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► SKILL-UP Ethiopia project and GPSL3

Core Skills

# ► Core skills prevocational training implementation guide



# Core skills prevocational training implementation guide

Belinda Smith is a TVET specialist who has worked in many countries across the Asia Pacific, Southeast and South Asia, Africa, Central Asia and Eastern Europe. Her work has involved policy and research and implementation to support greater access to industry led quality TVET.

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*Core skills prevocational training implementation guide*

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## Foreword

Young people are facing a rapidly changing world of work and life, partly due to the climate emergency and in part to technological changes and greater global competitiveness. To successfully navigate these challenges young people, need a larger catalogue of skills covering both technical and soft skills.

Core skills are critical for both workers and the enterprises that employ them, enabling workers to attain decent work and manage change, and enterprises to adopt new technologies, introduce new work practices and enter new markets.

For individuals to fully participate in work and society they need to be able to engage in lifelong learning (LLL), starting in early childhood, at school and in work transitions, and through to post-work life. The foundations of core skills are built during early schooling and consolidation of these skills continues throughout adulthood.

Across the world, countries increasingly recognize the central value of core skills to an individual's successful pursuit of decent work and a fulfilled life.

This learning package draws from this understanding. This Implementation Guide comes with a Trainer's Manual, five module slide decks and a Learner's Handbook. The ILO Skill-UP Ethiopia Programme has already trained 32 teachers to deliver the Core Skills Training Programme. Several of these teachers are from the Federal TVET Institute and they will continue to provide train-the-trainer programmes based on this Core Skills Programme.

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# Abbreviations

<b>AC</b>	Assessment centre
<b>CS</b>	Core skills
<b>CoC</b>	Centre of Competence
<b>FTA</b>	Federal TVET Agency
<b>NQC</b>	National Qualification Certificate
<b>NTQF</b>	National TVET Qualifications Framework
<b>OS</b>	Occupational standard
<b>RPL</b>	Recognition of prior learning
<b>TP</b>	Training provider
<b>TVET</b>	Technical and vocational education and training



# Background – Introduction

This Implementation Guide is designed to enable all training providers (TPs) to successfully implement the Prevocational Core Skills Training Programme, or to integrate core skills modules into their existing learning programmes.

Many Ethiopian workers are concentrated in entry-level positions, with most workers coming from rural agricultural backgrounds. According to the Jobs Creation Commission, 95 per cent of rural youth exit the formal education system at the primary school level.

For most Ethiopian workers, entering employment in a garment factory is their first organized indoor environment since primary school. Many of these new workers are overwhelmed by the procedural and schedule-related requirements of working in a factory and, according to industry research, have insufficient soft or other vocational skills to support their successful transition into the workplace.

Employers find that their lack of core skills (soft skills, employability skills and basic vocational skills, such as functional literacy and numeracy) impacts on productivity and results in a high turnover of entry-level workers. These workers are unable to access decent work: because they left school at the primary school level, they are locked out of the formal TVET system and unable to progress into further study or formal employment.

The Prevocational Core Skills Training Programme is designed to support this group of early school leavers, enabling them either to enter and retain employment or access further education and training for future employment.

In addition to the specific technical skills needed in different occupations, soft skills and behaviours (or “core employability skills”) are also essential. The minimum requirement at entry level is that workers have an understanding of the workplace and their responsibilities and entitlements, along with a sense of personal responsibility, reliability, the ability to work cooperatively with others and follow instructions, and effective communication skills. As more productive workplaces tend to rely on greater flexibility and collaboration, and often delegate more control over details in the working process to the level of the team, they also require stronger core work skills.



# Why a training provider should consider delivering prevocational core skills training

Core skills training helps children and adults develop fundamental skills for effectiveness in life and work. The growth of manufacturing in Ethiopia has been identified as critical to achieving the Government's aim of industrializing rapidly through trade-led strategies.

Significant skills gaps have limited the capability and productivity of many sectors of the Ethiopian economy, in particular a lack of core skills among workers. Core skills are the generic skills that apply to any workplace, such as teamwork, problem-solving, and communication. Core skills are also sometimes referred to as soft skills, employability skills, transferable skills, transversal skills, 21st-century skills and generic skills.

Core skills are the skills we all need to handle ourselves, our relationships and our work effectively and ethically.

The Prevocational Core Skills Training Programme provides a pathway into further training for those who were previously debarred from training, thereby increasing the types of training programme and the range of students catered for by training providers.

Employers find that the present lack of core skills, soft skills, employability skills and basic vocational skills, such as functional literacy and numeracy, impacts on productivity and results in a high turnover of entry-level workers.

The Skill-Up Ethiopia Programme has undertaken extensive research in the garment sector to identify the skills employers require and based on this research, has devised a core skills framework for the garment sector. The Skill-Up Programme has trained an initial group of teachers in delivering core skills and has developed a prevocational training course for people hoping to enter the garment industry and wishing to continue their skills training formally.

## Links

<https://www.bottomlineperformance.com/how-to-successfully-implement-a-training-program/>

<https://collegereadiness.collegeboard.org/pdf/redesigned-sat-k12-teacher-implementation-guide.pdf>

<https://www.dtwd.wa.gov.au/training-providers-and-schools/vet-resources>

[https://sites.ntc.doe.gov/partners/tr/DOE%20Training%20Order%20and%20Handbooks/02-DOE%20Training%20Handbooks%20called%20out%20in%20the%20Training%20Order/DOE-HDBK-1078-94\\_Reaffirm\\_June\\_2014.pdf](https://sites.ntc.doe.gov/partners/tr/DOE%20Training%20Order%20and%20Handbooks/02-DOE%20Training%20Handbooks%20called%20out%20in%20the%20Training%20Order/DOE-HDBK-1078-94_Reaffirm_June_2014.pdf)



## What are core skills?

Core skills are the skills, knowledge and competencies that enhance a worker's ability to secure and retain a job, progress at work and cope with change, secure another job if he/she so wishes or has been laid off and enter more easily into the labour market at different periods of the life cycle. Individuals are most employable when they have broad-based education and training, basic and portable high-level skills, including teamwork, problem-solving, information and communications technology (ICT) and communication and language skills. This combination of skills enables them to adapt to changes in the world of work. (Brewer 2013, p.iii).

Countries across the world are seeking ways to improve employment opportunities for all, while improving enterprise productivity. Dramatic changes impacting the world of work, including new technology, climate change and demographic shifts are disrupting labour markets, challenging global production networks and changing the tasks and skills requirements of existing and future jobs.

As routine jobs disappear and are overtaken by non-routine work, core skills are becoming critical for people to gain and retain employment. Non-routine jobs require individuals to have the skills to solve problems and adapt their skills to new technologies, environments and processes.

### What are core skills for employability?

Core skills are critical for both workers and the enterprises that employ them, enabling workers to attain decent work and manage change, and enterprises to adopt new technologies, introduce new work practices and enter new markets. Core skills are built and strengthened throughout an individual's life. First formed during early education, core skills such as cooperating with others, reading, writing and basic numeracy are further consolidated through social interaction, further study and experience in the workplace.

Core skills are the generic skills that apply to any workplace, such as teamwork, problem-solving and the ability to communicate. They are also sometimes referred to as soft skills, employability skills, transferable skills, transversal skills, 21st-century skills and generic skills. Core work skills are those that enable individuals to acquire and apply new knowledge and adapt their skills and knowledge to new situations. Core skills are critical for adapting to the changing world of work and for lifelong learning.

The Organisation for Economic Cooperation and Development (OECD), through PISA (Programme for International Student Assessment), defines competence as: *A competency is more than just knowledge and skills. It involves the ability to meet complex demands, by drawing upon and mobilising psychosocial resources (including skills and attitudes) in a particular context.* (PISA)

The industrial sector in Ethiopia is set to expand by 20 per cent (World Bank), but this depends on having a competitive, productive and skilled labour force. If the country is to be globally competitive, the demand for Ethiopian workers with transferable skills who are able to adapt to new technologies, work processes and new environments will inevitably increase. Core skills underpin an individual's social, work and personal performance and are required for personal fulfillment and development, active citizenship, social inclusion and employment.

## Core skills are not common skills

Many qualifications are based on a group of common skills that make up the central part of the qualification, with a range of options available for specialization. These common skills may include technical and soft skills common across an occupation or sector.

## The future of work and core skills

The ILO Global Commission on the Future of Work foresees the impact of automation as greatest in jobs held by young people, and the most likely scenario for the future of work as one in which the current inequalities are exacerbated. Jobs that involve repeated tasks will be automated and consequently lost in both blue and white-collar occupations. At the same time, there will be an increase in jobs involving complex tasks and relying on high-level cognitive skills, core skills, social and communication skills, creativity and teamwork. Jobs involving non-routine tasks will continue to increase, while the share of jobs involving routine tasks will continue to decline.

To successfully operate in an environment where work involves non-routine tasks, individuals need social skills (in communication, critical thinking, negotiation, etc.) and creative intelligence (in problem-solving, innovating, etc.) to be able to respond more quickly to new technology, processes and organizational change. People need to be able to think about their existing skills and consider how they can apply them to a new process, technology or context. To be adaptable, a worker will require, for example, skills in:

- ▶ problem-solving (how can I adapt my skills?),
- ▶ communication (clarifying what needs to be done),



- ▶ understanding the workplace culture (what acceptable adaptations or changes can be made?).

Our understanding of competent performance has expanded to include core skills as well as technical skills.

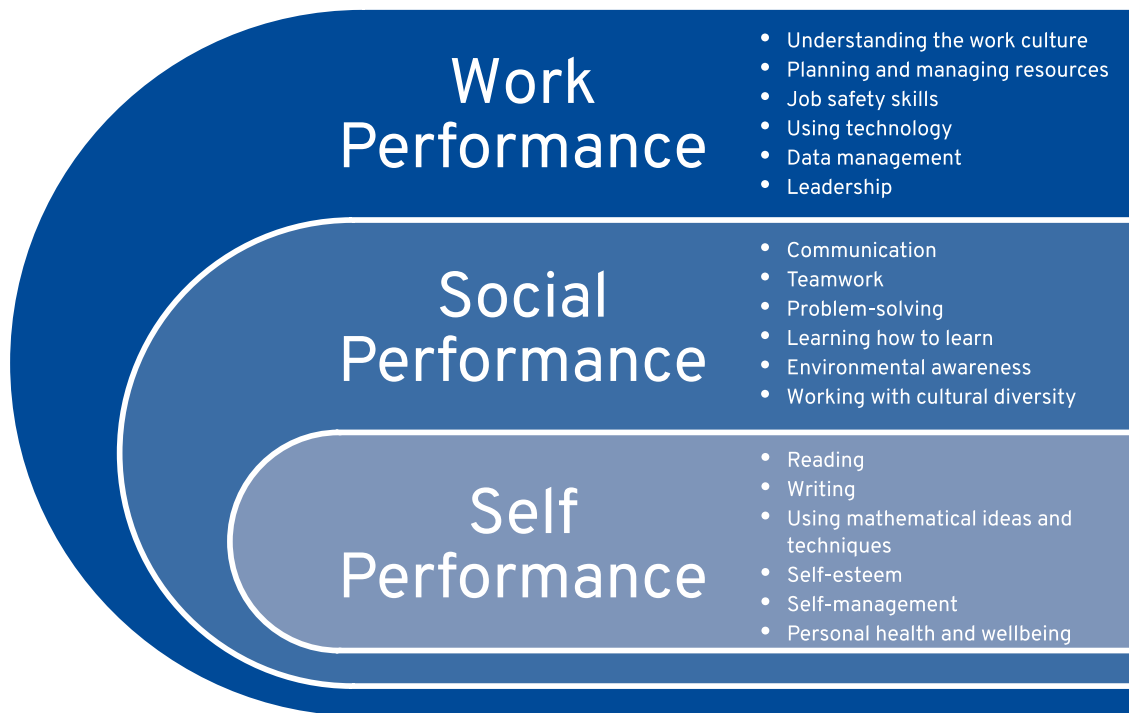
### **Lifelong learning and core skills**

For individuals to fully participate in work and society they need to be able to engage in lifelong learning (LLL), starting in early childhood, at school and in work transitions, and through to post-work life. The foundations of core skills are built during early schooling and consolidation of these skills continues throughout adulthood.

To assist individuals to participate in lifelong learning, the introduction of core skills at each stage of learning is an important first step. Numeracy, literacy, environmental and digital skills, communication, learning to learn, teamwork and problem-solving are all necessary, not only for work but also for life generally.



## The core skills framework



The core skills framework was developed in two stages. Firstly, five international core skills frameworks were selected and analysed to provide points of reference for a core skills framework for the textile and garment sector. The frameworks analysed were the Australian Mayer Key Competencies (1992); the American SCANS Framework (1991); the Kenyan Basic Education Curriculum Framework (2017); the Scottish Core Skills Framework (2013); and Singaporean Workforce Skills Qualifications (2019).

Secondly, the core skills required in the textile and garment sector were identified by conducting interviews with employers and workers in garment factories in Addis Ababa, Hawassa and Mekelle. The skills identified were then grouped and defined with reference to the international frameworks analysed. Three levels of performance were developed for each skill.

