



Success Stories

Developing Skills
for Employability with
German Partners

8 Case Studies of Digital
Train-the-Trainer Solutions



TRAINING – MADE IN GERMANY

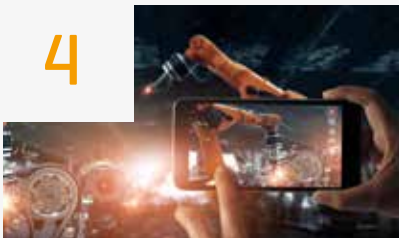
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Developing Skills for Employability with German Partners

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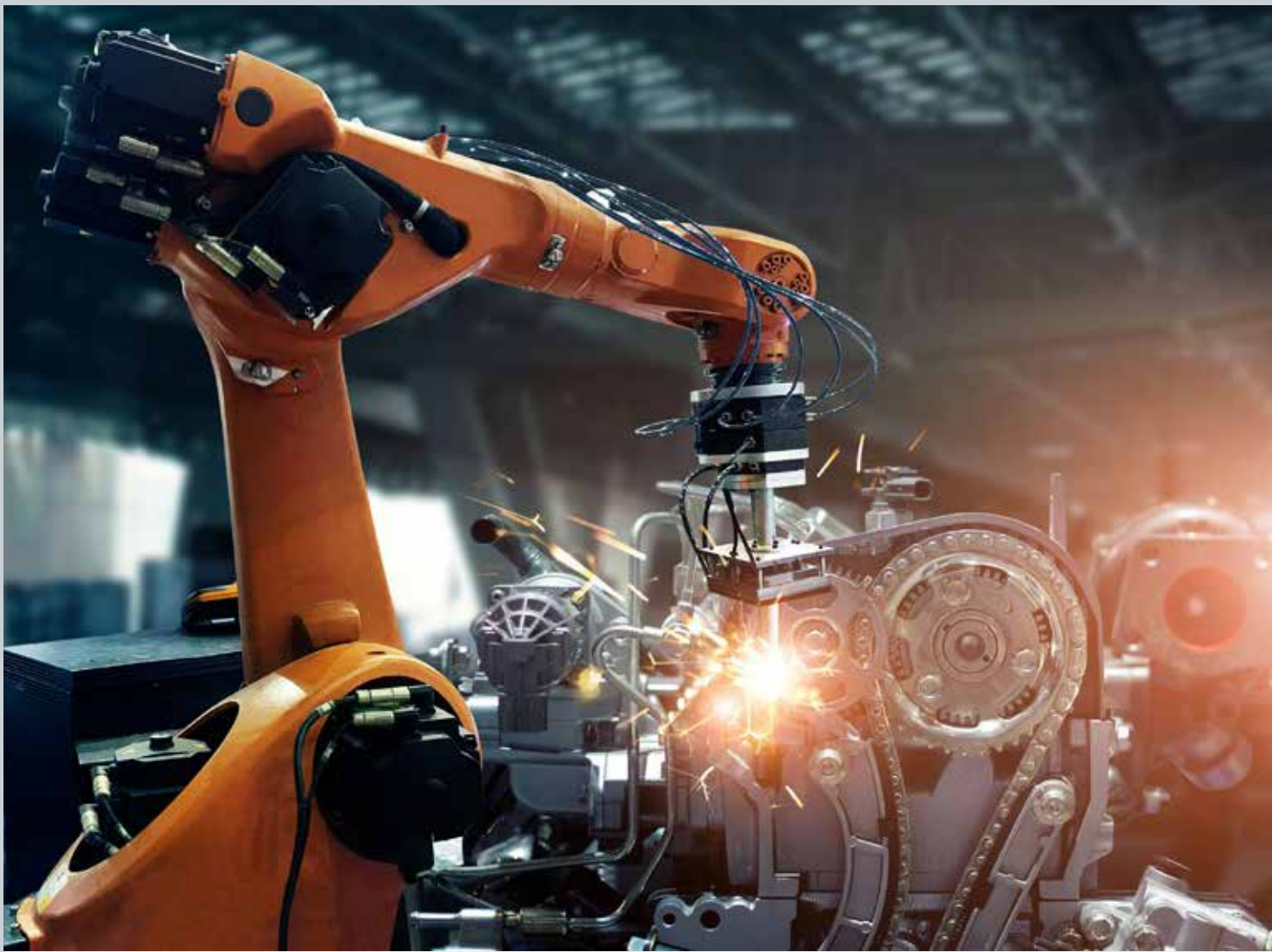


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Preface

Many people have already been using digital learning formats in their everyday life for some time, yet in the wake of the coronavirus pandemic the use of virtual tools has transitioned from “can” to “must”. The coronavirus pandemic and the associated travel restrictions catapulted the education and training sector and its customers into a new reality where online and blended learning are the norm. Regardless of other pandemic-related developments, this virtual approach has become established in the long-term as a type of training and will continue to offer great potential for cooperation.

