

**ILO/SKILLS-AP/Japan/ Regional Workshop and Study Programme
on Workplace Learning in Japan
Overseas Vocational Training Association, Chiba, Japan
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**Discussion Paper
Different Approaches to Training and Learning**

Background

Workplace Learning has continued to increase in importance over the past twenty years due to an increasing recognition that no amount of initial training can equip people with all the skills and knowledge required to carry them through their working lives. Most training occurs in the workplace simply because people spend more time there compared to the time in formal training situations.

Over the same period, technology has changed the nature of work and this has given rise to changing demands for learning. In many areas, work is now more complex and often non-recurrent. Therefore, people have to learn to deal with complexity and to understand the principles that underlie their work, rather than learning standardised procedures and routines.

In the literature, new concepts have been developed such as ‘learning organisation’ or ‘learning company’ in which learning is seen as a pivotal concern of the modern organisation. Research recognises the different training needs of small and large enterprises and the different needs associated with skill levels/

While there are differences between organisations, the research has identified a number of characteristics of organisations that have had success due to a strong focus on training. Some of these characteristics have been included in the template to be used for the visits to the various Japanese organisations.

Company focus

Successful learning organisations often include training as part of the company’s business plan, mission statement, strategic directions document or other major policy document. This gives a priority to training and helps to ensure that resources are allocated to training throughout the organisation. Some organisations include the provision of training to workers in their industrial awards or employment. This contractual arrangement encourages the employees to formally request training on a regular basis. Formal training programs, especially those that lead to nationally recognised qualifications has also been show to be a key element in attracting new staff and retaining staff in the organisation.

Management of Learning

To be effective, systems and structures need to be in place to manage the learning processes within an organisation. This will include systems to:

- identify the competencies needed by staff;
- assess the competencies of existing and new staff;

- review existing courses and those offered by other organisations to determine their suitability for staff learning needs;
- design and develop learning activities and new training programs;
- design and develop learning and teaching resources (including on-line resources);
- organise training and learning activities in the workplace or with other agencies specialising in training;
- organise partnerships with specialist training organisations;
- design assessment strategies;
- conduct assessments (including recognition of prior learning - RPL or recognition of current competencies- RCC);;
- monitor the quality of training and assessment;
- record training;
- plan for additional learning activities.

Managers and supervisors need to understand the systems and to be a part of the planning and learning process. Consequently there are special learning needs for managers and supervisors relating to their own and for others' learning.

Partnerships

Many organisations make a decision that while they recognise that training is important, they consider that it is more important to focus on the core business and they use specialist organisations to organise the training, learning and assessment activities. There can be many benefits from using the formal government VET system or private training providers as a partner in facilitating workplace learning, thus allowing the company to focus on its core business and outsourcing the training to a specialist organisation. As well as the activities listed above, these specialist organisations can also provide benefits through:

- Conducting off site recognition of current competency assessments;
- Servicing individuals who are in non-standard working arrangements such as casual or part-time employees and contractors who are not tied to a particular place of employment;
- Providing group training services in which a person will gain experience in a number of different workplaces in a structured learning environment.
- Providing accreditation of training which may be necessary to meet regulatory or licensing requirements;
- Formally recognising a company's training and assessment under a National Training Framework (for example in Australia through 'auspicing' arrangements between companies and registered training providers);

Workplace training Partnerships (TAFE NSW)

- Deliver Workplace Language and Literacy (WELL) training was provided for Health Department employees in the catering, linen services and housekeeping areas. In three years over 700 employees received training and for many employees it was their first formal qualification. WELL teachers work closely with the industry experts to ensure that workplace needs are met. Training is always on the job and flexible. Delivery modes are designed to fit in with workplace production pressures.

