



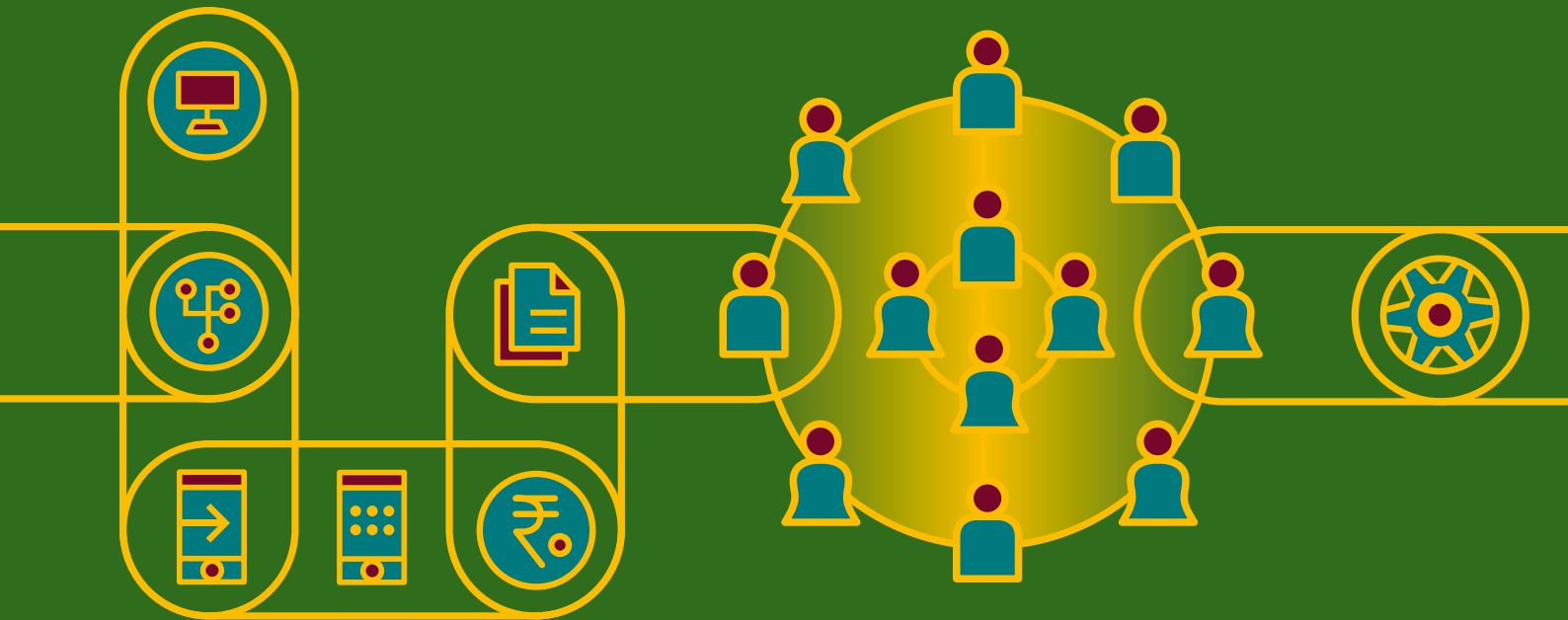
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Indo-German Programme  
for Vocational Education and Training

# Conducting a Training for In-Company Trainers

A Pilot Measure for Replication | Bhiwadi Cluster, Rajasthan





# Who We Are

The Indo-German Programme for Vocational Education and Training (IGVET) is a joint initiative of the Indian Ministry of Skill Development and Entrepreneurship (MSDE) and the German Ministry for Economic Cooperation and Development (BMZ). Implemented by the Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH, it aims at improving the skills of India's labour force, a priority for the Government of India.

The work of IGVET is inspired by the German Dual System of Training, which effectively combines school-based learning with high quality, on-the-job training. Based on the German experience, we provide advisory services and guidance to public and private sector actors in different sectors and regions and focus on finding tailor-made solutions for local challenges. Transferable solutions – like the one presented here – are documented for replication and upscaling across other regions and trades.



## The Starting Point

Unplasticised Polyvinyl Chloride (uPVC) is a durable and energy-efficient building material that is widely used for the production of window frames and sills as well as doors. In India, more than 2,000 small and medium-sized enterprises (SMEs) currently specialise in the production of uPVC window and doors and the market is growing rapidly.

