Building Practitioner Resilience: Reflections on Developing Industry-led Occupational Standards in Indonesia

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Abstract

It is widely agreed that Indonesia is currently one of the fastest growing economies in the world, and with this growth has come the inevitable 'internationalisation' of the educational market, driven by investment, foreign aid, and trade agreements. Additionally, the Indonesian vocational and further education marketplace faces several challenges, risks, and vulnerabilities which make it necessary to integrate resilience development as a key component of future engagement practice. Technological change, economic instability, limited resources and emerging environmental and social challenges all weigh heavily on an emerging economy. Meaningful engagement therefore requires integrating resilience, so institutions can foster a culture of adaptability and flexibility. However, the content and conduct of imported models of engagement have been shown to lack the requisite local cultural sensitivity and therefore are having an unintended negative impact on educational practice (Allais, 2014). Whilst much of the substance of these imported models is delivered with good intention, there is a level of cultural inappropriateness, and this means that programs lack traction in the Indonesian milieu. In this article, the authors reflect on the deployment of the meaningful practice intervention model (Fairman, 2018) within a specified project, which is the creation of an industry-led vocational training system for the logistics and supply chain sector for Indonesia. In following this issue, the paper examines the approach, outcomes, initial design and relevant inclusion practices currently used in the education area in order to highlight a more culturally appropriate way forward for industry-led interventions, particularly in Occupational Standards and training systems design. The investigation also critically analyses the lessons learned and the changes required to assist any future foreign-designed capability development programs. The researchers critically examine their project using Driscoll's (2007) Reflective Practice model, in order to better understanding what went well and what could be improved, paying particular relevance to donor-funded programs and the deployment of the meaningful practice intervention model.

Keywords: Industry Engagement, Occupational Standards, Reflective Practice, Industry-led Interventions, Resilience, Capability Development

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1. Introduction

Many previous attempts to design responsive training systems within Indonesia that have sought to incorporate feedback from industry stakeholders, have largely failed due to a lack of meaningful engagement. These interventions or projects often fail, or at least have limited impact, as practitioners (i) struggle to genuinely acknowledge and accurately interpret local concerns, (ii) display a lack of respect for local knowledge and expertise, and (iii) fail to build trust and seek agreement between all relevant parties. The researchers have critically examined aspects of their investigative project in this area using Driscoll's (2007) Reflective Practice Model, to better understand the various issues of concern in the training area, and what could be improved in order to take this important activity forward (Voak, Fairman, & Smith, 2021).

This paper also critically reflects upon current project implementation practices, including (i) the examination of the motivations, choices and options for training implementations, (ii) development of an understanding of explicit culturally relevant decision-making criteria, (iii) the provisioning of a clear rationale for the selected intervention strategy; and (iv) the promulgating of established patterns of behaviour (Towle, Godolphin, Grams, & LaMarre, 2006). This investigation considers a selection of the issues surrounding the design, development and execution of an industry-led vocational training system for the Transport and Logistics sector in Indonesia. It is hoped that the authors' reflections will provide donors, Governments and vocational and education practitioners with insights on how to better shape such interventions and how other industries may deploy similar approaches which will encourage greater meaningful engagement.

2. Literature Review

For almost a century, the approach of 'reflective practice' has been used as specific way of thinking about the world (Dewey, 1933), but it was not until the 1980s that the use of reflective practice began to build momentum ((Gibbs, 1988; Kolb, 1984; D. Schön, 1983). Further investigations around the practice of reflection as a concept, were introduced by an array of investigators (Burgoyne & Reynolds, 1997; John Driscoll, 1994, 2006; Jasper, Rosser, & Mooney, 2013; Reynolds, 1998; Reynolds & Vince, 2007; Vince & Reynolds, 2004), all of whom used unique approaches in order to better understand the notion of reflection in learning. Indeed, Ghaye and Lillyman (2014) have also articulated 12 fundamental principles of reflection and its contribution to the enhancement of professional practice, ranging from learning from experiences to generating knowledge that is localised.

Reflective practice is applicable to a multitude of situations and disciplines. Driscoll's (1994) model can accordingly be used in mentoring and directing learning situations. Snowdon (2018) also contends that reflection can be deployed to force practitioners to face incongruities in their practice, and Adeani et al. (2020) claim that reflection assists in placing higher value around personal conduct and one's resultant impact in real practice. deBraga et al. (2019), also believe that reflective practice, when implemented well, can increase open and respectful dialogue and create opportunities for future conversations. However, while there is a host of reflective theories, none have really resulted in deployment dominance. As a result, as theorists strive for generalisability, universal applicability and effectiveness they are often faced with model imperfections. It is in the face of these imperfections in our own actions that learning can occur, as we recognise our own humanness and the complexities of actual practice.