Entry-level occupations	Mid-level technical and supervisor occupations	Management occupations
Sewing and stitching	Team leaders, supervisors and line leaders in production	Production management and planning
Knitting-machine operation		Industrial engineering
Fabric receiving	Trainers	Human resource management
Fabric cutting	Machine mechanics or technicians	Designing
Embroidery and screen-printing	Facilities technicians and craft occupations	Sales and marketing management
Checking and quality control	Quality and compliance technicians	Logistics
Spot cleaning and laundry	Dyeing technicians	
Fusing and pressing	Laboratory technicians	
Operator jobs in packing and shipping	Mid-level jobs in fabric cutting	
	Production planning assistants	
	Designers	
	Merchandisers	

The framework contains three levels of core skill usage or difficulty and is aligned to the following occupations.

## The levels covered

### Entry-level occupations (Performance level 1) entail:

- ▶ the application of core skills to routine but variable work tasks under direct supervision with limited responsibility, using a range of procedures in entry-level positions and day-to-day life;
- ▶ foundational skills knowledge (or the ability to acquire this knowledge) in preparation for entry-level work, further learning and everyday life;
- ▶ limited autonomy and judgement in performing routine but variable work tasks.

### Technician and supervisor occupations (Performance level 2) entail:

- ▶ the application of core skills to complex but mostly familiar work tasks and circumstances, with responsibility for own outputs and the outputs of team members within established parameters;
- ▶ solutions to a variety of predictable and sometimes unpredictable problems in known contexts;
- ▶ core skills in applying knowledge and contributing to multiple but related areas of work and learning.

### Management occupations (Performance level 3) entail:

- ▶ core skills knowledge in analysing, comparing and contrasting requirements for changing areas of work and learning;
- ▶ the application of core skills to known and unknown work circumstances, to design solutions and develop plans, with responsibility and autonomy for own outputs and the outputs of others in work unit or production process within broad parameters, or for performing specialist technical tasks;
- ▶ core skills in managing known and unknown work circumstances for self, others and the work unit or production process.

<b>Self-performance:</b>	The basic skills an individual requires to participate in the textile and garment sector (e.g. reading, writing, using mathematical ideas and techniques).
<b>Social performance:</b>	Skills that underpin social interactions (e.g. communication, problem-solving, teamwork)
<b>Work performance:</b>	Skills more specific to a workplace setting (e.g. understanding work culture, planning and managing resources, job safety skills)

The detail of the core skills can be found by clicking here: [Core skills details](#).





# The Prevocational Core Skills Training Programme

## The Prevocational Core Skills Training Programme

This Implementation Guide comes with a Trainer's Manual, five module slide decks and a Learner's Handbook.

### Programme structure and design

The Prevocational Core Skills Modular Training Programme for Garment Workers is a **60-GLH** (Guided Learning Hours) modular, entry-level prevocational core skills training programme for new and returning workers to the garment sector in Ethiopia.

The Programme is based on a **holistic model of instruction and core skills acquisition**, ensuring experiential, inspirational and participatory learning. The materials are learner-centred / directed, where appropriate, and include a broad range of approaches to learning, such as:

- ▶ Incorporating knowledge
- ▶ Learning by doing
- ▶ Reflecting on specific actions
- ▶ Cooperative learning

This allows for a combination of self-driven activities and methods of facilitation that include learners and groups and their diverse needs, experiences, and expertise.

### How to use this guide

This guide has been designed to help training providers to deliver the training programme. It includes the following components:

- ▶ this Core Skills Implementation Guide
- ▶ a Trainer's Handbook
- ▶ a Student's Handbook
- ▶ five module slide decks

The ILO Skill-UP Ethiopia Programme has already trained 32 teachers to deliver the Core Skills Training Programme. Several of these teachers are from the Federal TVET Institute and they will continue to provide train-the-trainer programmes based on this Core Skills Programme.

The Programme has been developed to ensure flexible delivery in a variety of educational settings. The length of the sessions has been standardized to 2.5 hours within each module, so that each session can be delivered in a half-day timeframe. The training provider can decide how to organize the sessions to deliver the entire programme, depending on the needs of the organization and, crucially, the learners themselves.

### Module titles and guided-learning hours

Module no.	Module title	GLH / Sessions
1	<b>Working in the garment industry in Ethiopia</b>	<b>10 GLH</b>   4 Sessions of 2.5 hours each
2	<b>Working professionally</b>	<b>10 GLH</b>   4 Sessions of 2.5 hours each
3	<b>Working safely and securely</b>	<b>20 GLH</b>   8 Sessions of 2.5 hours each
4	<b>Working together</b>	<b>10 GLH</b>   4 Sessions of 2.5 hours each
5	<b>Working productively</b>	<b>10 GLH</b>   4 Sessions of 2.5 hours each

- ▶ Each module consists of four sessions of 2.5 hours each (apart from Module 3, Working safely and securely, which comprises eight 2.5-hour sessions delivered over 20 hours).
- ▶ The entire programme could be delivered over two-and-a-half weeks on a full-time basis (five hours or two sessions per day).
- ▶ The entire programme could be delivered flexibly as suits the training provider, the demands of the garment sector and the learners themselves.
- ▶ The programme is suitable for delivery in FTVET Institutes; Centres of Competence (COCs); private training facilities; industrial park training centres; other training centres, as appropriate.

## Programme components

The entry-level Prevocational Core Skills Programme for the garment sector in Ethiopia consists of the following components:

<b>A Trainer's Handbook</b>	Covering administrative details, pedagogical support for training learners with literacy issues, full programme content, resources required, participatory facilitation methods, active-learning events/activities and debriefing, and action planning as a reflective learning tool, together with full mapping for assessment and certification purposes to:  new ILO Core Skills Framework for the Garment Sector in Ethiopia at entry level  Federal TVET Agency of Ethiopia (FTVETA) Generic Occupational Standards for the garment industry at entry level  FTVETA generic modules for the garment industry at entry level
<b>A Learner's Handbook</b>	Largely pictorial and designed to support learner participation during training and afterwards. The handbook includes a short summary of the key information covered during each core skills module, along with activities and tips, information and guidance on implementing core skills that will be useful for the young people after they have concluded the training and are entering employment.
<b>PowerPoint slide decks</b>	Comprehensive slide decks for each session of the five modules, designed to guide the trainer in delivery and provide pictorial and key guidance to learners as they progress through the programme.

- ▶ **The addition of rich step-by-step trainer notes in the detailed training guide.** These notes, if read thoroughly, will enable a proficient garment-sector trainer to deliver the Prevocational Core Skills Programme with minimal training.
- ▶ **The addition of PowerPoint slide decks.** The PowerPoint slide decks provided give extra guidance and anchorage for trainers, as well as pictorial guidance for learners.
- ▶ **Cross-referencing of PPT-slide page numbers and Learner's Handbook page numbers.** The detailed training guides in the Trainer's Handbook have cross-references to the corresponding activities or learning points in the Learner's Guide and the PowerPoint slides, again enabling trainers to deliver the programme with minimal outside training.

## How the Trainer's Handbook is organized

The initial pages of the Handbook contain an overview of the programme, the administrative details and the basic requirements for running the programme successfully, along with some training tips for learners with literacy issues. The Trainer's Handbook then details the following:

### Module plans

The plans for each of the five modules are snapshots to enable trainers to plan their training delivery. They contain the learning outcomes for the module, an overview of the content and the resources required to deliver the session. Trainers are advised to consult the module plans prior to delivery and gather together the necessary resources well in advance of each session.

## Detailed training guides

The detailed training guides for each module provide a structure for its delivery. They give an overview of each session and explain how it is mapped to the new core skills framework and the generic modules devised by the Ethiopian Federal Technical and Vocational Education and Training Agency for the garment sector at level 1. They then provide a step-by-step guide to the content and flow of the module. Each learning activity contributes to meeting the learning outcomes for the module/session. The detailed training guides explain the key aspects of the programme, including the purpose of the activities, the key information and discussion points to be covered and the desired outcome for each activity in each module.

Each session of the five modules is 2.5 hours in length to allow for complete delivery within a half day's training. The structure of the modules is generally as follows:

- ▶ **Welcome:** A recap on the previous module (if appropriate) and learning outcomes for the session;
- ▶ **Important notes to trainers:** Where sessions require advanced planning and/or extra resources, this will be detailed in red at the beginning of the session plans;
- ▶ **Session energizer:** a short activity, usually requiring movement and expenditure of energy, or a quiz to practise some of the core skills learned or to be learned in the module. Some of the energizer activities require resources such as string or blindfolds, but most do not;
- ▶ **Body of the session:** either two distinct parts or a single part that addresses the learning outcomes for the session
- ▶ **Reflection / roundup and personal goals:** At the end of each session, learners will complete their personal action plans with a takeaway from each session: something specific that they have learned from the session and will put into practice. The core skills learned during the session will also be examined and discussed at this stage.

## How the Learner's Handbook is organized

The Learner's Handbook is a resource for learners. At the start of each module, the learning outcomes are stated, and activities for learners to complete are explained and key information for them to take away from the module is detailed. At the end of each module, there is an action plan for learners to complete, with key takeaways that they will apply in the workplace. At the end of each session, the core skills from the ILO Core Skills Framework for the Garment Sector are detailed.

The Learner's Handbook is colourful and largely pictorial, designed to indicate the most important information and not overload the learners with dense text. This is because a high proportion of the cohort are expected to have issues with literacy in their mother tongue.

## How the PowerPoint slide decks are organized

There are comprehensive PowerPoint slide decks for each of the five modules to accompany the Trainer's Handbook. The slide decks are designed to guide the trainers in their delivery and anchor them to key points. The slides also guide the learners and provide pictorial and key anchors for individuals as they progress through the programme.

## Training programme resource requirements

Each module lists the resources required for its delivery. Some of the common resources required are listed below:

- ▶ Training room; it is important that the training room is big enough for students to work in groups or sit in a large circle, and be able to move around
- ▶ Sign-in / attendance sheet
- ▶ PPT slide deck for each module
- ▶ Learners' handbooks
- ▶ Laptop / PC
- ▶ Projector
- ▶ Speakers for video audio
- ▶ A3 or A4 blank sheets of paper for each learner
- ▶ Pens
- ▶ Flipchart / whiteboard
- ▶ Markers
- ▶ Flipchart paper
- ▶ Post-it notes or small sheets of paper and sticky tape
- ▶ Pens for learners
- ▶ Large jar or container
- ▶ Ethiopia Industrial Park Guide  
<http://ethioembassyCanada.org/docs/IndustrialparksGuide.pdf> (in English)
- ▶ Garment factory to visit
- ▶ Access to contact person for arranging the visit, security staff, member(s) of staff who will facilitate the tour and at least two workers: one sewing-machine operator and a supervisor or manager to explain roles and duties
- ▶ Garment factory representative to speak to students





## Programme assessment

The Prevocational Core Skills Programme is mapped against the new Core Skills Framework for Garment factory Workers in Ethiopia and the following generic core skills modules devised by the Ethiopian Federal Technical and Vocational Education and Training Agency for garment factory workers at level 1.

FTVETA module code	FTVETA module title
<b>IND LGG1 09 1119</b>	Demonstrate work values
<b>IND LGG1 07 1119</b>	Work with others
<b>IND LGG1 08 1119</b>	Receive and respond to workplace communication

Details of where programme modules map over to the core skills framework and the FTVETA modules are given at the beginning of each module training guide.

FTVET assessment criteria for the generic modules allows trainers the freedom to develop tools and evidence for their own skills assessments. See Attachment C for the FTVETA assessment criteria for the three generic modules mapped to this programme. Trainers should assess learners against the stated criteria and keep a record of their assessment in order to be able to award their cohort FTVETA module recognition.



## Teaching core skills

The Federal TVET Institute has lecturers trained by the Ethiopia Skill-Up Project to deliver train-the-trainer programmes to upskill teachers in delivering core skills and the present Prevocational Core Skills Training Programme. If your training organisation would like to deliver this programme and your teachers have not completed the train-the-trainer programme, contact the Federal TVET Institute to see if they are running one soon.

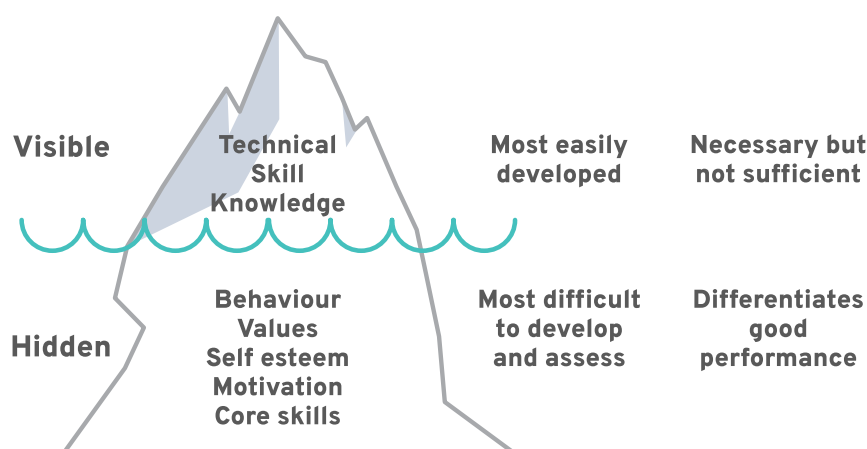
Training providers with teachers who have not received teacher training in core skills can still deliver the programme using the trainer and student handbooks and the five module decks.