In theory, this growth provides ample opportunities for job creation and youth employment. However, the Indian vocational education and training (VET) system has so far not been able to catch up with the skill requirements of the uPVC industry. As a result, many uPVC companies are struggling to fill their job vacancies and lack the human resources to fully capitalise on their production potential.

## The Case of UWDMA

With the support of the *Indo-German Programme for Vocational Education and Training (IGVET)*, the “uPVC Window and Door Manufacturers’ Association” (UWDMA) decided to take matters into their own hands: They signed a Memorandum of Understanding with the state government of Rajasthan and established a basic training centre at an

Industrial Training Institute (ITI) in Bhiwadi. Together with their member companies, UWDMA then addressed the shortage of skilled workers in the uPVC industry by launching a tailor-made, two-year apprenticeship course for the region’s youth. A key milestone in this initiative was the training of in-company trainers.

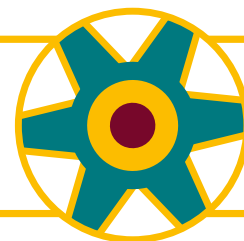
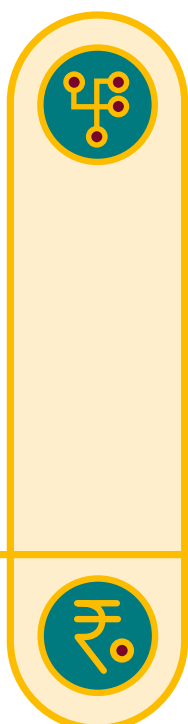




## Why Train In-Company Trainers?

Taking its inspiration from the German Dual System of Training, the structure of the new apprenticeship course requires apprentices to alternate between two different learning venues: the classroom and the production site. Whereas the classroom-based training modules are provided at UWDMA's own training centre, the practical modules of the course take place at the production sites of UWDMA's member companies. This dual structure offers a far-sighted solution to the lack of human resources in the uPVC industry. Its implementation however also entailed some initial challenges:

- 1 The concept of alternating training venues is relatively new to the Indian VET system. As a result, UWDMA's member companies were unsure about their role and responsibilities in the implementation of the course and hesitated to take on apprentices in the context of the new course.
- 2 In the uPVC industry, in-company training is usually provided by more experienced employees or supervisors. While these in-company trainers have a high level of technical expertise, they are often unfamiliar with the Indian VET system and oftentimes lack an understanding for pedagogical methods and didactic principles.



## What We Did

To address these challenges, we supported UWDMA in:

- organising a series of knowledge sharing workshops with UWDMA's member companies,
- defining the profile of an in-company trainer in the context of the new apprenticeship course,
- mapping the competencies of UWDMA's in-company trainers against the newly defined profile,
- developing a concept for a five-day training of in-company trainers, and
- implementing the new training concept for a pilot batch of 8 trainers.