One of the leading reflective models was platformed by Kolb (1984). Kolb's model was based on theories about how people learn, and centres on the conceptual understanding of actual experiences. It contains four cycles, which are (i) actual and real experience, (ii) observing reflectively, (iii) conceptualising abstractly, and (iv) actively experimenting. However, notwithstanding its wide acceptance, Kolb's Experiential Learning Cycle faces challenges that limit its application, both in the workplace and in an educational setting (Tomkins & Ulus, 2016). These challenges range from event chronology to observer orientation, and as a consequence have resulted in adaptions including a scaffolded approach promulgated by Wright et al.(2018).

The ERA Cycle (Jasper et al., 2013), elucidated a more simplified reflective model looking at three simple elements, those of (i) Experience, (ii) Reflection, and (iii) Action. This cycle allows practitioners to more deliberately think through their experiences, then reflect on their feelings about what has happened, which are fundamental to developing a basis for the next project. This leads to the final element of the cycle, which is often forgotten – that of taking action. However, what we introduce as a result of an experience and associated reflection will be different for different individuals. The introduced actions will then result in further experiences, upon which the work to continue the learning cycle will be based. A more detailed model in this regard was proposed by Gibb (1988). Gibb's adaption of the cycle contains six key stages: (i) Description, (ii) Feelings, (iii) Evaluation, (iv) Analysis, (v) Conclusion, and (vi) Action plan. This more complex cycle endeavours to forge a relationship with the criticality surrounding a particular learning event. Another reflective contribution plat formed by Schön's (D. Schön, 1983; 1987) looks closely at knowing and reflecting in action and then reflecting in practice.

Driscoll's Reflective Model (1994), lends itself to practitioner reflection as it is based on three stem questions. These are presented as What? So What? Now What? This model facilitates the challenging of conformity in practice, and encourages the practitioner to stay unsatisfied with the work that is being done. It also helps to shed a clearer light on experiences, allowing alternative suggestions for action to be made, and to introduce more challenging potential working methods. As a result of increasing pressure from the stakeholders who typically have a vested interest in things staying the same, this reflective model helps to bridge the gap between aspects of 'practice as usual' and 'doing something different.' The difference arises from taking a more developmental approach, where the model presents 'trigger' questions that serve as valuable enablers to develop key aspects of the practice. Within these three stem areas, practitioners are encouraged to draw on feelings and emotions and make tacit reflective decisions around their individual approach to practice.

3.   Methodology

This paper deploys Driscoll's Reflective Model (2007) and asks three fundamental questions. Firstly, 'What?' Serves as an enabler for practitioners to consider more openly the reflective context. It gives the practitioner the freedom to challenge current thinking. Provisioning an event, either verbally or in written form, allows practitioners to illuminate alternative perspectives, and thus begin to further clarify the issue at hand with greater clarity. The 'So What?' question begins the analysis phase. This step enables practitioner sense making, both practically and emotionally. It also facilitates individual perception exploration of the event and to check for similarities with other practitioners involved in the event. It serves as a primer for practitioners to reflect on individual practice and to illuminate potential changes needed in practice to redress these gaps. Finally, the 'Now What?' aspect aims to lead the practitioner on a new learning journey or, alternatively, to seek application of lessons learnt in future situations.
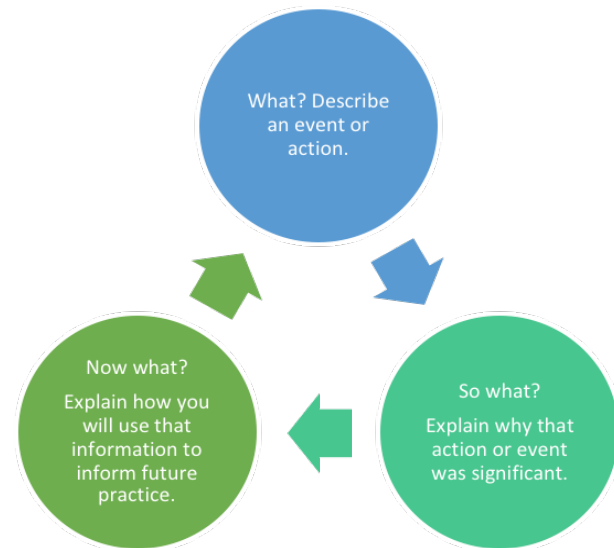

Figure 1- Driscoll's Reflective Model (2007)

3.1 Deploying Driscoll's Reflective Model

What ?