The development of a digital methodological competence initially poses a challenge for every trainer. An ideal learning experience thrives on interaction. While participants can see and hear in a virtual space, they cannot “feel”. How do I find the right online tool among the vast range of offers online, to create proximity and trust, to make the training exciting and appealing, to keep the trainees’ attention and their energy levels high?

How do I facilitate joint and practice-oriented learning over great distances? How will this change my role as a member of training staff?

German training exporters will find the answers to these questions and many more in the form of training solutions that we would like to present to you in this brochure. The examples represent a cross section of the digital solutions that the German education sector has developed for the task area “Train the Trainer”.

Germany’s economic success is reinforced by its expertise in vocational education and training [VET] and its dual training system. One of the five main principles of this system is assuring that VET staff are specifically qualified to impart their knowledge through training. “Training – Made in Germany” offers the necessary know-how and quality in order to increase the added value for international partners. Germany has a long-standing



tradition in this field and enjoys a high reputation for the demand-driven and practical orientation of its qualification programmes. Cooperation on train-the-trainer programmes is particularly successful since this German experience can always be adapted to the specific needs of each individual case. The integration of professional, social and methodological competencies is at the forefront of what German partners can provide for you.

iMOVE was established as an initiative by the Federal Ministry of Education and Research (BMBF) in 2001 in order to promote private sector cooperation of German training providers with international public and private organisations. iMOVE services include a multilingual database which contains information about German training providers, seminars, trainings and trade fairs abroad as well as a B2B marketplace, where specific international requests can be distributed across iMOVE's provider network.

This brochure highlights eight success stories of digital train-the-trainer solutions, realised in a joint effort by German and international partners. With its wide range of training programmes and its strong emphasis on employability, "Training - Made in Germany" has the potential to successfully contribute to the design process of training systems in many countries via transnational cooperation projects.

We hope you find our brochure an interesting and stimulating read!

Dr. Andreas Werner
(Universidade de São Paulo, Brazil)
Head of Division iMOVE at the BIBB

Digital twin of German training facilities

“Train the Trainer” programmes from Eckert Schools International were already in great demand before the coronavirus pandemic and were run for many countries such as China, Vietnam and Malaysia. In 2019 alone, Eckert Schools International hosted 100 Chinese teachers on the Regenstauf campus where they completed further training in a wide range of areas. The main areas of focus were the dual training system in line with the recognised German model, courses on pedagogy and teaching methods, but also specialist expertise in a range of sectors and occupational fields such as mechatronics, automation technology, automotive engineering, logistics as well as the hotel industry and tourism.

The pandemic temporarily made travelling from China to Germany impossible. However, the demand for high-quality “Train the Trainer” offers persisted and continues to persist. As part of the digitalisation offensive of the Dr. Eckert Akademie, Eckert Schools International responded by developing a concept supporting the implementation of an “Online Train the Trainer” programme on the subject of “Industry 4.0/Smart Production”. The concept has already been implemented successfully on multiple occasions over 2020 and 2021.

New flexibility

There is more to online training however than all lectures simply being transmitted online and live to China via Microsoft Teams. In order to guarantee the successful learning outcome, it must be ensured that all participants actively communicate and participate. The technical implementation of the training means participants are not just able to ask questions and have discussions with the German trainers during the training itself. In a virtual training space, it is also possible to communicate and discuss with teaching staff before and after the online units.

The use of specialist application software enables different creativity techniques such as brainstorming to be applied and also allows solutions to be developed in small groups. The learning outcome can be monitored via an online quiz using Microsoft Forms.