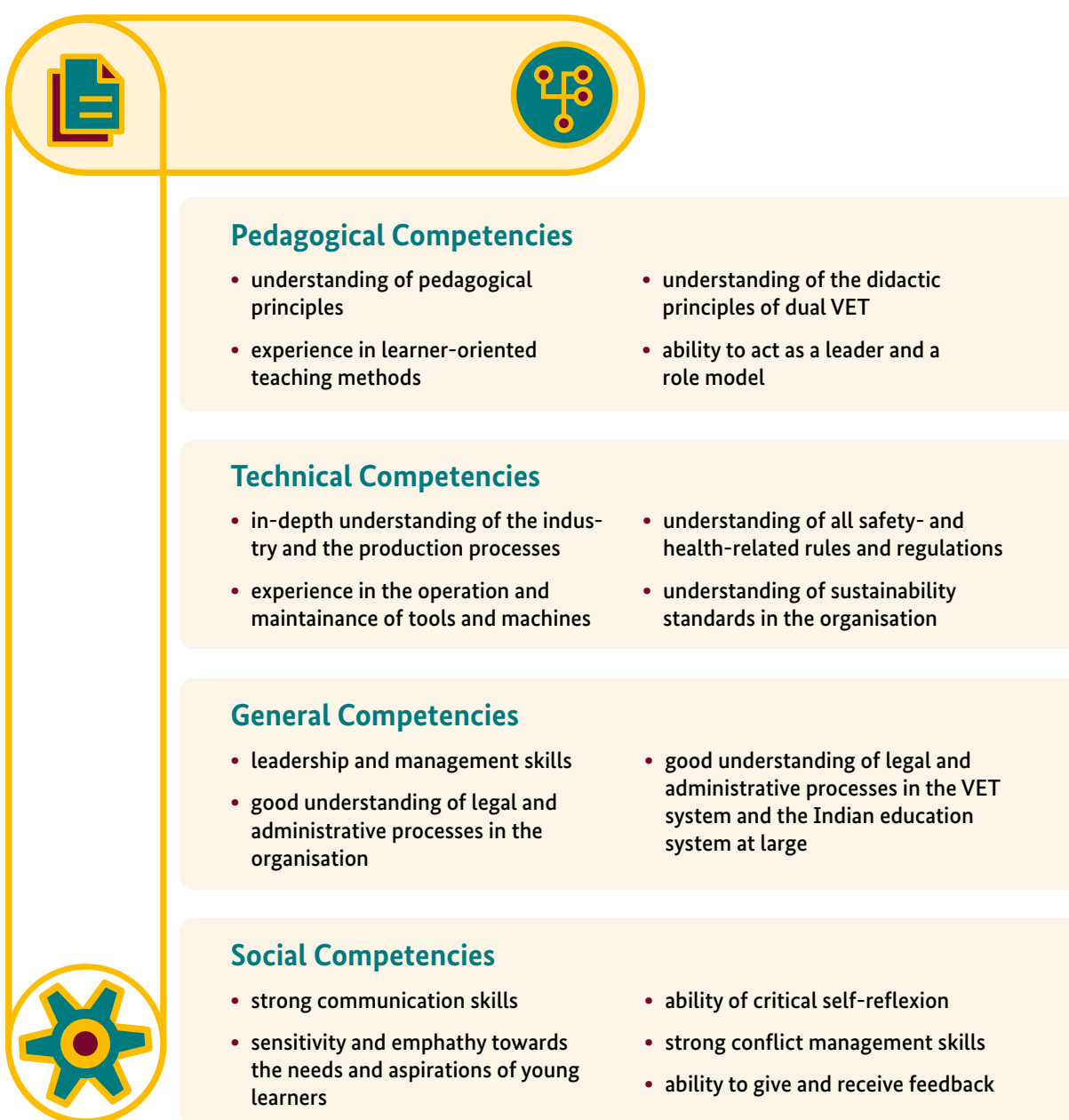
### S. N. Sharma

**In-Company Trainer at Lingel Windows & Doors Technology**

*“The training was very beneficial as it helped me to get a better understanding of my role as an in-company trainer. I learned how to integrate apprentices into the workflow during the apprenticeship course and how to monitor their learning progress, from the very first day of orientation to the very last day of the in-company training. I also learned how to motivate the apprentices and how different apprentices need different approaches. After this training, I think I am a better trainer now.”*

## Our In-Company Trainer Profile

To better define the profile of an in-company trainer, we conducted a series of knowledge sharing workshops with representatives from four of UWDMA's Bhiwadi-based member companies. During these workshops, we discussed the roles and the responsibilities of an in-company trainer and identified 16 competencies that are needed to fulfil these responsibilities. We then grouped these competencies into four categories to get a clearer picture. What emerged was a four-dimensional profile that illustrates the versatile skill set of an in-company trainer in the uPVC industry:



## Our Concept for the Training of In-Company Trainers

As a next step, we asked the representatives of UWDMA's member companies to map their competencies against the four dimensions of the in-company trainer profile. The mapping exercise revealed deficits with regard to three of the four dimensions. In particular, the workshop participants felt that they were lacking an understanding of the administrative and legal processes in the VET system and stressed that they would like to improve their didactic approach and communication skills. To address these deficits, we developed a

concept for a five-day training that aims at building the general, pedagogical and social competencies of an in-company trainer. We structured our concept around four training blocks, which correspond to the four steps of planning, preparing, implementing and monitoring in-company training in the context of the new apprenticeship course. Whereas Block 1 and Block 2 aim at building general competencies, Block 3 and Block 4 focus on the pedagogical and the social dimension of the in-company trainer profile.