### Core skills integrated with technical skills

Competent performance depends on a combination of technical and soft skills, behaviour, self-esteem and underpinning knowledge. The ILO Global Commission on the Future of Work foresees an increase in jobs with complex tasks relying on high-level cognitive skills, soft skills, social and communication skills, creativity and teamwork. Being able to teach core skills will therefore become more increasingly important. In best practice, core skills are integrated with technical skills and included in occupational standards to support competent performance. Many teachers find it difficult to teach core skills and prefer to focus on technical skills as they are often easier to teach. However, focusing exclusively on technical skills will not develop competent performance.

Competency-based training not only gives students the opportunity to practice their technical skills: when teachers use a range of active student-centred teaching methodologies, students can also practice their core or soft skills. For example, team projects develop skills in teamwork, presenting work to a class develops communications skills, and participating in simulations develops a range of core skills.

► **What makes up competent performance**



This Prevocational Core Skills Training Programme includes a range of participatory activities to enable students to develop and practice their core skills.

**Some successful teaching methods for developing core skills**

- Use multiple and varied representations of concepts and tasks, such as diagrams, numerical and mathematical representations, and simulations, providing support to help students interpret them.
- Encourage elaboration, questioning and explanation, for example by prompting students who are reading a text to explain the material aloud to themselves or others as they read.
- Engage learners in challenging tasks, while also supporting them with guidance, feedback and encouragement to reflect on their own learning processes.
- Teach with examples and cases, such as modeling a procedure for solving a problem while explaining the reason for each step.
- Prime student motivation by connecting topics to students' personal lives and interests, engaging students in problem-solving, and drawing attention to the knowledge and relevance of the skills students are developing, rather than grades or scores.
- Use "formative" assessments that continuously monitor students' progress and provide feedback to teachers and students for use in adjusting their teaching and learning strategies.

Source: Education for Life and Work: Developing Transferable Knowledge and Skills in the 21st Century. U.S. National Research Council Report Brief, July 2012

## Industry involvement

It is important that students visit at least one working garment factory, ideally early in the course, as a way of building interest and motivation. Having individuals who work in a garment factory speak to the students will be more meaningful and less boring than having the teacher speaking all the time. Nothing brings a role to life more than someone who is currently working in it.

This pre-vocational training programme includes sessions allowing for an active member of staff of a garment factory could come and speak to the group. The staff member could be part of the human resources team or a factory supervisor or manager. Sessions of this kind must, however, be well-organised and carefully timed. It is a good idea to brief the speaker on the focus or outcomes of the talk and give her/him a strict timeframe for completion. To keep learners focussed, it is recommended that you allow time before the guest arrives for learners to think of and note down questions, they would like answered or points they would like covered and allow time at the end of the talk for learners to ask the questions they have prepared.

Involving factory representatives or garment industry recruiters in the selection of students helps to develop industry involvement and commitment and improves employment opportunities for students at the end of the course.

Involving industry representatives in the assessment of students also helps to ensure students receive useful feedback on their employability and core skills and gives the companies an opportunity to recruit fresh graduates.



## Attachment A – Core skills details

<b>Category</b>	Self-performance
<b>Skill</b>	Reading
<b>Proposed definition</b>	Locates, understands and interprets written information to perform tasks and function effectively in the workplace. Source: Adaptation of SCANS definition for “Reading”

<b>Entry level</b>	<b>Technicians and mid-level management</b>	<b>High-level management</b>
Performance level 1	Performance level 2	Performance level 3
At this level a person:	At this level a person:	At this level a person:
<ul style="list-style-type: none"> <li>Locates and understands familiar, simple workplace signs, symbols and text (including in foreign languages, such as English, when necessary)</li> <li>Interprets and acts on information in signs, symbols and text</li> <li>Checks that interpretation and response to sign, symbol or text is correct</li> </ul>	<ul style="list-style-type: none"> <li>Locates and understands routine workplace signs, symbols, texts and procedures</li> <li>Interprets and acts on information in signs, symbols, texts and procedures</li> <li>Checks that others' interpretation and response to signs, symbols, texts or procedures is correct</li> </ul>	<ul style="list-style-type: none"> <li>Locates and understands complex and/or technical written information</li> <li>Analyses, evaluates and responds to complex and/or technical written information</li> <li>Checks that interpretation and response to written information is correct</li> </ul>
Source: Elements of FSKRDG002, FSKRD004	Source: Elements of FSKRDG009, FSKRD010	Source: Elements of FSKRDG011

<b>Category</b>	Self-performance
<b>Skill</b>	Writing
<b>Proposed definition</b>	Communicates information, messages and ideas in writing, records information completely and accurately. Source: Adaptation of SCANS definition for “Writing”

<b>Entry level</b>	<b>Technicians and mid-level management</b>	<b>High-level management</b>
Performance level 1	Performance level 2	Performance level 3
At this level a person:	At this level a person:	At this level a person:
<ul style="list-style-type: none"> <li>Records or copies basic information in familiar workplace format</li> <li>Writes short, simple text in familiar workplace format</li> </ul>	<ul style="list-style-type: none"> <li>Writes routine workplace formatted texts</li> <li>Locates and selects information required to complete text</li> <li>Uses appropriate grammar necessary to convey meaning</li> <li>Reviews and finalizes texts written across team for completeness, accuracy and intended purpose</li> </ul>	<ul style="list-style-type: none"> <li>Records complex information accurately and completely</li> <li>Writes complex texts appropriate for audience and purpose</li> <li>Extracts and analyses information required to write text</li> <li>Reviews and finalizes texts across unit for completeness, accuracy and intended purpose</li> </ul>
Source: Adapted from element of FSKWTG002	Source: Adapted from FSKWTG008, FSKWTG009	Source: Adapted from FSKWTG010

<b>Category</b>	Self-performance
<b>Skill</b>	Using mathematical ideas and techniques
<b>Proposed definition</b>	Understands and applies numerical and other mathematical skills to perform tasks accurately and effectively. Source: Adaptation of Scottish Core Skills Framework definition for “Using Numbers”

<b>Entry level</b>	<b>Technicians and mid-level management</b>	<b>High-level management</b>
Performance level 1	Performance level 2	Performance level 3
At this level a person:	At this level a person:	At this level a person:
<ul style="list-style-type: none"> <li>Estimates, measures and performs simple calculations with routine measurements for familiar workplace tasks</li> <li>Uses familiar 2D and 3D shape and angle properties to complete familiar workplace tasks</li> </ul>	<ul style="list-style-type: none"> <li>Selects and communicates appropriate workplace measurement information to team</li> <li>Interprets, draws, constructs and communicates routine 2D and 3D shapes and angles for work</li> <li>Uses appropriate mathematical methods to solve problems</li> </ul>	<ul style="list-style-type: none"> <li>Uses a wide range of mathematical methods in combination to solve complex problems and make decisions across work unit</li> </ul>
Source: Drawn from FSKNUM015, FSKNUM016	Source: Drawn from FSKNUM015, FSKNUM016, FSKNUM018, FSKNUM019	Source: FSKNUM033, FSKNUM018, SCQF6

<b>Category</b>	Self-performance
<b>Skill</b>	Self-esteem
<b>Proposed definition</b>	Demonstrates positive self-view; builds/enhances a “can do” attitude; demonstrates confidence and trust in self and the ability to learn and succeed in new tasks; takes pride in contribution to work and impact on others. Source: Modified and Adapted from SCANS definition.

<b>Entry level</b>	<b>Technicians and mid-level management</b>	<b>High-level management</b>
Performance level 1	Performance level 2	Performance level 3
At this level a person:	At this level a person:	At this level a person:
<ul style="list-style-type: none"> <li>Maintains a positive attitude towards self and has confidence</li> <li>Takes pride in the level of effort and quality of accomplishments</li> </ul>	<ul style="list-style-type: none"> <li>Supports others in developing a positive attitude and self-confidence</li> <li>Encourages others to take pride in the level of effort and quality of accomplishments</li> </ul>	<ul style="list-style-type: none"> <li>Supports others across work unit or production process in developing confidence and negotiating differences</li> <li>Encourages others across work unit or production process to take pride in the level of effort and quality of accomplishments</li> </ul>
Source: Drawn from SCANS performance levels for “Self-esteem”	Source: Drawn from SCANS performance levels for “Self-esteem”	Source: Drawn from SCANS performance levels for “Self-esteem”



<b>Category</b>	Self-performance
<b>Skill</b>	Self-management
<b>Proposed definition</b>	Exhibits self-control and work-appropriate behaviour; follows workplace code of conduct; takes responsibility for own actions; maintains consistent level of commitment and focus; exerts effort and perseverance toward goals.  Source: Adapted from SCANS definitions for “Responsibility” and “Self-management”

<b>Entry level</b>	<b>Technicians and mid-level management</b>	<b>High-level management</b>
Performance level 1	Performance level 2	Performance level 3
At this level a person:	At this level a person:	At this level a person:
<ul style="list-style-type: none"> <li>Displays the required standards for workplace attendance, commitment, attitude and focus</li> <li>Takes responsibility for own actions</li> <li>Applies consistent level of effort to achieve organizational goals</li> <li>Follows workplace code of conduct</li> </ul>	<ul style="list-style-type: none"> <li>Clearly communicates what constitutes work-appropriate behaviour, including the workplace code of conduct, to others, and monitors behaviour</li> <li>Supports others in developing self-control and work-appropriate behaviour</li> <li>Supports others in applying effort to achieve organizational goals</li> <li>Takes responsibility for own actions, setting goals and deadlines</li> <li>Maintains consistent level of commitment and focus</li> <li>Models excellent behaviour to others</li> </ul>	<ul style="list-style-type: none"> <li>Develops workplace codes of conduct as required and provides appropriate training on such codes across units and production process</li> <li>Designs and implements accountability structures across work units and production process</li> <li>Evaluates personal performance to identify areas for improvement</li> <li>Works to maintain and support the work unit or production process in exerting a high and consistent level of effort and perseverance toward goals</li> <li>Identifies good practices in the workplace and adjusts own practices accordingly</li> <li>Models good practice in personal management skills</li> </ul>
Source: Drawn from SCANS performance levels for “Self-management” and “Responsibility”	Source: Drawn from SCANS performance levels for “Self-management” and “Responsibility”	Source: Drawn from SCANS performance levels for “Self-management” and “Responsibility”

<b>Category</b>	Self-performance
<b>Skill</b>	Personal health and wellbeing
<b>Proposed definition</b>	Knowledge of personal financial management, hygiene, family planning and wellbeing; plans for the future; understands workers' rights and what constitutes harassment; has knowledge of complaint processes.  Source: interviews

<b>Entry level</b>	<b>Technicians and mid-level management</b>	<b>High-level management</b>
Performance level 1	Performance level 2	Performance level 3
At this level a person:	At this level a person:	At this level a person:
<ul style="list-style-type: none"> <li>• Displays openness to learning about skills to maintain personal health and wellbeing</li> <li>• Displays basic hygiene skills</li> <li>• Applies knowledge of nutrition</li> <li>• Understands personal health and family planning measures</li> <li>• Basic knowledge of personal financial management</li> <li>• Demonstrates knowledge of complaints processes and basic workers' rights</li> </ul>	<ul style="list-style-type: none"> <li>• Recognises that others' circumstances outside the workplace can impact on their work performance</li> <li>• Notifies superiors of any specific personal wellbeing skills needs</li> <li>• Demonstrates knowledge of workers' rights and responsibilities in the workplace</li> <li>• Communicates information about complaint processes and individual rights to others</li> </ul>	<ul style="list-style-type: none"> <li>• Understands that broader economic and societal systems, as well as employees' individual circumstances, can impact on work performance</li> <li>• Manages the work unit or production process in a way that is responsive to broader economic and societal systems to maximize workplace performance</li> <li>• Organizes and/or delivers training across organization to support life skills of employees</li> <li>• Ensures complaint processes are well known and understood across the work unit or production process</li> <li>• Ensures the transparency and integrity of complaint processes</li> </ul>
	Source: Drawn from SCANS "Understands systems"	Source: Drawn from SCANS "Understands systems"

<b>Category</b>	Social performance
<b>Skill</b>	Communication
<b>Proposed definition</b>	<p><i>Listening:</i> Receives, attends to, interprets, and responds to verbal messages and other cues such as body language in ways that are appropriate to purpose.</p> <p><i>Speaking:</i> Organizes ideas and communicates oral messages appropriate to audience and context; uses verbal language and other cues such as body language appropriate to audience and context; responds to listener feedback; asks questions as necessary.</p>