Digital twin

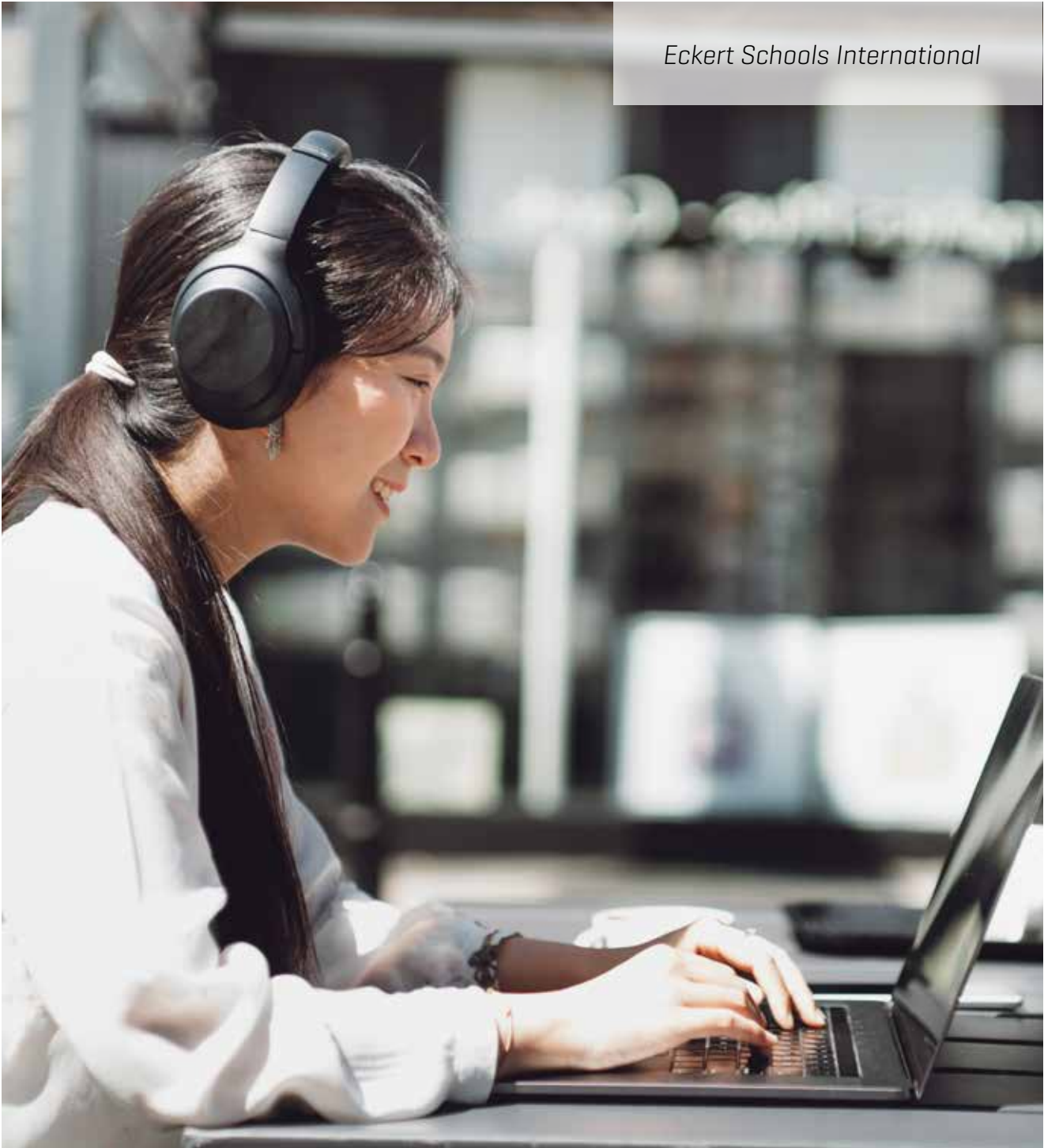
Using a digital twin of the training facilities, participants can be trained directly on the facilities in Germany for the topic of “Industry 4.0/Smart Production”. Participants are able to access the necessary software after registering on the Eckert Schools International training network. For example, they are provided with a virtual facility of the real-life model of a smart factory in the Eckert Schools’ laboratory in Regenstauf. This makes it possible to program the virtual facility with a PC, and to operate and monitor the facility. During the “Online Train the Trainer” programme, participants are then able to develop an order-driven smart factory with its own integrated online shop. All the functions and processes of the smart factory are first demonstrated and checked using the digital twin. The trainers build the facility in the laboratory on the Campus in Regenstauf according to the participants’ specifications. The project can then be transferred to the real-life facility and tested with hardware.

The training programme ensures that participants are not bound to specific locations and times for their continuing education. If, in exceptional cases, they are prevented from participating in the live sessions, video recordings of the webinar are available for them on the learning platform to stream and to catch up on the relevant lesson. Other learning materials are also available here.

By combining online training units with offline project work, participants are able to reflect again on what they have learned when they apply it practically. This ensures sustained learning success as, in this phase, the Chinese teachers participating develop learning situations themselves which they are able to implement directly with their pupils at the vocational college in China.

Experiences for future projects

Huge challenges needed to be overcome initially when introducing the new “Online Train the Trainer” programme. Specific competencies were required in order to motivate and activate



participants for learning via the online format. It is also essential that trainers have an outstanding level of digital expertise. A very high standard of technical equipment is also needed to ensure the online training units run smoothly.