### Block 1: Planning

In this block, trainers gain an understanding of the advantages and prerequisites of dual training and discuss their role of in the context of the new apprenticeship course. This enables them to:

- determine the training capacity of their companies,
- specify concrete training goals for the in-company training modules,
- develop an in-company training plan including the timings, required tools, teaching material and human resources needed to achieve each of the specified training goals, and
- align the in-company training plan with the overall course curriculum and the contents of the classroom-based modules.

Duration: 8 hours

Methods: theoretical input, group work,  
individual presentations



## Block 2: Preparation

In this block, trainers cover key aspects of Youth and Labour Law with an emphasis on quality standards and safety regulations for in-company training. This enables them to:

- understand which aspects of Youth and Labour Law apply to in-company training,
- assess the workplace environment and ensure that it complies with the applicable quality standards and safety regulations,
- prepare tools and learning aids for the in-company training, and
- manage the administrative side of the training including the registration of new apprentices and the preparation of contracts, reports and certificates.

Duration: 8 hours

Methods: theoretical input, case studies,  
group work

## Block 3: Implementation

In this block, trainers familiarise themselves with didactic methods and principles to improve their social and pedagogical skills. This enables them to:

- communicate the training goals and assessment criteria to their apprentices,
- select suitable learning activities in accordance with the in-company training plan,
- design the selected training activities in a way that is attractive to young people,
- respond to different learning aptitudes and communication styles,
- provide apprentices with the right mix of guidance and freedom to experiment,
- encourage apprentices to think critically and to assume personal responsibility, and
- pre-empt and manage conflicts in the workplace.

Duration: 16 hours

Methods: role plays, individual presentations  
and peer observation

## Block 4: Monitoring & Evaluation

In this block, trainers become acquainted with different methods and tools for monitoring the learning progress and for evaluating the overall performance of the apprentices. This enables them to:

- provide constructive feedback and encourage critical self-reflection,
- document the learning progress of individual apprentices over the duration of the in-company training,
- design suitable tasks for evaluating the performance of individual apprentices,
- conduct final evaluations in close coordination with the providers of the classroom-based training modules, and
- write a training report and communicate the training outcomes to external organisations and authorities.

Duration: 8 hours

Methods: individual exercises, role plays,  
peer observation

## What We Achieved

6

representatives of UWMDA's member companies contributed to the development of the in-company trainer profile.

8

leading employees of UWMDA's member companies participated in our training of in-company trainers.

4

of UWMDA's member companies decided to take on apprentices in the context of the new course.

55

apprentices received high-quality in-company training in accordance with the curriculum of the new apprenticeship course.

## What We Learned

The training of in-company trainers was well received by all participants and has proven to be an important prerequisite for the successful implementation of UWDMA's new apprenticeship course. By conducting the five-day training, we not only demystified the concept of alternating training venues, but also enabled the participating in-company trainers to translate an abstract curriculum into practical, learner-oriented training. While implementing this pilot measure, we learned that ...

### ... it takes more than technical expertise.

In the case of UWDMA, all in-company trainers who participated in our training were experts in their fields. Our knowledge sharing workshops however revealed that it also takes more general, social and pedagogical competencies to make a good in-company trainer.

### ... flexibility is key.

Integrating trainings into the day-to-day operations of a company is always a challenge and requires flexibility on the part of both employers and employees. In the case of UWDMA, we decided to conduct the training over the course of five consecutive workdays. The modular structure of the training concept, however, allows for a range of different training schedules, which can easily be adjusted to the availability of the participants.

### ... learner-orientation is critical.

Not only in the training of apprentices, but also in the training of trainers. To understand where the participating in-company trainers stand, we started each training block with a brainstorming session on the respective topic and used practical examples and case studies from the uPVC context. This enabled the training participants to fully identify with the training exercises and to internalise the underlying methods and principles.

### ... practice makes perfect.

To ensure that the trainers would be able to use the pedagogical concepts, tools and methods that were introduced during the training, each training block included practical elements that required the participants to put their newly acquired knowledge into practice. Furthermore, UWDMA continued to support the in-company trainers even after the five-day training. This allowed the training participants to practice and continuously improve their new competencies.



## Contact

If you, too, want to improve the skills of your labour force by making use of India's untapped human potential and if you, at the same time, want to contribute to a brighter future for India's youth and economy, get in touch with us.

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