



Implementing the Standard for In-Company Trainer in ASEAN Countries (ASEAN In-CT Standard)

Country Case Studies

Philippines 



Published by:

Deutsche Gesellschaft für
Internationale Zusammenarbeit (GIZ) GmbH

Registered offices
Bonn and Eschborn, Germany

RECOTVET Programme
6th floor, Hanoi Towers
49 Hai Ba Trung Street
Hanoi, Viet Nam
T +84 (0) 4 3934 4951
F +84 (0) 4 3934 4950
E recotvet@giz.de

Responsible:

Ingo Imhoff

Editor:

Dr Susanne Reiff, to the point communication, Koenigswinter, Germany

Authors:

Franziska Seel, Akkarawin Komuthanon

On behalf of
German Federal Ministry for Economic Cooperation and Development (BMZ)

GIZ is responsible for the content of this publication.

Bangkok, 2020

Introduction

In-company training is globally recognised as a best practice to provide students and apprentices with technical knowledge and practical skills. It complements education in vocational schools by offering hands-on training, experience with real work processes and access to up-to-date know-how from business and industry.

Work-based learning in companies relies on competent in-company trainers to train students, apprentices and other employees effectively. Between 2014 and 2015, with the support of the Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH, the Federal Institute for Vocational Education and Training (BiBB) and the Karlsruher Institut für Technologie (KIT), a regional working group addressed the need to define a benchmark for the essential competencies of trainers engaged in workplace TVET delivery for the ASEAN region. In a collaborative process, the working group developed *The Standard for In-Company Trainers in ASEAN Countries* (ASEAN In-CT Standard).

The group consisted of 60 experts from labour and education ministries, standard authorities, business and industry, universities and other educational and training institutions from Cambodia, Lao PDR, Myanmar, Philippines, Thailand and Viet Nam. In November 2015, representatives from participating ASEAN member states established a regional steering committee to oversee the promotion and implementation of the ASEAN In-CT Standard at the regional and national level. Today, the committee is composed of nine ASEAN member states, with one representative from the public and one from the private sector for each country.

The ASEAN In-CT Standard was endorsed by the *12th ASEAN Senior Officials Meeting on Education* (SOM-ED) in December 2017 and ad-referendum by the delegates of the *11th ASEAN Senior Labour Officials Meeting Working Group on Progressive Labour Practices to Enhance the Competitiveness of ASEAN* (SLOM-WG) in December 2018.



1

In-company training in the Philippines

The Technical Education and Skills Development Authority (TESDA) was established in 1994 as the main government agency administering and regulating post-secondary TVET in the Philippines. It is based on the *Republic Act 7796*, which is also referred to as the TESDA Act. The Act, as described in its Section 2, aims to encourage the various sectors to participate actively in skills development, particularly private enterprises as direct beneficiaries of a trained and skilled workforce.

TESDA's mandate includes developing and establishing

- national technical education and skills development plans,
- national skills standards, testing and certification,
- curricula and programme standards, and
- accreditation mechanisms for training and assessment institutions, including private enterprises, associations and guilds.

The Philippines' dual training system

TESDA is also mandated to promote, coordinate and administer the Philippines' dual training system, which is regulated by the *Republic Act 7686 of 1994* (also known as the Dual Training System Act of 1994 or simply DTS Act) and the Amended Rules and Regulations for the Effective Implementation of the *Dual Training System Act of 1994*, which were approved by *TESDA Resolution No. 2019-01* in January 2019.

The dual training system (DTS), as a form of enterprise-based training, is one of the three main modes of TVET delivery in the Philippines.¹ The DTS Act and its amended rules and regulations provide very detailed guidelines for technical vocational institutions (TVIs) and companies² wishing to offer a DTS programme.

Setting up and running a DTS programme requires TVIs and companies

- a. to sign a Memorandum of Agreement,
- b. to seek DTS accreditation for the programme with TESDA,
- c. to provide a training plan, which describes the learning experiences a trainee must undergo (Rule XIII, Section 1c) and
- d. to appoint a DTS trainer.