The project actively engaged with (i) key Government agencies, (ii) public and private sector Vocational Education and Training (VET) providers, (iii) key industry associations and (iii) Logistics Service Providers (LSP), in Indonesia. In total, the program worked in close collaboration with 30 Indonesian Government, education and industry partner organisations, involving the direct contributions 48 individual Project participants. Key outcomes achieved include (i) the classification, design and development of 16 logistics occupational standards and 92 associated units of competency, (ii) the creation and successful piloting of the 'Indonesian Supply Chain and Logistics Operating Framework' and the 'Industry-led Occupational Standards and Unit of Competency VET Training Model', which together underpin the successful establishment an industry-led training system for the logistics sector in Indonesia, and (iii) the development of a 'Draft Protocols and

Operational Framework' which provides guidance to the newly established 'Indonesian Supply Chain and Logistics Industry Reference Council (ISCLIRC). This operational framework (Figure 2) details the management of activities associated with scheduling and commissioning of occupational standards development, processes for competency development and endorsement, and governance protocols of the ISCLIRC.
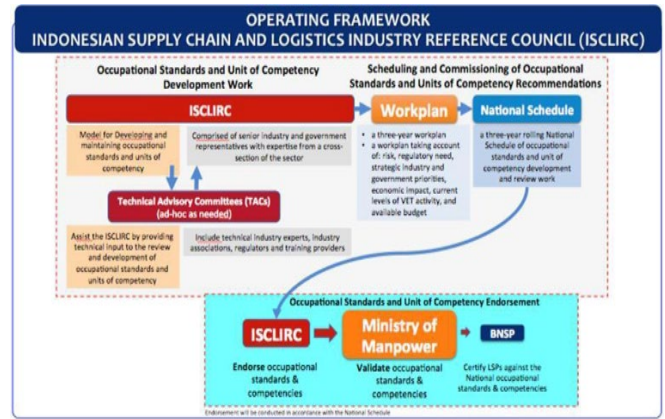

Figure 2- Indonesian Supply Chain and Logistics Operating Framework (Voak, Fairman, & Smith, 2021)

This Project, through the design and pilot implementation of an industry-led occupational standards framework based on the Indonesian national qualifications framework, introduces Australian VET guidelines as a provider of industry relevant skills development, capability and competency development. This culturally relevant relationship and partnership approach can be replicated and used in the future development of training systems across other industry sectors within Indonesia, such as agribusiness, construction, automotive engineering and tourism. Furthermore, this proven, industry-validated and industry-led training system can be similarly applied and implemented across other ASEAN Member States' industry sectors.

To give a focus to this work. The project centred on human capacity and capability development in the Indonesian supply chain and logistics sector with the aim to build a pilot scheme that would assist the delivery of institutional capacity. It was aimed at expanding Australia's existing investments in VET soft infrastructure both in ASEAN and more broadly APEC, in order to enhance VET offerings in Indonesia's logistics sector.

During the period of this Project, the Centre for Supply Chain and Logistics (CSCL) facilitators at Deakin University conducted (i) capability and capacity development activities, (ii) industry and government field visits, (iii) in-context workshops, and (iv) relevant consultation and dialogue activities with industry, VET providers and Government agencies. The objective of this work was to establish an industry-led VET system for the Indonesian logistics sector, using leverage from the APEC regional occupational standards relevant to the transport and logistics sector and the Indonesian national qualifications framework, both of which form the ASEAN Qualifications Reference system.

In addition, the Framework and the ASEAN Guiding Principles for Quality Assurance and Recognition of Competency Certification Systems and the East Asia Summit Technical and Vocational Education and Training Quality Assurance Framework were equally applied.

To achieve this end, the CSCL facilitators built connections and respectful relationships with influential key Project partners, including:

o   The Coordinating Ministry for Economic Affairs (CMEA);
o   Ministry of Manpower (MoM);
o   Badan Standar National Pandidikan (BNSP);
o   Ministry of Research Technology and Higher Education (RISTEK DIKTI);
o   Logistik Insan Prima (LIP) – Indonesia's National Supply Chain and Logistics Certification Body; and
o   Key Indonesian logistics industry associations and LSP – through the establishment of the first 'Indonesian Supply Chain and Logistics Industry Reference Council' (ISCLIRC).

Invited project participants were chosen carefully to ensure they had the necessary skills, knowledge and local influence to contribute to, and assist in, advancing the aims and objectives of creating an Industry VET Framework for the Logistics and Supply Chain Sector in Indonesia (Fairman, Voak, & Sujatmaka, 2020). This Project was specifically developed to enhance VET offerings in the Indonesian logistics sector, and more broadly within ASEAN. This has now been achieved with the stated Project terms of reference outcomes now being successfully completed and delivered. These were:

o   supporting the establishment and piloting of a logistics sectoral-specific ISCLIRC advisory committee, to serve as a communication bridge between industry, key government agencies and VET providers;
o   implementing capacity building initiatives aimed at strengthening the capacity of the logistics industry, key Government agencies and VET providers, to build governance and quality frameworks that ensure VET interventions remain relevant and sustainable;
o   assisting the Indonesian logistics sector to develop an industry-driven quality VET system needed to ensure further development of national occupational standards that reflect the skills needs of the sector. In this area, 16 occupational standards have been developed and endorsed by the ISCLIRC, and submitted to the Ministry of Manpower for validation and BNSP for certification;
o   assisting key stakeholders in the Indonesian logistics sector to build capacity through the development of a logistics assessor training program using occupational standards as the foundation; and
o   developing an industry-led design strategy for the development of curricula at the community college level.

