<td>Communication between coordinators in company and training institute established to monitor the training delivery and progress</td>
<td>As defined in the job description of the in-company TVET coordinator</td>
<td></td>
</tr>
<tr>
<td>Briefing of instructors on measures to plan, deliver and document training</td>
<td>As defined in the occupational or competency standards, curriculum, rotation plan and logbook</td>
<td></td>
</tr>
<tr>
<td>Briefing of instructors on assessment procedures and their involvement</td>
<td>As defined in the assessment procedures</td>
<td></td>
</tr>
<tr>
<td>Provision of a final certificate to graduates documenting the kind, duration and objectives of the work-based training</td>
<td>As defined in the internal procedures of the company</td>
<td></td>
</tr>
</tbody>
</table>
Annex 10

Templates: Sample job descriptions

1. Sample job description: In-company TVET coordinator

Assigned to: Company

Status: Employee of the company
        (preferably located in the human resource department)

Reports to: Company management

Responsibilities:

The candidate

- is in charge of the coordination of the work-based training phase in the company
- appoints and supervises the in-company instructors
- designs rotation plans for training phases
- ensures all required training documentation is completed and filed
- designs and assists in the recruitment process of trainees in consultation with the training institute
- facilitates the communication with the affiliated training institute (including regular consultation meetings)
- represents the company at meetings and workshops

Required competencies:

- Minimum of five years of work experience in human resource development (HRD)
- Experienced in recruitment processes and the design of HRD measures
- Thorough understanding of the TVET system
- Strong management and communication skills
- Excellent leadership and supervisory skills
- Strong presentation and interpersonal skills
- Committed and organized work attitude
2. Sample job description: In-company trainer

**Assigned to:** Company

**Status:** Employee of the company

**Reports to:** In-company TVET coordinator

**Responsibilities:**

The candidate

- is in charge of the implementation of the work-based training phase in the company
- familiarizes the trainee with work processes, health and safety standards and technical instructions (e.g. introduction to equipment and machinery)
- provides guidance and supervision to the trainee throughout the training phase
- ensures the log book is submitted and kept in line with the requirements
- is familiar with the curricula and required learning outcomes
- reports on the trainee’s learning progress, performance and attitude

**Required competencies:**

- Minimum of three years of work experience in the respective trade
- Holding a position in the technical/producing unit of the company
- Experienced in leading small teams and providing supervision and guidance to employees
- Excellent interpersonal and communication skills
- Willingness to teach
- Patient and motivational attitude
Annex 11
Template: Sample rotation plan

Cooperative Training

Rotation plan for work-based training

Name of Trainee:       Course Title:       
Name of Company:       Duration of work-based training phase:       

<table>
<thead>
<tr>
<th>Training content</th>
<th>Department or production unit</th>
<th>Name of Instructor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Activity A, 2 weeks</td>
<td>1-15.09.15 Production Hall</td>
<td></td>
</tr>
<tr>
<td>Activity B, 4 weeks</td>
<td>16.09-15.10.15 Facility Management</td>
<td></td>
</tr>
<tr>
<td>Activity C, 8 weeks</td>
<td>16.10-15.12.15 Production Hall</td>
<td></td>
</tr>
</tbody>
</table>

Signature of Instructor:       
Signature of Enterprise Coordinator:       
Remarks and comments:      
# Annex 12

**Template: Sample logbook**

<table>
<thead>
<tr>
<th>Name of Trainee</th>
<th>Course Title</th>
<th>Reporting Period</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**LOGBOOK**

**Work-based training**

Reporting period: dd/mm to dd/mm/yy

Name of trainee: _________________________________________________________

Company name: __________________________________________________________

Name of TVET coordinator: ______________________________________________

Name of instructor: ______________________________________________________

Name of course: _________________________________________________________

**Personal data:**

<p>| First name: | | |
|-------------| | |
| Family name: | | |
| Gender: | | |
| Date of birth (day/month/year) | | |
| Address and telephone number: | | |
| Address of parents or legal guardian: | | |
| Course: | | |
| Training institute (address, telephone number, name of industrial coordinator): | | |
| Company (address, telephone number, name of TVET coordinator): | | |
| Training period (from dd/mm to dd/mm): | | |</p>
<table>
<thead>
<tr>
<th>Name of Trainee</th>
<th>Course Title</th>
<th>Reporting Period</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Department/section</th>
<th>From (dd/mm)</th>
<th>To (dd/mm)</th>
<th>No. of days</th>
<th>Related to module/unit</th>
</tr>
</thead>
<tbody>
<tr>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Day</td>
<td>Activity</td>
<td>Hours</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-----------</td>
<td>---------------------------------------------------------------------------</td>
<td>-------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Monday</td>
<td>✓ Prepared work place</td>
<td>½</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>✓ Cleaned motor parts and provided spare parts</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>✓ Assisted in replacing air and fuel filter</td>
<td>2½</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>✓ Cleaned workshop, work place and tools</td>
<td>½</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tuesday</td>
<td>✓ ...</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wednesday</td>
<td>✓ ...</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thursday</td>
<td>✓ ...</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Friday</td>
<td>✓ Assembled fuel pump</td>
<td>6</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>✓ Cleaned work place and machines</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Saturday</td>
<td>✓ ...</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sunday</td>
<td>✓ ...</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Name of Trainee: ____________________________  
Course Title: ____________________________  
Reporting Period: ____________________________

Insert a flow chart, drawing/sketch or work sequence from a particular task you have performed during the week.

Example: Inspection and repair of fuel system in a diesel engine from a Suzuki car.

- ✔️ Checked the fuel system according to checklist. Found that the fuel pump was not working properly.
- ✔️ Discussed with instructor what to do. He advised me to inquire information from the operational manual.
- ✔️ Cleaned all relevant parts.
- ✔️ Prepared to disassemble the fuel pump.
- ✔️ Collected relevant tools.
- ✔️ Consulted the supervisor.
- ✔️ Got instruction how to take out the fuel pump.
- ✔️ Took out the fuel pump.
- ✔️ Checked the pressure and capacity and cleaned all parts.
- ✔️ Replaced the fuel pump and checked pressure and capacity.
- ✔️ Replaced air and fuel filter.
- ✔️ Checked the final work.
- ✔️ Check by instructor.

Insert drawing/sketch if useful:

Date, signature (trainee): ____________________________________________

Date, signature, TVET coordinator: ____________________________________