- Training was arranged with ConvaTech, a Conveyor technology firm in which employees achieved the Certificate I in Process Manufacturing (rubber) and Certificate II in 2003. ConvaTech has also established formal standard operating procedures, training and assessment materials to assist on the job training. As part of management's commitment to lifelong learning the training was supported by a WELL program.
- A partnership was established with Eraring Power Station to Identify, develop and deliver competency-based training packages for the environmental management system to contribute towards Eraring the achievement of ISO: 14000 certification.
- The new **Crowne Plaza** Hotel in Newcastle engaged TAFE NSW to develop and deliver training to all staff before opening. This relationship has developed and has been formalised by a Memorandum of Understanding that will enhance the profile and quality of tourism and hospitality training in the Hunter region. Under the agreement Crowne Plaza Newcastle will support local students to develop successful careers in the Tourism and Hospitality industry by funding scholarships and work placements for students studying the Diploma of Hospitality Management.
- **Discerning Gourmet** developed a partnership with TAFE NSW to deliver a food-processing program to its employees. Discerning Gourmet's employees completed the Certificate II and III in Food Processing on the job which enabled the company to keep up with production demands. The training program covered food safety, food quality, OH&S, communication, cleaning and sanitation. Hunter Institute provided a training consultant on-site and delivered the training at a time which best suited the company.
- **On the job training is provided for employees of PRIMO Australia Scone Abattoirs** in Certificates II & III in Abattoir, Boning and Slaughtering continuing. Delivery is on-the-job with close alliance with the employer to support existing and new workers in the plant. Consultancy services are also provided to assist PRIMO in their expansion into the export market.
- A tailored training program was developed for **Gough & Gilmour Holdings**. This program is specifically designed to equip mechanics with the necessary competencies to maintain the Caterpillar equipment used in the local mining industry. Training modules from the trade course were customised modules to meet the specific needs of the company. The course consisted of 200 hours of accredited modules from the plan mechanic trade course. The course was designed to ensure participants gained the specific skills required on the job.
- Frontline Management Training at Certificate Level IV was provided on the job to 60 managers and supervisors at the **Hydro Aluminium plant** at Kurri Kurri. The service will include on and off-job training and assessment and learning activities that are linked to business improvements for the company.

The frontline management course had been specifically developed to focus on the importance of creating managerial climates, valuing innovation and diversity and the need for managers to understand and participate in training.

- Existing worker traineeships are provided for local industries with opportunities for staff to receive formal recognition for their existing skills and skills gap education and training. The Institute, in partnership with **Fysons Nursing Home**, conducts the Community Services (Aged Care) Certificate III and Hospitality Operations Certificate III on site for existing worker trainees. Existing Worker Traineeship program in Frontline Management have also been offered for over 150 **Country Energy** staff around the state.
- Institutes have partnerships with various **Group Training companies** to promote apprenticeships and traineeships and provide work experience and training for people entering the industry.
- **In conjunction with Northern Rivers Area Health Service** workplace learning is organised for nursing assistants and staff working with older people. The Institute is also delivering a series of TAFE modules on medical terminology and computer literacy to office staff of the health service. This is being delivered in a flexible mode to suit individual staff members and the requirements of the health service.
- TAFE NSW - Riverina Institute is providing employees of **Berri Ltd and SunRice (formerly known as Rice-growers Cooperative Mills)** with national industry training modules related to food processing. Many of the participants are working towards the nationally accredited Certificate in Food Processing which will significantly benefit local industry and the community in the MIA.
- A partnership with the **Wine Grapes Marketing Board** that has resulted in the design and development of a Hazard Analysis and Critical Control Points (HACCP) system for vineyard operators and managers. The Wine Grapes Marketing Board represents over five hundred grape growers. The program is designed for delivery in the workplace and aims to provide participants with the knowledge of the principles of HACCP and supports the implementation of a management system required to comply with a HACCP food safety system for wine grape production.
- An innovative program has been developed with **Maintrain**, the **State Rail Authority (SRA)**, the Manufacturing, Engineering, Construction and Transport Curriculum Centre and South Western Sydney Institute. This partnership has been developed to provide the necessary on and off-the-job training required by Maintrain's apprentices. This strategic partnership in apprenticeship training has achieved unprecedented levels of workplace and classroom integration; total consistency of supervision and assessment across different areas of training, and a new approach to practical workplace experience in the context of the formal apprenticeship. A process of workplace projects, mapped to the competencies of the Vehicle Building Training Package has been implemented.
- TAFE NSW was contracted by the world's largest pharmaceutical manufacturer, **Pfizer Global Manufacturing**, to conduct workplace assessment throughout its Sydney factory.

- A workplace training partnership with the ice-cream maker **Unilever (Streets)** is designed to help employees to help them meet their training goals. Institute trainers will oversee and Quality Assure Unilever's existing training program, assess staff competencies and provide skills gap training. They also help develop future training and assessment strategies. These include the delivery of a Food Processing qualification to packers, updating the skills of coordinators and Total Product management (TPM) leaders in Workplace Assessment and Training, up-skilling maintenance staff and training for new entrant trainees.

Case Studies

Group Training Companies - Australia

The Australian labour market for vocational occupations is dependent on employer recognition and acceptance of vocational qualifications which in turn underpin a high level of inter-firm labour mobility. In addition, many employer associations run Group Training Schemes, especially important in construction and manufacturing, which account for 30 percent and 20 percent respectively of total apprenticeship intake. Under the Australian Group Training Scheme, a Group Training Company employs trainees and apprentices and this means that small companies, which would not normally be able to employ their own trainees, can have access to a number of different trainees. Trainees also gain experience with a range of companies and the risk and costs of training apprentices and trainees are shared among a large number of firms. It is also argued that this type of multi-employer trainee co-ordination helps to redress, at least in part, the tendency of employers to 'free ride' on other firms' training by poaching trained workers.