The DTS trainer is responsible for implementing the training plan and may also act as training coordinator, with the responsibility for planning, organising, implementing, evaluating, and coordinating the workplace training.

¹ The other two are institution-based and community-based training.

² The DTS Act refers to 'establishment', which includes any workplace registered as a private enterprise that can offer adequate resources for workplace learning for specific qualifications. In this paper, the term 'company' is used instead.

However, the DTS Act does not require the DTS trainer to be certified or undergo any kind of training as an in-company trainer.

In order to encourage companies to participate in the DTS, Section 9 of the DTS Act allows companies to deduct 50% of the expenses paid to their partner TVI for their trainee's allowance³ from their taxable income, provided that these expenses do not exceed 5% of their total direct labour expenses. Deductible expenses may not exceed 25 million pesos (nearly USD 500) per year. In recent years, the private sector in the Philippines has pointed out that these tax incentives are insufficient to persuade more companies to join the DTS. However, the provision has not been amended so far.

³ The TVI pays the trainee an allowance, to which companies must contribute. The payment must be at least 75% of the applicable minimum daily wage for every eight hours which the trainee spends in the company.

2

Adaptation to the ASEAN In-CT Standard

Development of regulations for in-company trainers

Technical experts from the Philippines, including representatives from TESDA and the Philippine Chamber of Commerce and Industry (PCCI), were involved in the development of the ASEAN In-CT Standard. Seeing the benefit of a standardised qualification for in-company trainers (which was missing in the DTS Act), they started advocating for the adoption of the ASEAN In-CT Standard or the development of a new qualification standard aligned with it.

At the 93rd TESDA Board meeting in March 2016, Board members agreed to the development of a training regulation for in-company trainers aligned to the ASEAN In-CT Standard.

Training regulations (TR) define the competency standards for specific qualifications and how such qualifications can be gained, assessed and given recognition. They serve as a foundation for the development of curricula, assessment and certification arrangements and the delivery of training programmes.

TESDA involved representatives of business, industry, academia, government agencies and labour organisations in the development and validation of the TR for in-company trainers. The process was led by a technical expert panel (TEP), which comprised two representatives of a TESDA-accredited training centre and six industry experts, who were nominated by the Philippine Chamber of Commerce and Industry (PCCI) and represented PCCI as well as the hospitality, microfinance and construction sectors.

The Training Regulation for Trainers Methodology Level I (In-company Trainers) was approved and promulgated by Resolution No. 2018-06 of the TESDA Board in February 2018. The Implementing Guidelines on the Deployment of Training Regulations (TR) and Competency Assessment Tools (CATs) for Trainers Methodology Level I (In-Company Trainer) were issued in a TESDA Circular in March 2018.

The Training Regulation for Trainers Methodology Level 1 (In-Company Trainers)

The Training Regulation for Trainers Methodology Level 1 (In-Company Trainers), henceforth called TR TM 1 (In-CT), describes the qualification and competency standards, and sets out training, assessment and certification arrangements (such as the curriculum design, qualification requirements of trainers ('master trainers') and entry requirements for trainees wishing to qualify as in-company trainers.

The TR TM 1 (In-CT) is not linked to the Philippine National Qualifications Framework, or the more TVET-specific Philippine TVET Qualifications Framework, which defines four levels of national certificates (NC) for TVET. As a trainer qualification, it falls instead under the Philippine TVET Trainers Qualification Framework (PTTQF), which was designed by TESDA to ensure consistent delivery of quality TVET and facilitate the career progression of TVET trainers. The PTTQF consists of the following four levels:

