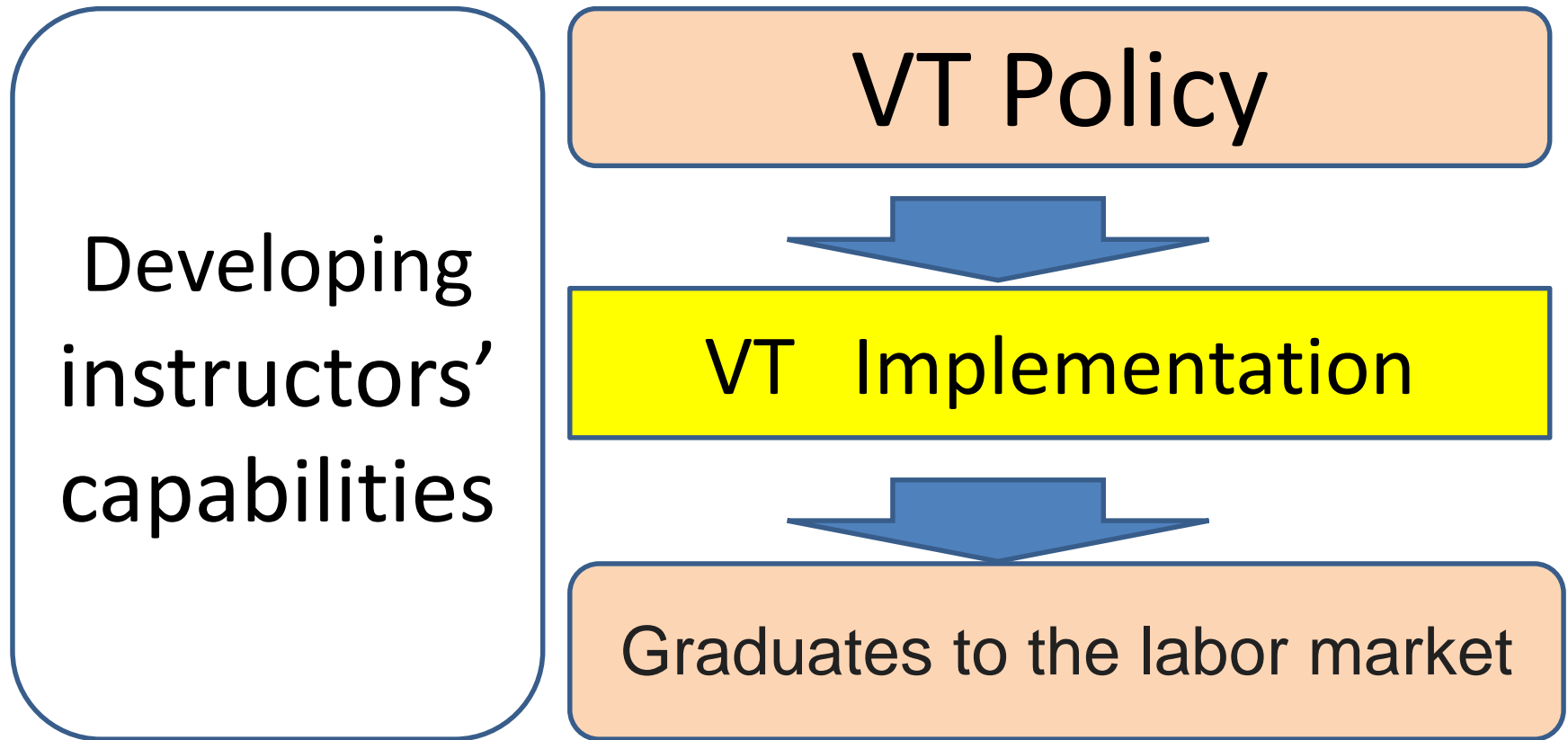


# Why GAIN ?

ASEAN Economic Community (AEC): In 2003, 10 ASEAN member countries agreed to develop the AEC by not only the trade of intra-regional liberalization, but also spreading into services and investment. In the future, high quality and proficiency in the labor force are essential. This is why human resource development is so important.

**Development of GAIN is a part of the human resource development cooperation projects towards ASEAN integration. GAIN is to introduce the experience and know-how of the Japanese Vocational Training (VT) instructors in order to support the capacity building of workers, who play roles in economic development and also contribute to the improvement of the status of workers.**



Not only in Japan, high quality capabilities of VT instructors are essential to implement the VT policies effectively and build up performance.

Training by instructors with low capability means that the VT policies become less effective.

# For ensuring excellent labor force

The responsibility of VT instructor is to implement training properly based on the training needs, provide a labor force that meets with market demands, and produce skilled graduates with hopes of a working future.



For an excellent labor force, each country must develop high quality VT instructors with great capabilities, who can implement VT effectively and efficiently by PDCA.