<b>Entry level</b>	<b>Technicians and mid-level management</b>	<b>High-level management</b>
Performance level 1	Performance level 2	Performance level 3
<p>At this level a person:</p> <ul style="list-style-type: none"> <li>• Follows simple instructions</li> <li>• Asks relevant questions for clarification</li> <li>• Interprets simple non-verbal cues such as tone of voice and facial expression</li> <li>• Makes routine oral reports according to pre-established instructions</li> <li>• Communicates in a way that is cognisant of cultural and language differences</li> </ul>	<p>At this level a person:</p> <ul style="list-style-type: none"> <li>• Delivers instructions effectively and appropriately for target audience</li> <li>• Facilitates effective team interaction by using appropriate language, listening strategies, and other cues such as tone and body language</li> <li>• Appropriately responds to and acts on communication from employees</li> <li>• Uses correct communication channels to refer information to team and supervisors as appropriate</li> <li>• Leads team communication that responds effectively to cultural and language differences</li> </ul>	<p>At this level a person:</p> <ul style="list-style-type: none"> <li>• Effectively communicates information needed for workers to succeed</li> <li>• Manages workplace interactions and negotiations across the work unit or production process by using and encouraging effective communication</li> <li>• Establishes the use of communication channels across the work unit or production process</li> <li>• Manages communication across the work unit or production process that is sensitive to cultural and language differences for effective performance</li> <li>• Adapts communication strategies when working with external stakeholders</li> </ul>
Source: SCANS performance levels for "Listening" and "Speaking"	Source: FSKOCM011; SCANS performance levels for "Listening" and "Speaking"	Source: Adapted from FSKOCM012

<b>Category</b>	Social performance
<b>Skill</b>	Teamwork
<b>Proposed definition</b>	Works cooperatively with others and contributes to group with ideas and effort. This includes doing own share of work; respecting others; encouraging team members by listening and responding to contributions; managing and resolving conflict; and taking responsibility for accomplishing team and organizational goals.  Source: SCANS definition for “Participates as a member of a team”

<b>Entry level</b>	<b>Technicians and mid-level management</b>	<b>High-level management</b>
Performance level 1	Performance level 2	Performance level 3
At this level a person:	At this level a person:	At this level a person:
<ul style="list-style-type: none"> <li>• Operates as an active member of the team</li> <li>• Contributes with suggestions and effort</li> <li>• Follows rules and procedures set by team</li> <li>• Takes responsibility for doing own share of work necessary to achieve team goals</li> <li>• Demonstrates respect for others</li> </ul>	<ul style="list-style-type: none"> <li>• Identifies and communicates team goals</li> <li>• Builds team relationships and identifies others’ strengths</li> <li>• Encourages others by listening and responding appropriately to their contributions, helping to build a sense of belonging</li> <li>• Resolves conflict within the team</li> <li>• Evaluates team effectiveness and reports to senior management</li> <li>• Models respectful behaviour</li> </ul>	<ul style="list-style-type: none"> <li>• Establishes and maintains teams across the work unit or production process, considering skill requirements</li> <li>• Establishes and communicates the goals of the work unit or production process</li> <li>• Establishes procedures and timeframes for teams across work unit or production process to meet goals</li> <li>• Builds a sense of team spirit across the work unit or production process</li> <li>• Negotiates and resolves conflict that has been escalated from mid-management</li> <li>• Evaluates effectiveness of teams across work unit or production process</li> <li>• Models respectful behaviour</li> </ul>
Source: SCANS performance levels for “Participates as a member of a team”	Source: SCANS performance levels for “Participates as a member of a team”	Source: SCANS performance levels for “Participates as a member of a team”

<b>Category</b>	Social performance
<b>Skill</b>	Problem-solving
<b>Proposed definition</b>	Applies reasoning and critical thinking to anticipate problems; identifies possible reasons for problems; devises and implements a plan of action for resolving problems; evaluates and monitor's progress; revises plan following evaluation.  Source: SCANS definition for "Problem-solving"

<b>Entry level</b>	<b>Technicians and mid-level management</b>	<b>High-level management</b>
Performance level 1	Performance level 2	Performance level 3
At this level a person:	At this level a person:	At this level a person:
<ul style="list-style-type: none"> <li>• Recognizes that problems can arise</li> <li>• Anticipates routine problems</li> <li>• Implements familiar procedures to resolve routine problems</li> <li>• Takes initiative and thinks creatively to solve problems</li> <li>• Informs supervisor of problems as they arise</li> <li>• Contributes appropriately to solving complex problems</li> </ul>	<ul style="list-style-type: none"> <li>• Identifies the sequence of events that causes a problem</li> <li>• Plans and executes steps to solve problems across team</li> <li>• Encourages initiative and creative thinking in team to solve problems</li> <li>• Monitors and evaluates actions implemented to resolve problems</li> <li>• Evaluates and communicates outcomes back to team and supervisors</li> </ul>	<ul style="list-style-type: none"> <li>• Anticipates, identifies and resolves complex problems across work unit or production process</li> <li>• Analyses factors contributing to problems</li> <li>• Plans and executes steps that require multiple sequences to resolve problems across work unit or production process</li> <li>• Encourages initiative and creative thinking across work unit or production process to solve problems</li> <li>• Evaluates and communicates outcomes back to work unit or production process</li> </ul>
Source: Performance levels from SCANS "Problem-solving"	Source: Performance levels from SCANS "Problem-solving"	Source: Performance levels from SCANS "Problem-solving"; FSKLRG013

<b>Category</b>	Social performance
<b>Skill</b>	Learning how to learn
<b>Proposed definition</b>	Demonstrates motivation and willingness to learn; applies and adapts new knowledge and skills in both familiar and changing situations; uses formal and informal learning strategies; shares knowledge.  Source: Adapted from SCANS definition of “Knowing how to learn”

<b>Entry level</b>	<b>Technicians and mid-level management</b>	<b>High-level management</b>
Performance level 1	Performance level 2	Performance level 3
At this level a person:	At this level a person:	At this level a person:
<ul style="list-style-type: none"> <li>• Demonstrates motivation and willingness to learn</li> <li>• Uses active listening (listening and asking questions) to learn and apply new knowledge</li> <li>• Asks basic questions to source information</li> <li>• Can identify and access sources of information</li> <li>• Demonstrates perseverance and resilience when learning and applying new knowledge</li> <li>• Demonstrates flexibility to adapt to changing workplace systems or processes</li> </ul>	<ul style="list-style-type: none"> <li>• Can establish personal learning goals</li> <li>• Determine essential and relevant information to achieve learning goal</li> <li>• Uses active listening (listening and asking questions) to learn and apply new knowledge</li> <li>• Encourages others to learn, apply and adapt new knowledge by creating a positive learning environment</li> <li>• Supports others in identifying general rules or patterns and applying them to understand different but similar tasks or procedures</li> <li>• Develops strategies that support informal learning across team</li> <li>• Identifies formal training needs and communicates to superiors</li> <li>• Supports team in adapting to new workplace systems or processes</li> <li>• Applies basic research methodologies to access new information</li> </ul>	<ul style="list-style-type: none"> <li>• Can establish personal and career learning goals</li> <li>• Can learn, apply and adapt new knowledge by using a range of research methodologies</li> <li>• Encourages employees to learn, apply and adapt new knowledge by creating a positive learning environment across work unit or production process</li> <li>• Identifies mid-level managers training needs</li> <li>• Develops strategies that support informal learning across work unit or production process, particularly for mid-level managers</li> <li>• Identifies and sends employees to formal training opportunities</li> <li>• Develops flexibility and adaptability in learning in order to accommodate change</li> </ul>
Source: adapted from performance levels for SCANS “Knowing how to learn”	Source: adapted from performance levels for SCANS “Knowing how to learn”	Source: adapted from performance levels for SCANS “Knowing how to learn”

<b>Category</b>	Social performance
<b>Skill</b>	Environmental awareness
<b>Proposed definition</b>	Applies environmental awareness to a range of contexts in both the workplace and the community to reduce waste, limit water and energy usage and prevent damage to the environment

<b>Entry level</b>	<b>Technicians and mid-level management</b>	<b>High-level management</b>
Performance level 1	Performance level 2	Performance level 3
At this level a person:	At this level a person:	At this level a person:
<ul style="list-style-type: none"> <li>• Recognizes what items can be recycled both in the workplace and at home</li> <li>• Knows how to correctly place items for recycling both in the workplace and at home</li> <li>• Takes measures to reduce water use both in the workplace and at home</li> <li>• Names the different types of waste generated in the workplace</li> <li>• Identifies sources of environmental pollution in the workplace or at home</li> <li>• Reports spillages and other environmental hazards immediately</li> </ul>	<ul style="list-style-type: none"> <li>• Can explain and identify what pollution is and how these impacts on the environment and our health</li> <li>• Takes the appropriate steps to limit pollution / waste at the workplace</li> <li>• Disposes of waste products that cannot be used again or recycled in a way that does not damage the environment</li> <li>• Takes steps to limit water and energy wastage</li> </ul>	<ul style="list-style-type: none"> <li>• Ensures housekeeping practices that are good for the environment</li> <li>• Can choose from a range of housekeeping practices that are good for the environment can reduce the amount of damage work activities can do</li> <li>• Can identify environmental hazards that might occur, and develop strategies to mitigate and deal with them</li> </ul>

<b>Category</b>	Social performance
<b>Skill</b>	Working with cultural diversity
<b>Proposed definition</b>	Understands own culture, as well as the cultures of others and how they differ; always respects and tolerates others while helping them make appropriate adjustments; chooses communication strategies that are culturally appropriate. Source: Adapted from SCANS definition of “Works with cultural diversity”

<b>Entry level</b>	<b>Technicians and mid-level management</b>	<b>High-level management</b>
Performance level 1	Performance level 2	Performance level 3
At this level a person:	At this level a person:	At this level a person:
<ul style="list-style-type: none"> <li>• Accepts difference between self and others</li> <li>• Is respectful and open to learning about different cultures</li> <li>• Listens and makes adjustments to communication strategies in order to work effectively with others from different cultural backgrounds</li> </ul>	<ul style="list-style-type: none"> <li>• Models respectful behaviour to team</li> <li>• Considers cultural differences when communicating with others, resolving conflict, and leading team</li> </ul>	<ul style="list-style-type: none"> <li>• Models respectful behaviour across work unit or production process</li> <li>• Facilitates cultural understanding across work unit or production process</li> <li>• Ensures work unit or production process has appropriate cultural adjustments in place</li> <li>• Provides appropriate cultural training to all employees</li> </ul>
Source: Adapted from performance levels for SCANS “Works with cultural diversity”	Source: Adapted from performance levels for SCANS “Works with cultural diversity”	Source: Adapted from performance levels for SCANS “Works with cultural diversity”

<b>Category</b>	Work performance
<b>Skill</b>	Understanding work culture
<b>Proposed definition</b>	Knows about industrial work culture and self-manages to succeed in a challenging work environment; displays appropriate work behaviours including punctuality, time management, discipline, productivity, perseverance and strong work ethic.

<b>Entry level</b>	<b>Technicians and mid-level management</b>	<b>High-level management</b>
Performance level 1	Performance level 2	Performance level 3
At this level a person:	At this level a person:	At this level a person:
<ul style="list-style-type: none"> <li>• With guidance, learns about and adapts to industrial work culture</li> <li>• Understands expectations in relation to behaviour in the factory environment, including work ethics, discipline, punctuality, compliance, honesty and integrity</li> <li>• Learns to cope in a difficult work environment</li> <li>• Understands the promotional ladder</li> <li>• Accepts and responds to constructive feedback on work performance</li> <li>• Evaluates superiors fairly when required and provides constructive feedback</li> </ul>	<ul style="list-style-type: none"> <li>• Clearly communicates expectations in relation to behaviour and attitude to team</li> <li>• Supports team in developing the necessary behaviour and attitude to succeed in factory environment in terms of recognition and reward</li> <li>• Listens to and appropriately acts on team concerns relating to the work environment</li> <li>• Communicates information about the promotional ladder to team</li> <li>• Accepts and responds to constructive feedback on work performance</li> <li>• Evaluates others and superiors fairly and impartially and provides constructive feedback</li> </ul>	<ul style="list-style-type: none"> <li>• Exerts effort to communicate expectations in relation to behaviour and attitude to new workers</li> <li>• Offers appropriate training across work unit or production process to support employees' adjustment</li> <li>• Supports employees across work unit or production process in developing required behaviour and attitude through recognition and/or reward</li> <li>• Responds to employee concerns relating to work environment</li> <li>• Clearly communicates information about the promotional ladder to employees in the work unit or production process</li> <li>• Accepts and responds to constructive feedback on work performance</li> <li>• Evaluates employees fairly and impartially and provides constructive feedback</li> </ul>



<b>Category</b>	Work performance
<b>Skill</b>	Planning and managing resources
<b>Proposed definition</b>	Plans and organizes work activities taking account of available resources; manages available time, material and human resources efficiently; adheres to kaizen principles; ensures quality compliance.  Source: Adapted from SQA framework definition for “Planning and organizing” and Mayer definition for “Planning and organizing activities”