| Qualification levels | I: Trainer/assessor | II: Training designer/developer | III: Training mentor | IV: Master trainer |
|-------------------------------|--|--|--|--|
| Definition | Conducts technical training and competency assessments | Designs and develops curriculum, courses and instructional materials | Supervises, develops and mentors technical trainers | Extends the body of knowledge in the field of TVET |
| Entry requirements | <ul style="list-style-type: none"> - Bachelor of Science or equivalent - Certified to relevant NC level | <ul style="list-style-type: none"> - Bachelor of Science or equivalent - Certified to the relevant NC level - Has portfolio of relevant work outputs | <ul style="list-style-type: none"> - Bachelor of Science or equivalent - Certified to the highest available NC level in training regulation - Has portfolio of relevant work outputs | <ul style="list-style-type: none"> - Master of Science or equivalent - Certified to highest available NC level in training regulation - Has portfolio of relevant work outputs |
| Basic competency requirements | <ol style="list-style-type: none"> 1. Lead workplace communication 2. Apply math and science principles in technical training 3. Apply environmental principles and advocate conservation 4. Utilise IT applications in technical training 5. Lead small teams 6. Apply work ethics, values and quality principles 7. Work effectively in vocational education and training 8. Foster and promote a learning culture 9. Ensure a healthy and safe learning environment 10. Maintain and enhance professional practice 11. Develop and promote appreciation for cost-benefits of technical training 12. Develop and promote understanding of global labor markets | | | |
| Core competency requirements | <ol style="list-style-type: none"> 1. Plan training sessions 2. Facilitate learning sessions 3. Supervise work-based learning 4. Conduct competency assessments 5. Maintain training facilities 6. Utilise electronic media in facilitating training | <ol style="list-style-type: none"> 1. Facilitate development of competency standards 2. Conduct training needs analysis 3. Develop training curriculum 4. Develop learning materials 5. Develop assessment tools 6. Design and develop maintenance system of training facilities 7. Develop learning materials for e-learning | <ol style="list-style-type: none"> 1. Facilitate development and review of training policies and procedures 2. Develop and execute training plans 3. Prepare and manage training budgets 4. Nurture and capacitate trainers/assessors 5. Evaluate trainers'/ assessors' performance 6. Lead and coordinate training/assessment evaluation 7. Facilitate assessment moderation 8. Lead and coordinate training/assessment | <ol style="list-style-type: none"> 1. Institutionalize TVET systems and processes institutions/ enterprises 2. Conduct research on TVET 3. Promote, advocate and strengthen industry and TVET linkages 4. Provide professional development to TVET |

Table 1: Qualification levels of the Philippine TVET Trainers Qualifications Framework

TESDA's competency standard (TR TM 1 (In-CT), Section 2) requires in-company trainers to acquire the same basic competencies as required for all four PTTQF trainer qualification levels as outlined in Table 1. In addition, the PTTQF core competencies were adapted to meet the skills requirements of in-company trainers who deliver work-based training, such as DTS. The core competencies were aligned to the four ASEAN In-CT Standard modules:

| Trainers Methodology Level 1 (In-Company Trainer) | | ASEAN In-CT Standard |
|--|------------------------------------|--|
| PTTQF basic competencies | | Module 1: Analysing work tasks and defining learning requirements ⁴ |
| Core competencies | Perform job analysis | Module 1: Analysing work tasks and defining learning requirements |
| | Conduct end-of-training assessment | Module 2: Planning and preparing training |
| | Prepare for training | Module 3: Conducting training |
| | Conduct training | Module 4: Evaluation and further development of training |

Table 2: Comparison of the TM 1 (In-CT) competency standard and the ASEAN In-CT Standard

The nominal training duration for the core competencies is 80 hours, as recommended in the ASEAN In-CT Standard. However, due to the inclusion of basic competencies in the training curriculum (TR TM 1 (In-CT), Section 3.1), which require 124 hours of training, the total training duration to obtain the qualification is 204 hours.

The entry requirements for anyone wishing to qualify as an in-company trainer at PTTQF level 1 were altered to better reflect the needs of the private sector. The TR TM 1 (In-CT) outlines the following requirements (TR TM 1 (In-CT), Section 3.3.):

- Certification:
 - If the in-company trainer trains students in an occupation governed by a training regulation, he/she must possess an NC or certification from the company or an established industry association with at least 5-years relevant industry experience.
 - If the in-company trainer trains students in an occupation that is not governed by a training regulation, certification from the company or an established industry association with at least five years of relevant industry experience is sufficient.
- Completed grade 10
- Able to read and write
- Can perform basic mathematical computation
- Ability to communicate verbally and non-verbally

⁴ The basic competencies cover basic knowledge about working as a trainer in TVET as well as generic skills and soft skills. These competencies are partially covered by Module 1 of the ASEAN In-CT Standard.