# GAIN (Guide for Asean INstructors)

Dissemination

Revision

Building capabilities of the VT instructors in ASEAN countries

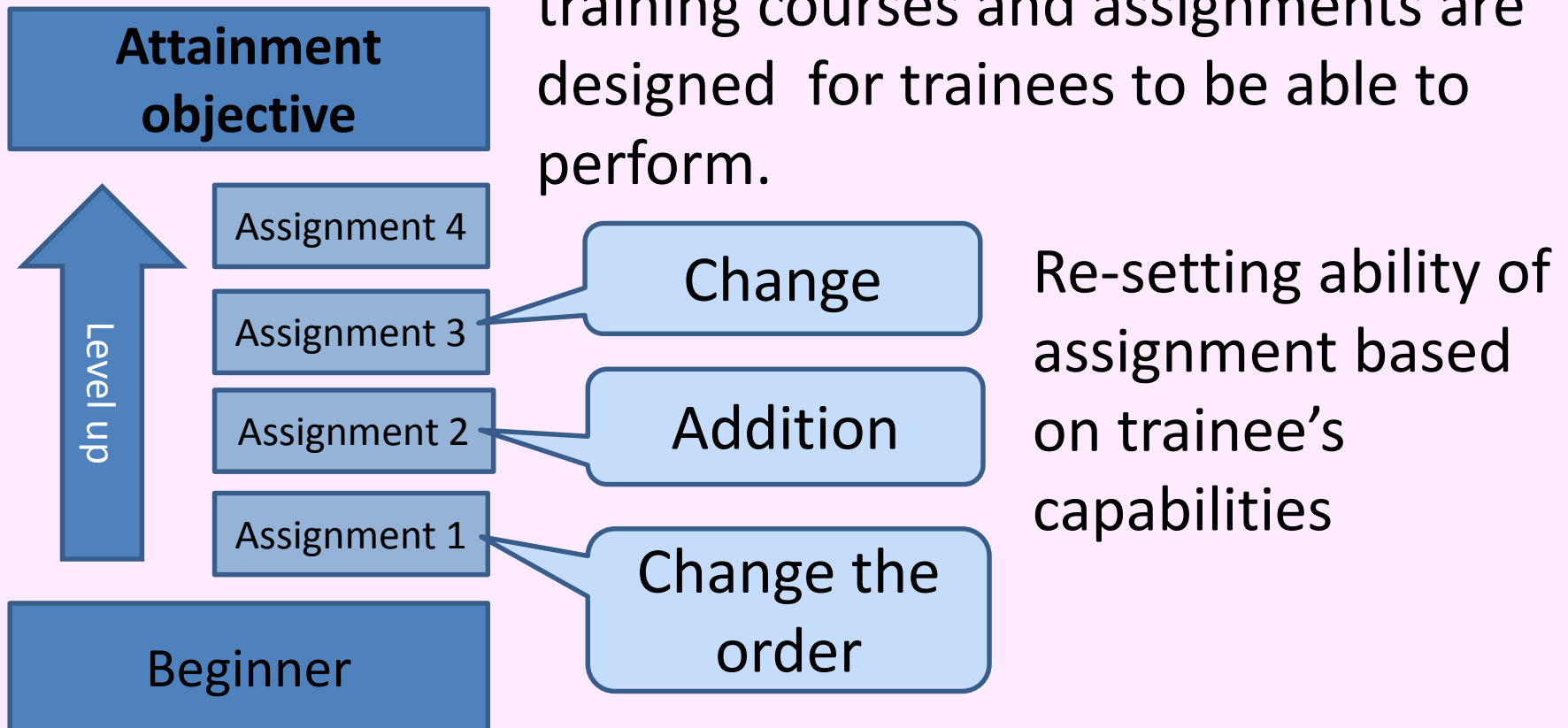
© Development and improvement of VT courses by the PDCA cycle

© Improvement of the training skills of instructors

Unification and improvement of  
the quality of the AEC VT

# Design of the training assignment

Based on the attainment objective, training courses and assignments are designed for trainees to be able to perform.



Only VT instructors can assist trainees to acquire skills and master the use of technologies with confidence to get a job. Responsibility of VT instructors is critical .