<b>Entry level</b>	<b>Technicians and mid-level management</b>	<b>High-level management</b>
Performance level 1	Performance level 2	Performance level 3
At this level a person:	At this level a person:	At this level a person:
<ul style="list-style-type: none"> <li>• Uses time and resources as efficiently as possible</li> <li>• Adheres to kaizen principles</li> <li>• Ensures quality requirements are met</li> <li>• Minimizes waste</li> </ul>	<ul style="list-style-type: none"> <li>• Plans and manages routine tasks for team</li> <li>• Establishes deadlines for team and identifies resources required to complete tasks</li> <li>• Helps team manage time and resources efficiently to minimize waste and meet goals</li> <li>• Ensures team adheres to kaizen principles</li> <li>• Communicates quality requirements across team and manages quality compliance</li> </ul>	<ul style="list-style-type: none"> <li>• Plans and manages tasks across work unit or production process</li> <li>• Establishes deadlines and identifies resources required to complete tasks across work unit or production process</li> <li>• Manages the efficient use of resources across the work unit or production process</li> <li>• Evaluates and adjusts tasks and use of resources for improved efficiency</li> <li>• Manages kaizen principles across work unit or production process</li> <li>• Communicates quality requirements across work unit or production process and manages quality compliance and improvement</li> </ul>
Source: Adapted from SCANS performance levels for “Allocates time” and SQA framework	Source: Adapted from SCANS performance levels for “Allocates time” and SQA framework	Source: Adapted from SCANS performance levels for “Allocates time” and SQA framework

<b>Category</b>	Work performance
<b>Skill</b>	Job safety skills
<b>Proposed definition</b>	Learns and applies health and safety practices in the workplace to maintain a safe working environment; learns and applies first aid skills. Source: Singapore Employability Skills WSQ description for 'Job Safety Skills'

<b>Entry level</b>	<b>Technicians and mid-level management</b>	<b>High-level management</b>
Performance level 1	Performance level 2	Performance level 3
At this level a person:	At this level a person:	At this level a person:
<ul style="list-style-type: none"> <li>Complies with workplace health and safety policies and procedures</li> <li>Reports unsafe behaviour or equipment to supervisor</li> </ul>	<ul style="list-style-type: none"> <li>Manages team compliance with workplace health and safety policies and procedures</li> <li>Reports unsafe behaviour or equipment to senior management</li> <li>Maintains safe equipment and a safe working environment</li> <li>Learns and applies first aid skills</li> </ul>	<ul style="list-style-type: none"> <li>Maintains safe equipment and a safe working environment</li> <li>Manages work unit or production process compliance with workplace health and safety policies and procedures</li> <li>Evaluates and adjusts policies and procedures to ensure maximum health and safety for employees</li> <li>Provides workplace health and safety and first-aid training across work unit or production process</li> <li>Learns and applies first aid skills</li> </ul>
Source: Singapore Employability Skills WSQ description for "Job safety skills"	Source: Singapore Employability Skills WSQ description for "Job safety skills"	Source: Singapore Employability Skills WSQ description for "Job safety skills"

<b>Category</b>	Work performance
<b>Skill</b>	Using technology
<b>Proposed definition</b>	<p>Understands the overall purpose of machines, including computers; has the capacity to learn how to apply technology to task; applies knowledge to explore and adapt technology; prevents, identifies or solves problems with machines; adapts to changing technology.</p> <p>Source: Adapted from SCANS definition for “Applies technology to task”, “Maintains and troubleshoots technology”, and Mayer definition for “Using Technology”</p>

<b>Entry level</b>	<b>Technicians and mid-level management</b>	<b>High-level management</b>
Performance level 1	Performance level 2	Performance level 3
At this level a person:	At this level a person:	At this level a person:
<ul style="list-style-type: none"> <li>• Learns to use familiar machines effectively to complete workplace tasks</li> <li>• Monitors for problems</li> <li>• Solves routine problems or notifies supervisor when more complex problems arise</li> <li>• Adapts to new technology when required</li> </ul>	<ul style="list-style-type: none"> <li>• Learns to use familiar and new machines, including computers, effectively to complete workplace tasks</li> <li>• Supports others in using familiar machines to complete team tasks</li> <li>• Manages technology systems to meet team needs and achieve team goals</li> <li>• Manages preventative maintenance in team</li> <li>• Manages implementation of new technology in team</li> </ul>	<ul style="list-style-type: none"> <li>• Manages and adapts technology systems across work unit or production process to meet organizational needs</li> <li>• Evaluates effectiveness of technology systems</li> <li>• Anticipates problems with technology systems and plans to prevent them</li> <li>• Manages complex problems with technology systems</li> </ul>
Source: Adapted from performance levels for SCANS “Applies technology to task”; “Maintains and troubleshoots technology”	Source: Adapted from performance levels for SCANS “Applies technology to task”; “Maintains and troubleshoots technology”; “Improves and designs systems”	Source: Adapted from performance levels for SCANS “Applies technology to task”; “Maintains and troubleshoots technology”; “Improves and designs systems”

<b>Category</b>	Work performance
<b>Skill</b>	Data management
<b>Proposed definition</b>	Collects, records and analyses data to improve workplace tasks; communicates results.

<b>Entry level</b>	<b>Technicians and mid-level management</b>	<b>High-level management</b>
Performance level 1	Performance level 2	Performance level 3
At this level a person:	At this level a person:	At this level a person:
<ul style="list-style-type: none"> <li>• Records basic data when required and with support</li> </ul>	<ul style="list-style-type: none"> <li>• Collects and records data individually and across team</li> <li>• Uses data to develop routine tables and graphs for workplace tasks</li> <li>• Interprets and communicates information in routine tables and graphs to others and supervisors</li> </ul>	<ul style="list-style-type: none"> <li>• Identifies workplace issues requiring data collection for investigation</li> <li>• Manages the collection, organization and analysis of complex data across work unit or production process</li> <li>• Interprets and communicates results across work unit or production process</li> <li>• Uses data to make evidence-based decisions across the work unit or production process</li> </ul>
Source: Drawn from FSKNUM015, FSKNUM016	Source: Drawn from FSKNUM015, FSKNUM016, FSKNUM018, FSKNUM019	Source: FSKNUM033, FSKNUM018, FSKNUM027, SCQF6

<b>Category</b>	Work performance
<b>Skill</b>	Leadership
<b>Proposed definition</b>	Inspires and motivates individuals or groups by using effective communication and team-building strategies; builds relationships across teams; mentors others; takes feedback into consideration and responds appropriately.  Source: Adapted from SCANS definition “Exercises leadership”

<b>Entry level</b>	<b>Technicians and supervisors</b>	<b>Management occupations</b>
Performance level 1	Performance level 2	Performance level 3
At this level a person: <ul style="list-style-type: none"> <li>• Accepts responsibility for own actions</li> <li>• Logically communicates thoughts, feelings, and ideas to justify a position</li> <li>• Contributes to motivating fellow team members</li> <li>• Maintains a positive attitude to work, even under difficult circumstances</li> </ul>	At this level a person: <ul style="list-style-type: none"> <li>• Takes responsibility for team to accomplish goals</li> <li>• Inspires and guides others</li> <li>• Helps team maintain a positive attitude toward work, even under difficult circumstances</li> <li>• Influences others to make changes or take action</li> <li>• Encourages and appropriately rewards operators for demonstrating leadership</li> </ul>	At this level a person: <ul style="list-style-type: none"> <li>• Inspires and guides the development of the work unit or production process by promoting a vision and goals, building relationships and creating team spirit</li> <li>• Encourages employees across the work unit or production process to maintain a positive attitude toward work, even under difficult circumstances</li> <li>• Encourages and appropriately rewards mid-level managers for demonstrating leadership</li> </ul>
Source: Adapted from SCANS performance levels for “Exercises leadership”	Source: Adapted from SCANS performance levels for “Exercises leadership”	Source: Adapted from SCANS performance levels for “Exercises leadership”

# Attachment B – Core skills mapping

## Module 1: Working in the Garment Industry in Ethiopia

ILO Core Skills Framework		Mapping to generic occupational standards	Mapping to FTVETA units of competence	Mapping to FTVETA learning outcomes and assessment criteria
Category	Skill	Performance (Entry level: Level 1)	Demonstrate work values	Demonstrate work values
Work performance	Understanding work culture	<ul style="list-style-type: none"> <li>With guidance, learns about and adapts to industrial work culture</li> <li>Understands the promotional ladder</li> </ul>	IND BAP1 17 0311	<b>LO1 Define the purpose of work</b> 1.1. Identifying, reflecting on and defining sense of purpose for working 1.2. Achieving personal mission <b>LO2 Apply work values/ethics</b> 2.1. Classifying and reaffirming work values/ethics/concepts 2.2. Undertaking work practices <b>LO3 Deal with ethical problems</b> 3.1. Accessing and applying company ethical standards, organizational policy and guidelines <b>LO4 Maintain integrity of conduct in the workplace</b> 4.1. Demonstrating personal work practices and values
			IND LGG1 09 1119	
Social performance	Communication	<ul style="list-style-type: none"> <li>Follows simple instructions</li> <li>Asks relevant questions for clarification</li> </ul>	IND BAP1 15 0311	<b>LO1 Follow routine spoken messages.</b> 1.1. Gathering information 1.2. Recording instructions/information 1.3. Acting upon instructions 1.4. Seeking clarification.
			IND LGG1 08 1119	

ILO Core Skills Framework		Mapping to generic occupational standards	Mapping to FTVETA units of competence	Mapping to FTVETA learning outcomes and assessment criteria
Category	Skill	Performance (Entry level: Level 1)		
Teamwork		<ul style="list-style-type: none"> <li>• Contributes with suggestions and effort</li> <li>• Follows rules and procedures set by team</li> <li>• Demonstrates respect for others</li> </ul>	<b>Work with others</b> IND BTO1 21 0511	<b>LO2 Contribute to work group activities.</b> 2.1. Providing support to team members 2.2. Making contributions to work group goals and tasks 2.3. Organizing requirements 2.4. Sharing information relevant to work
			<b>Work with others</b> IND LGG1 07 1119	
Learning to learn		<ul style="list-style-type: none"> <li>• Demonstrates motivation and willingness to learn</li> </ul>	<b>Work with others</b> IND BTO1 21 0511 <b>Demonstrate work values</b> IND BAP1 17 0311	<b>LO1 Develop effective workplace relationships</b> 1.1. Accepting duties and responsibilities 1.2. Seeking assistance from work group 1.3. Encouraging, acknowledging and acting upon feedback on performance <b>LO2 Apply work values/ethics</b> 2.1. Classifying and reaffirming work values/ethics/concepts 2.2. Undertaking work practices 2.3. Conducting personal behaviour and relationships with co-workers and/or clients 2.4. Using company resources <b>LO4: Maintain integrity of conduct in the workplace</b> 4.2. Providing instructions to co-workers
			<b>Work with others</b> IND LGG1 07 1119 <b>Demonstrate work values</b> IND LGG1 09 1119	

ILO Core Skills Framework			Mapping to generic occupational standards	Mapping to FTVETA units of competence	Mapping to FTVETA learning outcomes and assessment criteria
Category	Skill	Performance (Entry level: Level 1)			
Self-performance	Working with Cultural Diversity	<ul style="list-style-type: none"> <li>Accepts difference between self and others</li> </ul>	<b>Work with others</b> IND BTO1 21 0511	<b>Work with others</b> IND LGG1 07 1119	<b>LO1 Develop effective workplace relationships</b> 1.4. Respecting and acknowledging personal values and beliefs
			<b>Demonstrate work values</b> IND BAP1 17 0311	<b>Demonstrate work values</b> IND LGG1 09 1119	<b>LO4 Maintain integrity of conduct in the workplace</b> 4.1. Demonstrating personal work practices and values
Self-performance	Reading	<ul style="list-style-type: none"> <li>Locates and understands familiar, simple workplace signs, symbols and text (including in foreign languages, such as English, when necessary)</li> <li>Interprets and acts on information in signs, symbols, and text</li> <li>Checks that interpretation and response to signs, symbols or text is correct</li> </ul>	<b>Receive and respond to workplace communication</b> IND BAP1 15 0311	<b>Receive and respond to workplace communication</b> IND LGG1 08 1119	<b>LO2 Perform workplace duties following written notices</b> 2.1. Reading and interpreting written notices and instructions 2.2. Adhering to organizational guidelines 2.3. Following written instructions in sequence 2.4. Giving feedback
Self-performance	Writing	<ul style="list-style-type: none"> <li>Records or copies basic information in familiar workplace format</li> <li>Writes short, simple text in familiar workplace format</li> </ul>	<b>Receive and respond to workplace communication</b> IND BAP1 15 0311	<b>Receive and respond to workplace communication</b> IND LGG1 08 1119	<b>LO2 Perform workplace duties following written notices</b> 2.1. Reading and interpreting written notices and instructions 2.2. Adhering to organizational guidelines 2.3. Following written instruction in sequence 2.4. Giving feedback

ILO Core Skills Framework			Mapping to generic occupational standards	Mapping to FTVETA units of competence	Mapping to FTVETA learning outcomes and assessment criteria
Category	Skill	Performance (Entry level: Level 1)	Demonstrate work values	Demonstrate work values	LO4 Maintain integrity of conduct in the workplace
Personal conduct skills		<ul style="list-style-type: none"> <li>Demonstrates politeness and confidence in the work environment</li> </ul>	IND BAP1 17 0311	IND LGG1 09 1119	4.1. Demonstrating personal work practices and values
		<ul style="list-style-type: none"> <li>Contributes efficiently to work and quality of outputs</li> </ul>			4.2. Providing instructions to co-workers 4.3. Sharing company values/practices
Personal health and wellbeing		<ul style="list-style-type: none"> <li>Demonstrates knowledge of complaints processes and basic worker's rights</li> </ul>	IND BAP1 17 0311	IND LGG1 09 1119	LO3 Deal with ethical problems
					3.1. Accessing and applying company ethical standards, organizational policy and guidelines 3.2. Reporting and/or resolving work incidents/situations 3.3. Identifying and reaching a solution and/or referring an ethical problem.