The qualifications for trainers who will deliver the TM 1 (In-CT) training (master trainers) are specified as follows (TR TM 1 (In-CT), Section 3.6):

- National TVET Training Certification Level 1 in TM (in-company trainer)
- NC in any area
- at least two years' experience (within the last five years) as a TVET trainer
- new trainers: at least one year of experience (within the last five years) as an in-company trainer certified by the company.

Training of in-company trainers by the private sector

Prior to the promulgation of the training regulation by TESDA, the Philippine private sector had already started rolling out training courses based on the ASEAN In-CT Standard. The courses were coordinated by the PCCI's Human Resource Development Foundation (HRDF) as the main partner of the German Government's K to 12 Plus project and implemented by PCCI/PCCI HRDF, AFOS Foundation, Saving Banks Foundation for International Cooperation (SBFIC) and the German-Philippine Chamber of Commerce and Industry (GPCCI). Today, local PCCI chambers are also offering their members in-company trainer courses as part of their income-generating activities.

Training courses have so far focused on the hospitality, construction, microfinance and metalworking sectors. Over 100 in-company trainers have been trained since October 2016 and 33 persons have qualified as master trainers and eight as senior master trainers.

Initially, prospective in-company trainers attended a six-day course (five days of training and one day of assessment) in order to qualify. Because the industry found that five days of training was too long and was reluctant to release supervisors for such a long period, PCCI HRDF developed an e-learning tool, which covers the theoretical components of the training's four modules. Its application reduces the number of on-site training days to three.

Much progress has been made in the Philippines in promoting and expanding in-company training based on the ASEAN In-CT Standard. The following steps will further establish in-company training as part of the Philippine's DTS:

- Revision of the DTS rules and regulations: The TR TM 1 (In-CT) came into effect in 2017-2018, when TESDA was amending the rules and regulations to implement the DTS Act. The amended rules and regulations therefore do not yet include a requirement for DTS trainers to attain National TVET Training Certification Level 1 in TM (In-Company Trainer). Including this requirement in a future revision of the DTS rules and regulations will allow fully implementing the TR TM 1 (In-CT).
- Certification of training and assessment centres: At the time of writing, TESDA had not yet certified any training centres to train in-company trainers according to the TR TM 1 (In-CT) and assessment centres that can appraise candidates according to the Competency Assessment Tools (CATs) for TR TM 1 (In-CT). TESDA had already expressed its willingness to certify private sector organisations such as chambers and associations which are suited to providing training based on the training regulation. PCCI is in the process of preparing the relevant application to TESDA.
- Piloting and evaluation of training based on the TR TM 1 (In-CT): The TR TM 1 (In-CT) requires the attendance at a 204-hour training course, because all candidates aiming to attain certification as in-company trainers must also complete the basic competency training units. Based on experience of the private sector, it is very difficult to convince companies to send their staff to a training course of such long duration. The private sector is therefore advocating reducing the training period to 80 hours, as recommended in the ASEAN In-CT Standard. Piloting of training based on the TR TM 1 (In-CT) requirements should provide further insights into the suitability of the training curriculum, especially for MSMEs.
- Recognition of Prior Learning (RPL) for qualified in-company trainers: The TR TM 1 (In-CT) stipulates that TESDA may provide RPL for candidates who have gained competencies through informal learning or previous work or life experience. TESDA approves RPL on a case by case basis. Since PCCI and its partner organisations have already trained a large number of in-company trainers, PCCI has requested that all in-company trainers it has already trained be recognised according to the ASEAN In-CT Standard, taking into account the alignment of TR TM 1 (In-CT) with the ASEAN In-CT Standard.