# Structure of the GAIN

## Vol 1 (2013)

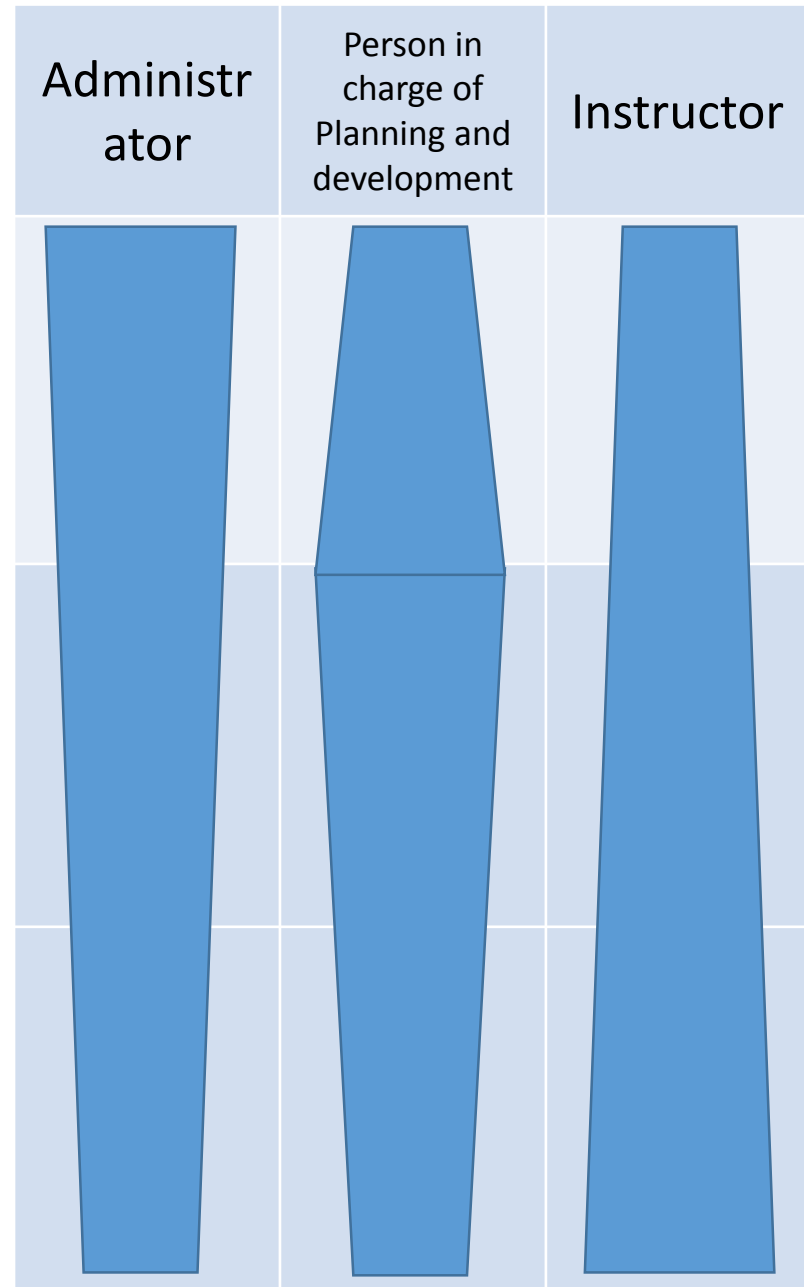
- VT purpose, role of concerned personnel
- management and evaluation  
    PDCA (plan — do — check — action)  
    VT evaluation

## Vol 2(2014) “Setting up a VT course”

- analysis of training needs
- planning and design of the VT course
- development of training assignment / materials

## Vol 3(2015) “Lesson instruction skill”

- role of lesson
- lesson plan
- evaluation design
- implementation of lesson



# GAIN Preface (excerpt) 1

- Considering the employment conditions based on various industries and educational communities, the VT in Japan has made contributions to the society by having changed the forms of VT courses in order to achieve the purpose of enacting the Human Resources Development (HRD) Promotion Act, namely to achieve employment stability for laborers including to develop and to enhance their vocational ability.
- VT instructors working for VT institutions have spared no effort in supporting VT related activities. Before the importance of process management (PDCA) regarding organization management was recognized, Japanese VT instructors changed and adjusted the VT course content with the focus on employment conditions, industrial trends, and the trends among graduates, while developing, operating, and enhancing VT courses by themselves.

# GAIN Preface (excerpt) 2

- Needless to say, not only changing the training materials, but also reviewing the training courses, including changing instruction methods was required to change the two-year training course targeting junior high school graduates to a one-year training course mainly targeting job seekers. Currently, the method of VT course for unemployed workers (system unit training) is the method developed from knowhow accumulated by VT instructors and it has maintained a high employment rate.
- Global intergovernmental cooperation was officially started in 1961. In this framework too, VT instructors were dispatched as long/short-term VT experts to developing countries in order to operate and manage VT institutions including the implementation of VT courses. By doing so, they have played a part in the development of industrial human resources in overseas countries.



# GAIN Preface (excerpt) 3

- The training forms varied depending on the country. The characteristic point in this cooperation method was not merely to introduce the VT system of Japan into each country, but to engage in VT systems and operation of VT institutions in collaboration together with each counterpart while the industrial conditions and educational systems of each country were considered. We can say that this cooperation met the purpose of international cooperation support where VT institutions were operated by each country themselves after the relevant cooperation project ended.

# GAIN Preface (excerpt) 4

- As mentioned earlier, the Japanese VT instructors have implemented a variety of VT courses having their focus on the point as to what kind of VT courses can really lead to societal contributions. We have managed training institutions and equipment, prepared training materials, and examined effective training methods in order to achieve a certain level of training results to the point where we are now. Our experience of implementing VT courses in Japan enabled us to conduct VT based on a consideration of related conditions of each country (industrial and educational conditions) within the international-cooperation framework.

# GAIN Preface (excerpt) 5

- This manual contains the management knowhow of VT institutions, and VT courses, and the knowhow regarding instructions for practice and theoretical subjects accumulated by VT instructors. We hope that this manual will serve as help for development of industrial human resources in ASEAN countries. We also desire that tireless efforts will be made so that all VT concerned personnel can make further contributions to the society with the use of this manual while working with challenging and rewarding feelings.