As mentioned, this Project applied a relationship-based approach, recognising the human element (Voak, 2011) which has already been seen to enhance the Indonesian logistics sector training eco-system. In particular, this approach has directly contributed to

building logistics sectoral capacity and directly supported the enactment of the critical governance and quality assurance aspects required for a model framework for an industry-led logistics VET system.

This has been achieved through the support, facilitation and delivery of a series of capability and capacity development activities consisting of:

o   field visits to facilitate 'one-on-one' mentoring and coaching with participants within the Project Team (Control
o   Group), Project Steering Committee and ISCLIRC to support the successful design, development and endorsement of both the 'Indonesian Supply Chain and Logistics Operating Framework' and 'Industry-led Occupational Standards and Units of Competency VET Training System Model';
o   specialist seminars and workshops for the Project participants to further enhance sectoral capacity focused on enhancing cooperation and advancing the establishment and piloting of the inaugural ISCLIRC;
o   specialist training workshops targeted at key government, VET provider and industry stakeholders, to support Indonesia in better understanding the benefits of establishing an industry-led training system and quality frameworks within the logistics sector, including workplace occupational standards development and assessment;
o   specialist assessor training workshops on the interpretation of occupational standards, units of competency assessment and the development and validation of new occupational standards; and
o   active engagement in information sharing to enable the Project to support the institutional and technical capacity development of Government, the sectoral certification bodies, VET providers, and critical skills aspects as determined by the Indonesian logistics industry.

So what?

Indonesia is a diverse and complex country with a unique set of challenges arising from factors such as politics, infrastructure, economy, education, and climate change. Resilience is an important concept for the Indonesian milieu, as it serves as a valuable developmental enabler for individuals, communities, and organizations to adapt and withstand the challenges they encounter, build their capacities in the face of adversity, and foster sustainable growth and development.

Resilience can play a vital role in addressing cultural inappropriateness and improving program traction in the Indonesian context. By building resilience, individuals and communities can gain the confidence, knowledge, and skills needed to cope with the challenges and barriers that may arise. This can ultimately improve program traction and relevance.

When implementing programs in a different cultural context, it is crucial to be culturally sensitive. Failure to do so can significantly impact the sustainability and effectiveness of programs,

especially if they are developed or imported from outside the cultural context in which they are implemented. An intervention program that fails to take into account the local community's cultural values, beliefs, and practices may be received as irrelevant. As a result, stakeholders, partners and participants may find it challenging to engage with the program, leading to significant limitations in its effectiveness.

Moreover, imported models of engagement may fail to account for the unique social, economic, or historical factors that shape the local context. A program that works effectively in one cultural context may not be feasible or suitable for implementation in another. Variations in language, traditions, and beliefs can also render preconceived programs or methodologies inappropriate, which can result in a lack of trust, participation, or sustainability. Additionally, the lack of cultural sensitivity may result in the unsustainable implementation of programs because it may not account for the needs and priorities of the local community. This may result in the program not being able to operate economically or socially sustainable, or it might fall short of achieving the intended impact. Ultimately, cultural sensitivity enhances the effectiveness and sustainability of programs by improving the level of engagement and ensuring the relevance of the program to participants.

We suggest that the deployment of the meaningful practice intervention model (Fairman, 2018) within this specific project, will create opportunities to (i) examine the ethical behavior and motivations behind actions, (ii) examine the relevant intentions and objectives, (iii) respond to and recognise considerations specific to countries and local areas, (iv) consider stakeholder requirements and local input, and (v) work to provide acceptance of training methods and evaluation practices. This paper will explore the application of the meaningful practice intervention model illustrated below.
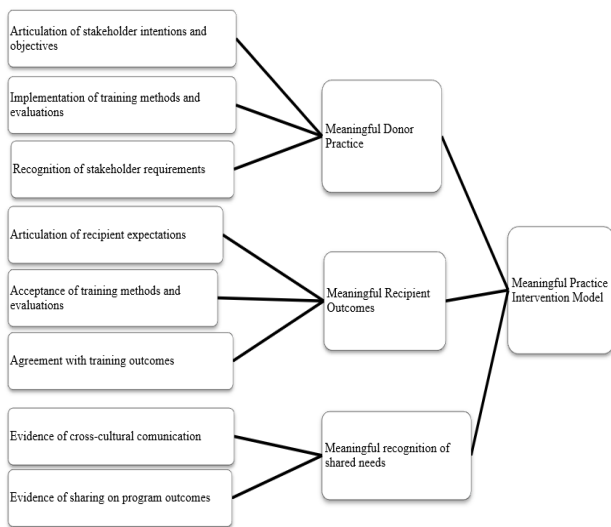