## Module 2: Working professionally

Category	Core skills		Mapping to generic occupational standards	Mapping to FTVETA units of competence	Mapping to FTVETA learning outcomes and assessment criteria
	Skill	Performance (Entry level: Level 1)			
Work performance	Understanding work culture	<ul style="list-style-type: none"> <li>With guidance, learns about and adapts to industrial work culture</li> <li>Understands expectations in relation to behaviour in factory environment, including work ethics, discipline, punctuality, compliance, honesty and integrity</li> <li>Learns to cope in a difficult work environment</li> </ul>	Demonstrate work values IND BAP1 17 0311	Demonstrate work values IND LGG1 09 1119	<b>LO1 Define the purpose of work</b> 1.1. Identifying, reflecting on and defining purpose for working  <b>LO2 Apply work values/ethics</b> 2.1. Classifying and reaffirming work values/ethics/concepts 2.2. Undertaking work practices 2.3. Conducting personal behaviour and relationships with co-workers and/or clients 2.4. Using company resources  <b>LO3 Deal with ethical problems</b> 3.1. Accessing and applying company ethical standards, organizational policy and guidelines  <b>LO4 Maintain integrity of conduct in the workplace</b> 4.1. Demonstrating personal work practices and values 4.3. Sharing company values/practices
			Receive and respond to workplace communication IND BAP1 15 0311	Receive and respond to workplace communication IND LGG1 08 1119	<b>LO1 Follow routine spoken messages</b> 1.1. Gathering information 1.2. Recording instructions / information 1.3. Acting upon instructions 1.4. Seeking clarification
Social performance	Communication	<ul style="list-style-type: none"> <li>Follows simple instructions</li> <li>Asks relevant questions for clarification</li> </ul>			

Category	Core skills		Mapping to generic occupational standards	Mapping to FTVETA units of competence	Mapping to FTVETA learning outcomes and assessment criteria
	Skill	Performance (Entry level: Level 1)			
	Teamwork	<ul style="list-style-type: none"><li>• Contributes with suggestions and effort</li><li>• Follows rules and procedures set by team</li><li>• Demonstrates respect for others</li></ul>	<b>Work with others</b> IND BAP1 15 0311	<b>Work with others</b> IND LGG1 07 1119	<b>LO2 Contribute to work group activities</b>  2.1. Providing support to team members  2.2. Making contributions to work group goals and tasks  2.4. Sharing Information relevant to work
		<ul style="list-style-type: none"><li>• Asks basic questions to source information</li><li>• Demonstrates motivation and willingness to learn</li><li>• Asks questions and follows instructions to adapt to new workplace systems or processes</li></ul>	<b>Work with others</b> IND BTO1 21 0511  <b>Demonstrate work values</b> IND BAP1 17 0311	<b>Work with others</b> IND LGG1 07 1119  <b>Demonstrate work values</b> IND LGG1 09 1119	<b>LO1 Develop effective workplace relationships</b> 1.1. Performing duties and responsibilities 1.2. Seeking assistance from work group 1.3. Encouraging, acknowledging and acting upon feedback on performance  <b>LO2 Apply work values/ethics</b> 2.1. Classifying and reaffirming work values/ethics/concepts 2.2. Undertaking work practices 2.3. Conducting personal behaviour and relationships with co-workers and/or clients 2.4. Using company resources  <b>LO4 Maintain integrity of conduct in the workplace</b> 4.2. Providing instructions to co-workers
	Learning to learn				

Core skills		Mapping to generic occupational standards	Mapping to FTVETA units of competence	Mapping to FTVETA learning outcomes and assessment criteria
Category	Skill	Performance (Entry level: Level 1)		
Self-performance	Self-management	<ul style="list-style-type: none"> <li>Displays the required standards for workplace attendance, punctuality, commitment, attitude and focus</li> <li>Takes responsibility for own actions</li> <li>Follows workplace or community code of conduct</li> </ul>	<b>Demonstrate work values</b> IND BAP1 17 0311	<b>LO2 Apply work values/ethics</b> 2.1. Classifying and reaffirming work values/ethics/concepts 2.2. Undertaking work practices 2.3. Conducting personal behaviour and relationships with co-workers and/or clients 2.4. Using company resources <b>LO4 Maintain integrity of conduct in the workplace</b> 4.1. Demonstrating personal work practices and values 4.2. Providing instructions to co-workers
		<ul style="list-style-type: none"> <li>Displays basic hygiene skills</li> <li>Demonstrates knowledge of complaints processes and basic workers' rights</li> </ul>	<b>Demonstrate work values</b> IND BAP1 17 0311	<b>LO3 Deal with ethical problems</b> 3.1. Accessing and applying company ethical standards, organizational policy and guidelines 3.2. Reporting and/or resolving work incidents/situations 3.3. Identifying solutions and/or referring ethical problems
		<ul style="list-style-type: none"> <li>Demonstrates politeness and confidence in the work environment</li> <li>Contributes efficiently to work and quality of outputs</li> </ul>	<b>Demonstrate work values</b> IND BAP1 17 0311	<b>LO4 Maintain integrity of conduct in the workplace</b> 4.1. Demonstrating personal work practices and values 4.2. Providing instructions to co-workers 4.3. Sharing company values/practices

Category	Core skills		Mapping to generic occupational standards	Mapping to FTVETA units of competence	Mapping to FTVETA learning outcomes and assessment criteria
	Skill	Performance (Entry level: Level 1)	Receive and respond to workplace communication	Receive and respond to workplace communication	LO2 Perform workplace duties following written notices
Reading		<ul style="list-style-type: none"> <li>Locates and understands familiar, simple workplace signs, symbols and text (including in foreign languages, such as English, when necessary)</li> <li>Interprets and acts on information in signs, symbols, and text</li> <li>Checks that interpretation and response to signs, symbols or text is correct</li> </ul>	IND BAP1 15 0311	IND LGG1 08 1119	2.1. Reading and interpreting written notices and instructions 2.2. Adhering to organizational guidelines 2.3. Following written instructions in sequence 2.4. Giving feedback
Writing		<ul style="list-style-type: none"> <li>Records or copies basic information in familiar workplace format</li> <li>Writes short, simple text in familiar workplace format</li> </ul>	IND BAP1 15 0311	IND LGG1 08 1119	2.1. Reading and interpreting written notices and instructions 2.2. Adhering to organizational guidelines 2.3. Following written instructions in sequence 2.4. Giving feedback

## Module 3: Working safely and securely

Category	Core skills		Mapping to generic occupational standards	Mapping to FTVETA units of competence	Mapping to FTVETA learning outcomes and assessment criteria
	Skill	Performance (Entry level: Level 1)			
Work performance	Job safety skills	<ul style="list-style-type: none"> <li>Complies with workplace health and safety policies and procedures</li> </ul>	Demonstrate work values IND BAP1 17 0311	Demonstrate work values IND LGG1 09 1119	LO3 Deal with ethical problems 3.1. Accessing and applying company ethical standards, organizational policy and guidelines 3.2. Reporting and/or resolving work incidents/situations 3.3. Identifying solutions and/or referring ethical problems
		<ul style="list-style-type: none"> <li>Reports unsafe behaviour or equipment to supervisor</li> </ul>			
Social performance	Communication	<ul style="list-style-type: none"> <li>Follows simple instructions</li> <li>Asks relevant questions for clarification</li> </ul>	Receive and respond to workplace communication IND BAP1 15 0311	Receive and respond to workplace communication IND LGG1 08 1119	LO1 Follow routine spoken messages 1.1. Gathering information 1.2. Recording instructions / information 1.3. Acting upon instructions 1.4. Seeking clarification
	Teamwork	<ul style="list-style-type: none"> <li>Operates as an active member of the team</li> <li>Contributes with suggestions and effort</li> <li>Demonstrates respect for others</li> </ul>	Work with others IND BAP1 15 0311	Work with others IND LGG1 07 1119	LO1 Develop effective workplace relationships 1.4. Respecting and acknowledging personal values and beliefs LO2 Contribute to work group activities 2.1. Providing support to team members 2.2. Making contributions to work group goals and tasks 2.4. Sharing Information relevant to work

Category	Core skills		Mapping to generic occupational standards	Mapping to FTVETA units of competence	Mapping to FTVETA learning outcomes and assessment criteria
	Skill	Performance (Entry level: Level 1)	Demonstrate work values	Demonstrate work values	LO3 Deal with ethical problems
Problem-solving		<ul style="list-style-type: none"> <li>Recognizes that problems can arise</li> <li>Anticipates routine problems</li> <li>Implements familiar procedures to resolve routine problems</li> </ul>	IND BAP1 17 0311	IND LGG1 09 1119	3.1. Accessing and applying company ethical standards, organizational policy and guidelines 3.2. Reporting and/or resolving work incidents/situations. 3.3. Identifying solutions and/or referring ethical problems
Learning to learn		<ul style="list-style-type: none"> <li>Asks basic questions to source information</li> <li>Can identify and access sources of information</li> <li>Demonstrates motivation and willingness to learn</li> <li>Uses active listening (listening and asking questions) to learn and apply new knowledge</li> <li>Asks questions and follows instructions to adapt to new workplace systems or processes</li> </ul>	Work with others IND BTO1 21 0511  Demonstrate work values IND BAP1 17 0311	Work with others IND LGG1 07 1119  Demonstrate work values IND LGG1 09 1119	<b>LO1 Develop effective workplace relationships</b> 1.1. Performing duties and responsibilities 1.2. Seeking assistance from work group. 1.3. Encouraging, acknowledging and acting upon feedback on performance  <b>LO2 Apply work values/ethics</b> 2.1. Classifying and reaffirming Work values/ethics/concepts 2.2. Undertaking work practices 2.3. Conducting personal behaviour and relationships with co-workers and/or clients 2.4. Using company resources  <b>LO4 Maintain integrity of conduct in the workplace</b> 4.2. Providing instructions to co-workers

Category	Core skills		Mapping to generic occupational standards	Mapping to FTVETA units of competence	Mapping to FTVETA learning outcomes and assessment criteria
	Skill	Performance (Entry level: Level 1)			
Environmental awareness		<ul style="list-style-type: none"> <li>Recognizes what items can be recycled both in the workplace and at home</li> </ul>	<b>Demonstrate work values</b> IND BAP1 17 0311	<b>Demonstrate work values</b> IND LGG1 09 1119	<b>LO2 Apply work values/ethics</b> 2.1. Classifying and reaffirming work values/ethics/concepts 2.2. Undertaking work practices 2.4. Using company resources
		<ul style="list-style-type: none"> <li>Takes measures to reduce water use both in the workplace and at home</li> <li>Names the different types of waste generated in the workplace</li> <li>Identifies sources of environmental pollution in the workplace or at home</li> <li>Reports spillages and other environmental hazards immediately</li> </ul>			
Self-performance	Self-management	<ul style="list-style-type: none"> <li>Displays the required standards for workplace attendance, punctuality, commitment, attitude and focus</li> <li>Follows workplace or community code of conduct</li> </ul>	<b>Demonstrate work values</b> IND BAP1 17 0311	<b>Demonstrate work values</b> IND LGG1 09 1119	<b>LO2 Apply work values/ethics</b> 2.1. Classifying and reaffirming Work values/ethics/concepts 2.2. Undertaking work practices 2.3. Conducting personal behaviour and relationships with co-workers and/or clients 2.4. Using company resources <b>LO4 Maintain integrity of conduct in the workplace</b> 4.1. Demonstrating personal work practices and values 4.2. Providing instructions to co-workers

Category	Core skills		Mapping to generic occupational standards	Mapping to FTVETA units of competence	Mapping to FTVETA learning outcomes and assessment criteria
	Skill	Performance (Entry level: Level 1)			
Data Management	Reading	<ul style="list-style-type: none"> <li>Records basic data when required and with support</li> </ul>	<b>Receive and respond to workplace communication</b> IND BAP1 15 0311	<b>Receive and respond to workplace communication</b> IND LGG1 08 1119	<b>LO1 Follow routine spoken messages</b> 1.1. Gathering information 1.2. Recording instructions / information 1.3. Acting upon instructions 1.4. Seeking clarification
		<ul style="list-style-type: none"> <li>Locates and understands familiar, simple workplace signs, symbols and text (including in foreign languages, such as English, when necessary)</li> <li>Interprets and acts on information in signs, symbols, and text</li> <li>Checks that interpretation and response to signs, symbols or text is correct</li> </ul>	<b>Receive and respond to workplace communication</b> IND BAP1 15 0311	<b>Receive and respond to workplace communication</b> IND LGG1 08 1119	<b>LO2 Perform workplace duties following written notices</b> 2.1. Reading and interpreting written notices and instructions 2.2. Adhering to organizational guidelines 2.3. Following written instructions in sequence 2.4. Giving feedback
Writing	Writing	<ul style="list-style-type: none"> <li>Records or copies basic information in familiar workplace format</li> <li>Writes short, simple text in familiar workplace format</li> </ul>	<b>Receive and respond to workplace communication</b> IND BAP1 15 0311	<b>Receive and respond to workplace communication</b> IND LGG1 08 1119	<b>LO2 Perform workplace duties following written notices</b> 2.1. Reading and interpreting written notices and instructions 2.2. Adhering to organizational guidelines 2.3. Following written instructions in sequence 2.4. Giving feedback