Curriculum Development - Brunei

In **Brunei Darussalam**, there is major industry involvement in training in the petroleum and gas sector. The role of major multinational oil companies with their own requirements for workers, from professionals down to operators, means that a separate system for training and accreditation has emerged over time. This is quite separate from the government system and is in tune with international rather than national standards. Mobility from the oil sector to other parts of the economy is limited.

The DACUM process has been put in place to incorporate industry into the development of training programs. Technical and vocational education and training programmes are developed using the DACUM (Develop a Curriculum) process whereby employers from the industry are represented. Through brainstorming of the tasks involved for a particular occupation, an Occupational Profile Chart (OPC) is developed. The Competency Profile Chart (CPC) is derived from the OPC. The CPCs are then used to develop the Programme Guides for the programme of study.

CPCs are already being used by government and industry but there is still some way to go. There is regular discussion with peak industry bodies but there is still limited understanding within industry of CPCs.

Malaysian HRDF

Malaysia supports workplace training through its Human Resource Development Fund. Employers participating in the National Apprenticeship Scheme are eligible to claim financial assistance for apprentices' monthly allowances, insurance and training materials. Other incentives are also offered to industry and enterprise training centres have played a major role in developing skills according to the needs of enterprises. The Fund covers all manufacturing and selected service industries. There is a mandatory 1% levy on the payroll of firms with 10 or more staff which have high capital assets (50 or more staff in manufacturing). In addition, there is an optional 0.5% levy on manufacturing firms with 10-50 staff which have low capital assets. Grants defray partial costs. Firms can reclaim the levy they paid in each year, up to 75% or 80% of the costs of training. The training mode must be approved by the HRDC, although there is some 'pre-approval' of training providers, training courses and, importantly, firms' own annual training plans. Eligible skill areas are defined, but quite broad. The overriding criterion is that training must be of direct benefit to the business.

Assessors in Philippines

The Philippine government through TESDA accredits Industry Working Groups (IWGs) to manage the assessment program for middle level occupations. Accredited IWGs establish their own pool of competency assessors, assessment techniques and they accredit assessment centres at both the provincial and regional levels. First ones set up were in the areas of health, agriculture and fisheries, tourism and ICT. The issuance of certificates to qualified workers, as endorsed by the accredited IWG, is the sole responsibility of TESDA. TESDA maintains databases of certified workers classified according to various trade areas/occupations. The issued certificates can be checked through an online verification system of TESDA. The TESDA Act also requires local government units to promote trade-testing activities in their respective areas.

Looking after Older Workers – Singapore

Singapore established the Manpower Development Assistance Scheme (MDAS) in 2000 to provide funding support for industry initiatives. The MDAS was used to develop programmes to help older workers and those who are at risk of structural unemployment — through the Skills Redevelopment Program (SRP), the Strategic Manpower Conversion Programme (SMCP) and the National Skills Recognition System (NSRS).

The SRP actually commenced in 1996 and is designed to encourage employers to undertake development training for their employees. The aim is to equip the less educated and less skilled workers with a set of certifiable skills to enable them to remain employed. The Government provides funding support for absentee payroll and course fees throughout the training duration.

The SMCP started in 2000 with the aim of assisting Singaporeans to acquire skills and knowledge so that they can take on jobs in strategic growth industries. It commenced in the IT info-communication sector and now includes logistics and other sectors.

In April 2001, the Government established the Lifelong Learning Endowment Fund (LLF). The long term target of the LLF is \$5 billion 'which will yield an annual income of about \$200 million. This fund is used to support training incentives including absentee payroll, purchase or development of hard and soft infrastructure, research and development, the promotion of lifelong learning, and the administrative costs incurred by key partners in the management of various programmes'

FORDSTAR – United States

FORDSTAR is 'an instructor led satellite based system for training staff employed by Ford dealers'. The training provided to dealerships is designed to link production, sales and service. One of the major benefits of this is that essential feedback loops are created between the links in the chain from design, through to production, and then through to sales and service.

Toyota T3 - Australia

The T3 program (Toyota/TAFE Training) was originally launched in 2000 and it was so successful that it was expanded to include all four Australian-based motor vehicle manufacturers. It now includes Ford, Holden and Mitsubishi and T3 now represents *Automotive Technology and Training for Tomorrow*

It allows students to start working and learning in your career while still at school. During Years 11 and 12, instead of five days a week at school, they do 3 1/2 days at school, half a day at TAFE, and one day of paid work. (There may be school holiday work involved as well.) When they leave school, students get a Year 12 Certificate, a nationally recognised TAFE qualification (about one year's credit) and a career pathway in the automotive industry.