Figure 3- Meaningful Practice Intervention Model (Fairman, 2018)

The recognition of stakeholder requirements is the first stage of developing meaningful practice, allowing the fostering and development of the necessary linkages between industry, key Government agencies and VET providers to pilot the establishment of an Industry Reference Council for the logistics sector in Indonesia.

In this respect it was considered desirable to establish a 'Project Team Control Group' (PTCG) made up of significant industry representatives drawn from:

o   Division for Increasing Logistics Competitiveness, CMEA;
o   Logistics Insan Prima (LIP);
o   Indonesian Trucking Association (ITA / APTRINDO);

o   Indonesian Logistics and Forwarders Association (ILFA / ALFI);
o   Indonesian Express Delivery Companies Association (ASPERINDO);
o   Mahendra Rianto, Indonesian Logistics Association (ALI);
o   Sislognas Team; and
o   PT. Tri Adi Bersama

The authors considered that the development of the Industry-led model and development framework (Figure 2) was a key outcome of this project's work, since the relevance of such frameworks relates to its functional use. In this particular case, the project developed and prepared the Final Eight Occupational Standards and Final 55 Occupational Units, which were presented to the Industry Reference Council. This project followed the 'suggested' plan from the industry-led model and development framework with some success, and in retrospect, the quick endorsement of these occupational standards occurred as a result of the active engagement with the Industry Reference Council.

The meaningful recognition of shared needs in the development of occupational standards included reviewing the Australian versions of relevant standards, then customizing them to suit the Indonesian specific circumstance. Where these standards did not exist in Australia or elsewhere, project team members developed the structure for the new standards applicable to Indonesian conditions and requirements, which necessarily involved allocating enough time to 'explore and discuss' with the key stakeholders. The project team listened to the stakeholder's concerns, documenting and sharing with the participants the suite of desired standards. The process involved gathering information around 'data entry' operators from the PTCG participants, then sensitively respecting the input from each member present. This clearly required a high degree of cultural sensitivity and awareness around participant input, a key feature when gathering evidence regarding cross-cultural communication for the meaningful practice intervention model.

Fortunately, the 2016 APEC Transport and Logistics Occupational Standards Framework described the standards in a way that allowed them to be used across diverse settings, and as such a 'generic' approach to standards development was articulated. However, the Indonesian Ministry of Manpower required that occupational standards developed for Indonesia meet their specific and detailed requirements and they applied an 'Indonesian Proforma' for occupational standards development. Upon reflection, the authors believe that foreign guidelines and approaches may have a role in assisting occupational skills development, however these need to be mindfully reflective of the Indonesian conditions.

Developing sectoral capacity requires the identification of the key stakeholders and sharing openly and in a transparent way, information and experiences arising from the interventions coming from the development industry. Invariably, this approach may require building acceptance relating to the public perception of VET. When involved in this area, the Project Team Control Group identified the 16 proposed Indonesia Logistics Industry Occupational Standards and Competencies, and following negotiation and discussion, decided to remove the Ministry of Manpower standards, the maritime occupational standards of Gantry Crane Operators, Port Operations Supervisors and Yard Planners.

Instead, it was decided to develop lower level Indonesian qualifications relating to Logistics Sales and Marketing Officers, Inventory Controllers and Route Planners. It was found that this approach created greater traction with the key stakeholders, allowing these three occupational standards to be consequently presented and endorsed by the Industry Reference Council. The newly developed eight occupational standards (Purchasing Manager, Senior Purchasing Officer, Logistics Data Entry Operator, Motor Cycle Courier, Junior Warehouse Operator, Pickup and delivery Van Driver, Freight Handler and Materials Handling Equipment Operator) were consequently endorsed. It is suspected that the engagement of the Industry Reference Council at an early stage in the occupational skills development may have led to the swift endorsement by the council.

At this time, the complete list of 16 Occupational Standards which have been certified by the Ministry of Manpower, endorsed by the IRC or under development these included: Warehouse Operator, Logistics Administrative Officer, Freight Forwarder, Warehouse Supervisor and Supply Chain Manager. Purchasing Manager, Senior Purchasing Officer, Logistics Data Entry Operator, Motor Cycle Courier, Junior Warehouse Operator, Pickup and delivery Van Driver, Freight Handler, Materials Handling Equipment Operator, Logistics Sales and Marketing Officer, Inventory Controller, and Route Planner.