Core skills		Mapping to generic occupational standards	Mapping to FTVETA units of competence	Mapping to FTVETA learning outcomes and assessment criteria
Category	Skill	Performance (Entry level: Level 1)	Demonstrate work values	LO4 Maintain integrity of conduct in the workplace
	Using mathematical ideas and techniques	<ul style="list-style-type: none"> <li>Estimates, measures and performs simple calculations with routine measurements for familiar workplace tasks</li> </ul>	IND LGG1 09 1119	4.1. Demonstrating personal work practices and values 4.2. Providing instructions to co-workers 4.3. Sharing company values/practices
	Personal conduct skills	<ul style="list-style-type: none"> <li>Demonstrates politeness and confidence in the work environment</li> <li>Contributes efficiently to work and quality of outputs</li> </ul>	IND BAP1 17 0311	

## Module 4: Working together

Category	Core skills		Mapping to generic occupational standards	Mapping to FTVETA units of competence	Mapping to FTVETA learning outcomes and assessment criteria
	Skill	Performance (Entry level: Level 1)			
Work performance	Understanding work culture	<ul style="list-style-type: none"> <li>• Accepts and responds to constructive feedback on work performance</li> <li>• Evaluates superiors fairly when required and provides constructive feedback</li> </ul>	<b>Work with others</b> IND BAP1 15 0311	<b>Work with others</b> IND LGG1 07 1119	<b>LO1 Develop effective workplace relationships</b> 1.1. Performing duties and responsibilities 1.3. Encouraging, acknowledging and acting on feedback on performance
		<ul style="list-style-type: none"> <li>• Accepts responsibility for own actions</li> <li>• Logically communicates thoughts, feelings, and ideas to justify a position</li> <li>• Contributes to motivating fellow team members</li> </ul>	<b>Work with others</b> IND BAP1 15 0311	<b>Work with others</b> IND LGG1 07 1119	<b>LO1 Develop effective workplace relationships</b> 1.1. Performing duties and responsibilities 1.2. Seeking assistance from work group 1.3. Encouraging, acknowledging and acting on feedback on performance 1.4. Respecting and acknowledging personal values and beliefs
Self-performance	Self-management	<ul style="list-style-type: none"> <li>• Displays the required standards for workplace attendance, punctuality, commitment, attitude and focus</li> <li>• Takes responsibility for own actions</li> <li>• Follows workplace or community code of conduct</li> </ul>	<b>Demonstrate work values</b> IND BAP1 17 0311	<b>Demonstrate work values</b> IND LGG1 09 1119	<b>LO2 Apply work values/ethics</b> 2.1. Classifying and reaffirming work values/ethics/concepts 2.2. Undertaking work practices 2.3. Conducting personal behaviour and relationships with co-workers and/or clients 2.4. Using company resources <b>LO4 Maintain integrity of conduct in the workplace</b> 4.1. Demonstrating personal work practices and values 4.2. Providing instructions to co-workers

Core skills		Mapping to generic occupational standards	Mapping to FTVETA units of competence	Mapping to FTVETA learning outcomes and assessment criteria
Category	Skill	Performance (Entry level: Level 1)		
Reading		<ul style="list-style-type: none"> <li>Locates and understands familiar, simple workplace signs, symbols and text (including in foreign languages, such as English, when necessary)</li> </ul>	<b>Receive and respond to workplace communication</b> IND BAP1 15 0311	<b>LO2 Perform workplace duties following written notices</b> 2.1. Reading and interpreting written notices and instructions 2.2. Adhering to organizational guidelines 2.3. Following written instructions in sequence 2.4. Giving feedback
		<ul style="list-style-type: none"> <li>Interprets and acts on information in signs, symbols, and text</li> </ul>		
		<ul style="list-style-type: none"> <li>Checks that interpretation and response to signs, symbols or text is correct</li> </ul>		
Writing		<ul style="list-style-type: none"> <li>Records or copies basic information in familiar workplace format</li> </ul>	<b>Receive and respond to workplace communication</b> IND BAP1 15 0311	<b>LO2 Perform workplace duties following written notices</b> 2.1. Reading and interpreting written notices and instructions 2.2. Adhering to organizational guidelines 2.3. Following written instructions in sequence 2.4. Giving feedback
		<ul style="list-style-type: none"> <li>Writes short, simple text in familiar workplace format</li> </ul>	<b>Receive and respond to workplace communication</b> IND LGG1 08 1119	
Personal conduct skills		<ul style="list-style-type: none"> <li>Demonstrates politeness and confidence in the work environment</li> </ul>	<b>Demonstrate work values</b> IND BAP1 17 0311	<b>LO4 Maintain integrity of conduct in the workplace</b> 4.1. Demonstrating personal work practices and values 4.2. Providing instructions to co-workers 4.3. Sharing company values/practices
		<ul style="list-style-type: none"> <li>Contributes efficiently to work and quality of outputs</li> </ul>	<b>Demonstrate work values</b> IND LGG1 09 1119	

Category	Core skills		Mapping to generic occupational standards	Mapping to FTVETA units of competence	Mapping to FTVETA learning outcomes and assessment criteria
	Skill	Performance (Entry level: Level 1)			
Social performance	Communication	<ul style="list-style-type: none"> <li>Follows simple instructions</li> </ul>	<b>Receive and respond to workplace communication</b>	<b>Receive and respond to workplace communication</b>	<b>LO1 Follow routine spoken messages</b>
		<ul style="list-style-type: none"> <li>Asks relevant questions for clarification</li> </ul>	IND BAP1 15 0311	IND LGG1 08 1119	1.1. Gathering information 1.2. Recording instructions / information
		<ul style="list-style-type: none"> <li>Interprets simple non-verbal cues such as tone of voice and facial expression</li> </ul>	<b>Work with others</b>	<b>Work with others</b>	1.3. Acting upon instructions
		<ul style="list-style-type: none"> <li>Makes routine oral reports according to pre-established instructions</li> </ul>	IND BAP1 15 0311	IND LGG1 07 1119	1.4. Seeking clarification
		<ul style="list-style-type: none"> <li>Communicates in a way that is cognisant of cultural and language differences</li> </ul>			<b>LO 1 Develop effective workplace relationships</b> 1.1. Performing duties and responsibilities 1.2. Seeking assistance from work group 1.3. Encouraging, acknowledging and acting on feedback on performance 1.4. Respecting and acknowledging personal values and beliefs
Teamwork	Teamwork	<ul style="list-style-type: none"> <li>Operates as an active member of the team</li> </ul>	<b>Work with others</b>	<b>Work with others</b>	<b>LO1 Develop effective workplace relationships</b>
		<ul style="list-style-type: none"> <li>Contributes with suggestions and effort</li> </ul>	IND BAP1 15 0311	IND LGG1 07 1119	1.4. Respecting and acknowledging personal values and beliefs
		<ul style="list-style-type: none"> <li>Follows rules and procedures set by team</li> </ul>			<b>LO2 Contribute to work group activities</b>
		<ul style="list-style-type: none"> <li>Takes responsibility for doing own share of work necessary to achieve team goals</li> </ul>			2.1. Providing support to team members 2.2. Making contributions to work group goals and tasks
		<ul style="list-style-type: none"> <li>Demonstrates respect for others</li> </ul>			2.4. Sharing Information relevant to work

Category	Core skills		Mapping to generic occupational standards	Mapping to FTVETA units of competence	Mapping to FTVETA learning outcomes and assessment criteria
	Skill	Performance (Entry level: Level 1)			
	Learning to learn	<ul style="list-style-type: none"> <li>Asks basic questions to source information</li> <li>Can identify and access sources of information</li> <li>Demonstrates motivation and willingness to learn</li> <li>Demonstrates perseverance and resilience when learning and applying new knowledge</li> <li>Asks questions and follows instructions to adapt to new workplace systems or processes</li> </ul>	<b>Work with others</b> IND BTO1 21 0511  <b>Demonstrate work values</b> IND BAP1 17 0311	<b>Work with others</b> IND LGG1 07 1119  <b>Demonstrate work values</b> IND LGG1 09 1119	<b>LO1 Develop effective workplace relationships</b> 1.1. Performing duties and responsibilities. 1.2. Seeking assistance from work group 1.3. Encouraging, acknowledging and acting on feedback on performance <b>LO2 Apply work values/ethics</b> 2.1. Classifying and reaffirming work values/ethics/concepts 2.2. Undertaking work practices 2.3. Conducting personal behaviour and relationships with co-workers and/or clients 2.4. Using company resources <b>LO4 Maintain integrity of conduct in the workplace</b> 4.2. Providing instructions to co-workers
		<ul style="list-style-type: none"> <li>Accepts difference between self and others</li> <li>Is respectful and open to learning about different cultures</li> <li>Listens and makes adjustments to communication strategies in order to work effectively with others from different cultural backgrounds</li> </ul>	<b>Work with others</b> IND BAP1 15 0311  <b>Demonstrate work values</b> IND BAP1 17 0311	<b>Work with others</b> IND LGG1 07 1119  <b>Demonstrate work values</b> IND LGG1 09 1119	<b>LO1 Develop effective workplace relationships</b> 1.2. Seeking assistance from work group 1.3. Encouraging, acknowledging and acting on feedback on performance <b>LO2 Apply work values/ethics</b> 2.1. Classifying and reaffirming Work values/ethics/concepts 2.2. Undertaking work practices 2.3. Conducting personal behaviour and relationships with co-workers and/or clients

## Module 5: Working productively

Category	Core skills		Mapping to generic occupational standards	Mapping to FTVETA units of competence	Mapping to FTVETA learning outcomes and assessment criteria
	Skill	Performance (Entry level: Level 1)			
Work performance	Understanding work culture	<ul style="list-style-type: none"> <li>Learns to cope in a difficult work environment</li> <li>Accepts and responds to constructive feedback on work performance</li> </ul>	<b>Demonstrate work values</b> IND BAP1 17 0311	<b>Demonstrate work values</b> IND LGG1 09 1119	<b>LO1 Define the purpose of work</b> 1.1. Identifying, reflecting on and defining the purpose for working. <b>LO2 Apply work values/ethics</b> 2.1. Classifying and reaffirming work values/ethics/concepts 2.2. Undertaking work practices <b>LO3 Deal with ethical problems</b> 3.1. Accessing and applying company ethical standards, organizational policy and guidelines <b>LO4 Maintain integrity of conduct in the workplace</b> 4.1. Demonstrating personal work practices and values
		<ul style="list-style-type: none"> <li>Records basic data when required and with support</li> </ul>	<b>Receive and respond to workplace communication</b> IND BAP1 15 0311	<b>Receive and respond to workplace communication</b> IND LGG1 08 1119	<b>LO1 Follow routine spoken messages</b> 1.1. Gathering information 1.2. Recording instructions / information 1.3. Acting on instructions 1.4. Seeking clarification

Core skills		Mapping to generic occupational standards	Mapping to FTVETA units of competence	Mapping to FTVETA learning outcomes and assessment criteria
Category	Skill	Performance (Entry level: Level 1)		
Self-performance	Leadership	<ul style="list-style-type: none"> <li>Accepts responsibility for own actions</li> <li>Logically communicates thoughts, feelings, and ideas to justify a position</li> <li>Contributes to motivating fellow team members</li> <li>Maintains a positive attitude to work, even under difficult circumstances</li> </ul>	<p><b>Work with others</b> IND BAP1 15 0311</p> <p><b>Demonstrate work values</b> IND BAP1 17 0311</p>	<p><b>LO1 Develop effective workplace relationships</b></p> <p>1.1. Performing duties and responsibilities</p> <p>1.2. Seeking assistance from work group</p> <p>1.3. Encouraging, acknowledging and acting on feedback on performance</p> <p>1.4. Respecting and acknowledging personal values and beliefs</p> <p><b>LO2 Apply work values/ethics</b></p> <p>2.1. Classifying and reaffirming work values/ethics/concepts</p> <p>2.2. Undertaking work practices</p> <p>2.3. Conducting personal behaviour and relationships with co-workers and/or clients</p>
		<ul style="list-style-type: none"> <li>Displays the required standards for workplace attendance, commitment, attitude and focus</li> <li>Takes responsibility for own actions</li> <li>Applies consistent level of effort to achieve work unit or production process goals</li> <li>Follows workplace or community code of conduct</li> </ul>	<p><b>Demonstrate work values</b> IND BAP1 17 0311</p> <p><b>Demonstrate work values</b> IND LGG1 09 1119</p>	<p><b>LO2 Apply work values/ethics</b></p> <p>2.1. Classifying and reaffirming work values/ethics/concepts</p> <p>2.2. Undertaking work practices</p> <p>2.3. Conducting personal behaviour and relationships with co-workers and/or clients</p> <p>2.4. Using company resources</p> <p><b>LO4 Maintain integrity of conduct in the workplace</b></p> <p>4.1. Demonstrating personal work practices and values</p> <p>4.2. Providing instructions to co-workers</p>