It is noted that the Ministry of Manpower initially certified the five existing APEC occupational standards of Warehouse Operator, Logistics Administration Officer, Freight Forwarder, Warehouse Supervisor and Supply Chain Manager. The eight new occupational standards developed for the supply chain and logistics sector in Indonesia were developed with the assistance of the Indonesian Industry Bodies and Associations. The Industry bodies and representatives were called upon to examine the newly developed standards and they responded with detailed comments and critique on the applicability in an Indonesian context. Our reflection on this process was that this was a critical phase of the project, ensuring meaningful engagement. The eight newly developed standards were considered by the contributors as a 'Draft', and comments received were incorporated where possible into the final draft which was then endorsed at the August, 2019 Industry Reference Council meeting.

In order to gain wider acceptance of the occupational standards, these were 'showcased' to industry representatives, the Government of Indonesia and the Government of Australia. Participants at this showcase included (i) Industry Representatives, particularly from ALI, ALFI, ASPERINDO, ITA, ILFA and LIP, (ii) Indonesian Government representatives CMEA, BNSP, KADIN and MoM, and (iii) Australian Government Representatives DET and DFAT. Apart from the obvious 'political' value attached to the sharing of the work more broadly, this 'showcasing' activity allowed external parties to see the value in 'working with' local providers and listening to their expressed concerns.

In this work, it was agreed that superimposing occupational standards from abroad is an unacceptable cultural imposition, and this would leave the process open to be questioned and challenged. In order to foster, develop and nurture a locally acceptable industry-led training and development regime, stakeholders need to 'unpack' existing occupational standards in order to develop new and relevant standards for their particular industry. Not unexpectedly, this outcome is more easily achieved when the developers understand what they are looking at.

The approach used in this project was through developing and conducting 'Assessor Workshops' which covered (i) the planning of assessment activities and processes, (ii) identifying and defining logistics occupations, (iii) assessing competence, (iv) participating in assessment validation, and (v) the design and development of assessment tools relevant to the Logistics sector in Indonesia. In this regard, it was opined that the skilling of stakeholders with the means to assess competencies, develops recognition and understanding of occupational standards.

It was agreed that meaningful recipient outcomes require agreement with training outcomes, and in this particular context it was critical that workshop assessor training modules were delivered in two blocks of training. This allowed the intervening week between each block of training for the participants to complete assessment tasks in their respective work places. The first block of training focused primarily on (i) Australian and Indonesian contexts for supply chain and logistics, (ii) the requisite qualification requirements, and (iii) the development of competency-based assessment. The second block of the workshop training focused on conducting, reviewing and validating assessment, along with the design of assessment tools.

Between the two blocks of training, the participants were able to develop an 'action plan' appropriate for implementation in their respective workplaces. This process enabled workshop participants to embed their learning from the workshop into the context of their workplace. It is agreed that competency based training requires direct application in order to ensure learning, it is the authors' view that reflecting and applying learning in the workplace develops appropriate skills, knowledge and attitudes.

The participants in this workshop were selected from the Ministry of Coordinating External Affairs (CMEA), Logistics Insan Prima, ASPERINDO, Indonesian Trucking Association, Universitas Muhammadiyah Tanggerang (UMT), PolitekPos Bandung, Indonesian Logistics Association (ALI) and STIMLOG. There was a total of eighteen (18) participants, who undertook the course and all were awarded the 'Certificate of Completion/Attendance'. There were six females and 12 males who received certificates. The workshop followed a competency-based training approach, where each participant was expected to show competence in designing assessment modules.

Whilst reviewing and evaluating training workshops is currently standard practice in Indonesia, responding to the participant evaluation remains a 'grey' zone. This Assessor Workshop examined (i) the range of attendees, (ii) the workshop outline, (iii) the level of certification awarded, (iv) the structure of the workshop, (v) the contribution of guest speakers, (vi) the participants' response to the workshop and (vii) respondents; recommendations for future workshops. A key feature of the Assessor Workshop was to assist participants develop and deliver assessments in their workplace and consequently to share these activities with fellow workshop participants. In response to the evaluation of the Assessor Workshops, a request was made that another one-day workshop be conducted around implementing activities in the workplace. In response, a set of questions was posted on the workshops' 'WhatsApp' group. These questions formed the basis of the subsequent one-day workshop, with a total of ten of the 14 participants in the Assessor Workshops attending this session titled 'The challenges and successes in implementing workplace change'.

4. Implementation of industry-led interventions in logistics sector

Implementing an industry-led intervention requires designing an industry-based validation methodology in order to assist the facilitation of post-secondary vocational training and education programs for the logistics sector. In this respect, a "Draft Protocols and Operating Framework for the Indonesian Supply Chain and Logistics Industry Reference Council (ISCLIRC)" was developed and endorsed at the inaugural Industry Reference Council in August 2019.

This framework provided guidance for the Industry Reference Council on the conduct of activities associated with (i) Technical Advisory Committees, (ii) scheduling and commissioning of occupational standards development, (iii) processes for competency development and endorsement, and (iv) governance issues for the Council and other meetings, together with establishing a code of conduct, ensuring confidentiality and managing conflicts of interest.

At the inaugural Industry Reference Council, the eight newly developed competencies were endorsed by the Industry Reference Council. The Industry Reference Council were given the developed 'English' and 'Indonesian' versions of these standards one week prior to endorsing them, which provided them with enough of an opportunity to examine the details, emphasizing the importance of cross-cultural communication. The Industry Reference Council examined the pathway for development of further standards, and re-viewing existing developed standards, then these processes were presented by the Co-Ordinating Ministry of External Affairs to the IRC.

Now What?

The project authors were cognizant of the general desire to replicate a model which would be of value to other Industry sectors. As a consequence, the model, which was initially developed for applicability to the Transport and Logistics sector in Indonesia, has

become a "Meaningful Practice Intervention Model" with relevance to other Industry sectors. To systematise this more general use, the following strategies should be pursued.

There needs to be (i) active engagement with Associations and Foundations who represent all members across a specific industry sectors, which provides a means of ensuring engagement, applicability, and responsiveness to industry-specific occupational requirements, (ii) the establishment of a 'Project Team Control Group' of specific industry specialists to develop relevant occupational standards to provide an ongoing context for discussion and review of the developed occupational standards, (iii) development of the capacity for 'Workplace Assessor' training activities to equip Industry members to understand the skills, knowledge and attitudes required for the development of individual standards, and (iv) a guarantee that the designed 'Workplace Assessor' workshops contain at least the following key training requirements: action planning, competency development, design and development of occupational standards.

In addition, meaningful practice may require the introduction of ways to share developed standards with Industry representatives. This is the role that the Industry Reference Council has assumed, as they acting through the reviewing of 'assessor practice' with industry colleagues, referring to the Indonesian National Qualifications Framework format for constructing an occupational standard.

This Meaningful Practice Implementation Model requires agreement and reflection by all parties (Fairman & Voak, 2023). The achieving of agreement with training outcomes was attained by conducting a follow-up 'one day' workshop with workshop assessor participants, approximately three months after completing the assessor workshop. This review focused on answering the question 'What was implemented and what were the challenges and successes in introducing change', and this achieved meaningful recipient outcomes as indicated in Figure 3.

The lessons learnt through this process helped form a sustainable model for future implementation, with valuable reflections emerging from this activity including: (i) the role of collegiality; (ii) the central role of the Assessor Workshops; (iii) and the development of Industry -appropriate Occupational standards. Some comments on these reflections are made below:

Collegiality

A highlight of this project was the high level of cooperation and collaboration within the industry sectors and between nominated representatives of the various representative associations. This produced a clear recognition of local stakeholder requirements (Figure 3).

The high degree of collegiality, particularly seen in the developing of new standards which required significant input of time and resources from all members, was palpable. It is noted that too often in projects such as these, project managers have to cajole and encourage participation from stakeholders to provide feedback and responses to written documents, but this was certainly not the case with this activity. It was observed that the 'industry' members gave willingly of their time and effort to produce the new occupational standards which had broad relevance to their industry sector. This

outcome was evident in their desire to concentrate on developing Level 2 and 3 occupational standards which would have a more significant impact on their respective workforces.

Assessor Workshop

The assessor workshop participants who re-joined for the 'one-day' workshop, showed a willingness to share assessor practice with colleagues and discuss issues around the introduction of change in organisations and industries. The lesson learnt from this workshop was that participants-in-training need a significant time lapse following workshops, in order to appreciate the challenges faced with introducing change in the workplace. Another important lesson learnt was in the acceptance of the nature of the training method and evaluation. This was illustrated by the fact that the evaluation of the initial workshop recommended an additional one-day workshop to consolidate attendees' respective understandings of the training.

It was observed that the assessor workshop participants established and regularly used a 'WhatsApp' group during the workshop. In this group, they shared information about the assessment tasks with each other, which included (i) the developed assessments from the workshop, (ii) the showing of videos of their assessor practice, (iii) presenting observed challenges and issues for discussion, and (iv) engaging with the workshop facilitators. These processes and technologies were valuable tools in consolidating understandings behind occupational skills development (Fairman, Voak, & Babacan, 2021).

Occupational Standards

The CSCL facilitators applied a 'reverse engineering' approach to the development of occupational standards. This involved the development of national occupational standards with industry that could then be deployed into the educational realm. Consequently, these national occupational standards could be used by college, polytechnic and university LSPs, to ensure that, upon course completion, each student could be certified as having reached the relevant standard.