Core skills		Mapping to generic occupational standards	Mapping to FTVETA units of competence	Mapping to FTVETA learning outcomes and assessment criteria
Category	Skill	Performance (Entry level: Level 1)		
Reading		<ul style="list-style-type: none"> <li>Locates and understands familiar, simple workplace signs, symbols and text (including in foreign languages, such as English, when necessary)</li> </ul>	<b>Receive and respond to workplace communication</b> IND BAP1 15 0311	<b>LO2 Perform workplace duties following written notices</b> 2.1. Reading and interpreting written notices and instructions 2.2. Adhering to organizational guidelines 2.3. Following written instructions in sequence 2.4. Giving feedback
		<ul style="list-style-type: none"> <li>Interprets and acts on information in signs, symbols, and text</li> <li>Checks that interpretation and response to signs, symbols or text is correct</li> </ul>	IND LGG1 08 1119	
Writing		<ul style="list-style-type: none"> <li>Records or copies basic information in familiar workplace format</li> </ul>	<b>Receive and respond to workplace communication</b> IND BAP1 15 0311	<b>LO2 Perform workplace duties following written notices</b> 2.1. Reading and interpreting written notices and instructions 2.2. Adhering to organizational guidelines 2.3. Following written instructions in sequence 2.4. Giving feedback
		<ul style="list-style-type: none"> <li>Writes short, simple text in familiar workplace format</li> </ul>	IND LGG1 08 1119	
Personal conduct skills		<ul style="list-style-type: none"> <li>Demonstrates politeness and confidence in the work environment</li> </ul>	<b>Demonstrate work values</b> IND BAP1 17 0311	<b>LO4 Maintain integrity of conduct in the workplace</b> 4.1. Demonstrating personal work practices and values 4.2. Providing instructions to co-workers 4.3. Sharing company values/practices
		<ul style="list-style-type: none"> <li>Contributes efficiently to work and quality of outputs</li> </ul>	IND LGG1 09 1119	



Category	Core skills		Mapping to generic occupational standards	Mapping to FTVETA units of competence	Mapping to FTVETA learning outcomes and assessment criteria
	Skill	Performance (Entry level: Level 1)			
Social performance	Communication	<ul style="list-style-type: none"> <li>Follows simple instructions</li> <li>Asks relevant questions for clarification</li> <li>Interprets simple non-verbal cues such as tone of voice and facial expression</li> <li>Makes routine oral reports according to pre-established instructions</li> </ul>	<b>Receive and respond to workplace communication</b> IND BAP1 15 0311  <b>Work with others</b> IND BAP1 15 0311	<b>Receive and respond to workplace communication</b> IND LGG1 08 1119  <b>Work with others</b> IND LGG1 07 1119	<b>LO1 Follow routine spoken messages</b> 1.3. Acting upon Instructions 1.4. Seeking clarification  <b>LO1 Develop effective workplace relationships</b> 1.2. Seeking assistance from work group
	Teamwork	<ul style="list-style-type: none"> <li>Operates as an active member of the team</li> <li>Contributes with suggestions and effort</li> <li>Follows rules and procedures set by team</li> <li>Takes responsibility for doing own share of work necessary to achieve team goals</li> <li>Demonstrates respect for others</li> </ul>	<b>Work with others</b> IND BAP1 15 0311	<b>Work with others</b> IND LGG1 07 1119	<b>LO1 Develop effective workplace relationships</b> 1.4. Respecting and acknowledging personal values and beliefs  <b>LO2 Contribute to work group activities</b> 2.1. Providing support to team members 2.2. Making contributions to work group goals and tasks 2.4. Sharing Information relevant to work

Category	Core skills		Mapping to generic occupational standards	Mapping to FTVETA units of competence	Mapping to FTVETA learning outcomes and assessment criteria
	Skill	Performance (Entry level: Level 1)			
	Problem-solving	<ul style="list-style-type: none"> <li>Recognizes that problems can arise</li> <li>Anticipates routine problems</li> <li>Implements familiar procedures to resolve routine problems</li> <li>Takes initiative and thinks creatively to solve problems</li> <li>Informs supervisor of problems as they arise</li> <li>Contributes appropriately to solving complex problems</li> </ul>	<b>Demonstrate work values</b> IND BAP1 17 0311	<b>Demonstrate work values</b> IND LGG1 09 1119	<b>LO3 Deal with ethical problems</b> 3.1. Accessing and applying company ethical standards, organizational policy and guidelines 3.2. Reporting and/or resolving work incidents/situations. 3.3. Identifying solutions and/or referring ethical problems.

Category	Core skills		Mapping to generic occupational standards	Mapping to FTVETA units of competence	Mapping to FTVETA learning outcomes and assessment criteria
	Skill	Performance (Entry level: Level 1)			
	Learning to learn	<ul style="list-style-type: none"> <li>Asks basic questions to source information</li> <li>Can identify and access sources of information</li> <li>Demonstrates motivation and willingness to learn</li> <li>Demonstrates perseverance and resilience when learning and applying new knowledge</li> <li>Asks questions and follows instructions to adapt to new workplace systems or processes</li> </ul>	<p><b>Work with others</b> IND BTO1 21 0511</p> <p><b>Demonstrate work values</b> IND BAP1 17 0311</p>	<p><b>Work with others</b> IND LGG1 07 1119</p> <p><b>Demonstrate work values</b> IND LGG1 09 1119</p>	<p><b>LO 1 Develop effective workplace relationships</b></p> <p>1.1. Performing duties and responsibilities</p> <p>1.2. Seeking assistance from work group</p> <p>1.3. Encouraging, acknowledging and acting on feedback on performance</p> <p><b>LO2 Apply work values/ethics</b></p> <p>2.1. Classifying and reaffirming work values/ethics/concepts</p> <p>2.2. Undertaking work practices</p> <p>2.3. Conducting personal behaviour and relationships with co-workers and/or clients</p> <p>2.4. Using company resources</p> <p><b>LO4 Maintain integrity of conduct in the workplace</b></p> <p>4.2. Providing instructions to co-workers</p>



## Attachment C – FTVETA generic module assessment criteria

The following tables show FTVETA assessment requirements for the generic modules that are mapped to the Prevocational Core Skills Programme for the Garment Sector. The FTVETA guidance gives the trainers freedom to develop their own assessments.

### Demonstrating work values: 9 GLH (IND LGG1 M02 0220)

#### **ASSESSMENT CRITERIA:**

##### **LO1 Define the purpose of work**

- ▶ One's unique sense of purpose for working and the "whys" of work are identified, reflected on and clearly defined for one's development as a person and as a member of society.
- ▶ Personal mission is in harmony with company values.

##### **LO2 Apply work values/ethics**

- ▶ Work values/ethics/concepts are classified and reaffirmed in accordance with transparent company ethical standards, policies and guidelines.
- ▶ Work practices are undertaken in compliance with industry ethical standards, organizational policy and guidelines.
- ▶ Personal behaviour and relationships with co-workers and/or clients are conducted in accordance with ethical standards, policy and guidelines.
- ▶ Company resources are used in accordance with transparent company ethical standards, policies and guidelines.

##### **LO3 Deal with ethical problems**

- ▶ Company ethical standards, organizational policy and guidelines on the prevention and reporting of unethical conduct are accessed and applied in accordance with transparent company ethical standards, policies and guidelines.
- ▶ Work incidents/situations are reported and/or resolved in accordance with company protocols/guidelines.
- ▶ Resolution and/or referral of ethical problems identified are used as learning opportunities.

##### **LO4 Maintain integrity of conduct in the workplace**

- ▶ Personal work practices and values are demonstrated consistently with acceptable ethical conduct and the company's core values.
- ▶ Instructions to co-workers are provided based on ethical, lawful and reasonable directives.
- ▶ Company values/practices are shared with co-workers using appropriate behaviour and language.

## Working with others: 9 GLH (IND LGG1 M09 0220)

### ASSESSMENT CRITERIA:

#### LO1 Develop effective workplace relationships

- ▶ Duties and responsibilities are carried out in a positive manner to promote cooperation and good relationships.
- ▶ Assistance is sought from the work group when difficulties arise, and these are addressed through discussion.
- ▶ Feedback provided by others in the team is encouraged, acknowledged and acted upon.
- ▶ Differences in personal values and beliefs are respected and acknowledged.

#### LO2 Contribute to work group activities

- ▶ Support is provided to team members to ensure work group goals are met.
- ▶ Constructive contributions to work group goals and tasks are made according to organizational requirements.
- ▶ Information relevant to work is shared with team members to ensure designated goals are met.

## Receiving and responding to workplace communication: 9 GLH (IND LGG1 M10 0220)

### ASSESSMENT CRITERIA:

#### LO1 Follow routine spoken messages

- ▶ Required information is gathered by listening attentively and correctly interpreting or understanding information/ instructions.
- ▶ Instructions/information are properly recorded.
- ▶ Instructions are acted upon immediately in accordance with information received.
- ▶ Clarification is sought from workplace supervisor on all occasions when any instruction/information is not clear.

#### LO2 Perform workplace duties following written notices

- ▶ Written notices and instructions are read and interpreted correctly in accordance with organizational guidelines.
- ▶ Routine written instructions are followed in sequence.
- ▶ Feedback is given to workplace supervisor based on the instructions/information received.

## Useful resources

ILO, Lifelong Learning: Concepts, Issues and Actions. [https://www.ilo.org/wcmsp5/groups/public/---ed\\_emp/---ifp\\_skills/documents/publication/wcms\\_711842.pdf](https://www.ilo.org/wcmsp5/groups/public/---ed_emp/---ifp_skills/documents/publication/wcms_711842.pdf)

ILO. 2018. No.8 Skills policies and systems for a future workforce. [https://www.ilo.org/global/topics/future-of-work/publications/issue-briefs/WCMS\\_618170/lang--en/index.htm](https://www.ilo.org/global/topics/future-of-work/publications/issue-briefs/WCMS_618170/lang--en/index.htm)

ILO. Enhancing youth Employability: The Importance of Core Work Skills. Skills for Employment Policy Brief. [https://www.ilo.org/wcmsp5/groups/public/---ed\\_emp/---ifp\\_skills/documents/publication/wcms\\_234467.pdf](https://www.ilo.org/wcmsp5/groups/public/---ed_emp/---ifp_skills/documents/publication/wcms_234467.pdf)

Brewer, L., 2013. Enhancing youth employability: What? Why? and How? Guide to core work skills. ILO. [https://www.ilo.org/wcmsp5/groups/public/---ed\\_emp/---ifp\\_skills/documents/publication/wcms\\_213452.pdf](https://www.ilo.org/wcmsp5/groups/public/---ed_emp/---ifp_skills/documents/publication/wcms_213452.pdf)

Brewer, L & Comyn, P., Integrating core work skills into TVET systems: Six country case studies. ILO. [https://www.ilo.org/wcmsp5/groups/public/---ed\\_emp/---ifp\\_skills/documents/publication/wcms\\_470726.pdf](https://www.ilo.org/wcmsp5/groups/public/---ed_emp/---ifp_skills/documents/publication/wcms_470726.pdf)

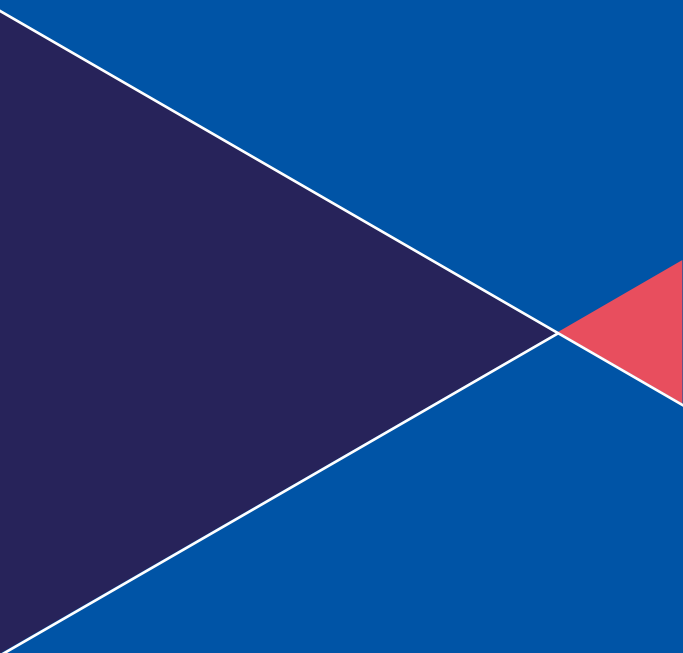
European Commission (EC). 2006. European reference framework for key competences for lifelong learning (Brussels). <https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=CELEX:32006H0962>

2011. Transferability of skills across economic sectors (Luxembourg, Publications Office of the European Union). <https://ec.europa.eu/social/BlobServlet?docId=7159&langId=en>

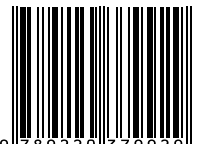








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