This approach aimed to eliminate the disconnect between Industry, LSP's and the educational sector. This was the primary reason that Post Polytechnic and the University of Muhammadiyah Tangerang, were specifically chosen as participants in the assessor training program. This ensured that not only Industry-based LSP's could certify against the new occupational standards, but also those involved in Polytechnic and University LSP's were equipped to do the same.

The evidence of sharing program outcomes came through the many discussions and consultations that took place between the Project Team and the Industry Representatives. It was their considered opinion, and indeed their desire, to develop the final standards represented as the final new eight Occupational Standards, as these were deemed to meet priorities facing the Indonesian transport and logistics sector. The critical importance of listening to the 'voice' of industry and their trainings needs when discussing and developing new occupational standards, is an essential component of the meaningful recognition of shared needs (Figure 3).

The industry representatives have the gravitas to support, and the necessity to develop, specific logistics occupational

standards. This the CSCL facilitators' primary task during this project was to meet these expectations, which meant that any CSCL 'planned' notions of industry requirements were mediated by their (industry) priority occupational standards needs and development requirements. By adopting and being responsive to the requirements of the industry participants, went a long way toward ensuring that each of the occupational standards were 'endorsed' by the ISCLIRC.

Listening to industry voices can also have a significant impact on building resilience and sustainability, as it can help individuals and communities better anticipate and respond to changes and challenges in their environment. By actively engaging with industry, individuals and communities can gain valuable insights that can inform decision-making, adapt to changing circumstances and manage risks. Industry voices can help communities anticipate and prepare for potential shocks to their system, such as economic shifts, changes in legislation, or environmental disruptions.

Further, by staying up-to-date with industry developments, individuals can develop new skills and strategies that can be applied to address their unique challenges. Forging these industry relationships, ultimately aids in individuals and communities can gain valuable support and resources that can help them to become more resilient and sustainable.

5.   Concluding Remarks

It was agreed that the process of establishing a 'Meaningful Practice Intervention Model' relies heavily on the trust and goodwill of all stakeholders. Building such a level of trust amongst participants requires being transparently open to sharing information and to accept change.

 The authors have reflected upon our interventions in the Transport and Logistics sector in Indonesia, and have applied, wherever possible, the intervention model. Listening to the 'voice' of industry, the researchers believe, builds resilience and sustainability in the project at hand, and encourages further industry-led VET interventions. The Meaningful Practice Intervention Model serves as a useful tool to encourage practitioners to invite sustainability by providing a platform or framework for sharing information and experiences. This proved invaluable in providing project participants and stakeholders with opportunities to engage in a meaningful fashion and to learn from each other.

Whilst the model also provides a structure for seeking appropriate responses, there is, however, much to learn and research in applying these interventions. Issues include When to intervene? What will participants gain from these interventions? and How will participants 'reflect' and share their experiences? The authors have sought to share their experiences and reflections on their own practice in order to provide a guide for others whilst remaining open to challenge. We believe that this approach provides a clear pathway for others to respond to in a meaningfully way, regardless of the specific issue at hand.

Trust and openness are crucial components of resilience. Building resilience requires an individual or community to be able to adapt to unexpected changes, cope with stress, and overcome barriers. Trust and openness help to facilitate these processes by

creating a supportive environment where people can work together and support each other. Trust is the foundation of resilience because it allows individuals and communities to rely on each other for support and assistance. Trust facilitates effective communication, enabling people to share their thoughts and feelings honestly, supporting problem-solving, and decision-making.

When communication is open and honest, individuals can share their experiences and learn from one another, which can help them adjust to new situations more quickly. Openness is also essential in building resilience because it enables people to learn and grow. An open mindset allows individuals to explore new ideas, take calculated risks, and create a culture of experimentation, problem-solving and innovation that promotes learning and growth. When people feel safe to express themselves and are free to explore new ideas, they are more likely to push past their boundaries, learn new skills and adapt to change.

Moreover, accepting change fosters resilience by enabling individuals and communities to adapt to evolving situations and develop new skills, attitudes, and behaviours. It requires a mindset that is open and receptive to new ideas and perspectives, which helps people expand their knowledge and capabilities. In contrast, resisting change can limit the potential for growth and hinder the creation of a resilient community. Therefore, a transparently open approach that emphasises stakeholder engagement can help create a culture of resilience, allowing community members to share information, collaborate, and develop a shared understanding of common goals and objectives. It encourages stakeholders to be proactive in addressing challenges, and to embrace change as a way to adapt to new situations. As a result, stakeholders are better equipped to respond to adversity, innovate, and develop new perspectives, resulting in more sustainable outcomes.

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