On the other hand, there are clear benefits associated with the new programme for clients and contractors. And this is not just

the avoidance of travel costs. It was possible to develop long-term connections between German training staff and international participants and this will ensure a reciprocal sharing of ideas and experiences over the long term. The German experts from Eckert Schools International continue to be available with support and advice for the follow-up to the online training and even when implementing what was learned in the vocational college in China.

Integrated VET trainer qualification (IVET-Trainer)

The Central Agency for Continuing Vocational Education and Training in the Skilled Crafts (ZWH) is active nationally and internationally as a training service provider for the skilled crafts and is funded by the Chambers of Crafts and Trades (HWK), the regional Chambers of Crafts and Skilled Trades' Councils and by the Central Association of Skilled Crafts (ZDH). Future – Continuing Education – Skilled Crafts has been the guiding principle forming the basis of all ZWH activities since it was created in 1998. The ZWH draws on many years of experience in the implementation of vocational education and training projects and of contracts at national and international level. The ZWH has an extensive network which also extends beyond the organisation of skilled crafts and trades. As a result, it has access to expertise in outstanding dual vocational education and training and ensures the transfer across borders of outcomes and concepts from the German dual vocational education and training system.

In 2019, the ZWH participated in a “Train the Trainer” qualification measure for the skilled trade of mason in Kosovo. The skilled construction trades are one of Kosovo's growth sectors and economic development overall also benefits from having good construction tradespeople. Together with the State Association of Bavarian Construction Guilds and the German Agency for International Cooperation [GIZ], the Kosovan government therefore agreed to set up a three-year vocational education and training course for masons in line with the German model. Qualified company-based and school-based training personnel were needed for the start of training in autumn 2019. These were trained in the practical and pedagogical aspects of the occupation by the HWK and ZWH as part of the GIZ project “Vocational education and training for the skilled trade of mason”. In addition to “Examining and quality assurance”, one of the ZWH's core areas of expertise in international VET cooperation is in providing training in occupational pedagogy for VET personnel abroad.

The ZWH uses the IVET-Trainer to deliver the specialist pedagogical knowledge for the occupation. This is an innovative ZWH course with a modular structure supporting the joint qualifica-

tion of company-based trainers, school-based vocational education and training staff, and managers at vocational education and training institutions abroad. The IVET-Trainer has already been run in other countries such as China and Nigeria. In its current form, it comprises 80 hours of traditional in-person classroom instruction, which is equivalent to ten training days. However, it can also be adapted to the specific environment and requirements of participants. It is therefore also possible to deliver parts of the IVET-Trainer online.

The building tradespeople from Kosovo focussed on the following as their main continuing VET goals:

- Developing a better understanding of their respective role in a dual vocational education and training system
- Learning how to be proficient in combining theoretical content with practical learning and thereby improve trainee's occupational competence
- Reflecting on what has been learned and experienced in order to support the trainees' learning process in the future in an action-oriented manner
- Discovering how to communicate and co-operate more effectively with one another

The individual modules are action-oriented in their structure and aim to build an understanding of elements of dual vocational education and training and to integrate these into existing vocational practice. The participants interactively work on how to prepare, carry out and conclude training in an action-oriented manner. Theoretical content on the topics of employee management and communication are also practically applied in group work and role plays.

In Kosovo, the training began with Module 1 of the IVET-Trainer “Introduction to the dual vocational education and training system and VET stakeholders”. This is linked to the first goal. The construction tradespeople learned about the fundamental principles of a dual vocational education and training system, and about the tasks and responsibilities of stakeholders within the



*Central Agency for Continuing
Vocational Education and
Training in the Skilled Crafts
(ZWH)*

system. Following on from this, in a group work task they compared their own system with a dual vocational education and training system, and also explained the benefits and challenges of the VET system. To finish, they learned about the structure and configuration of cooperation between vocational education and training stakeholders.

The first module was followed by module 2 “Planning and implementation of vocational training”. The focus of this was for participants to understand the importance of supporting the learning process to ensure achievement of training goals, to apply principles such as action-oriented learning, to formulate learning goals, to select learning content and action-oriented training methods, and to identify learning difficulties and apply solutions for these. For this, the construction tradespeople got together in a series of groups in order to select an activity from the requirements profile created for the first year of the mason training and to produce an action-oriented training plan.

The third module was all about “Completing training and design examinations”. The Kosovan participants conducted checks on learning outcomes, created action-oriented examination tasks, and learned about the evaluation criteria and advantages and disadvantages of these criteria. This built on the previous group work about the action-oriented training plan and the recently

learned points were added.

The fourth and final module “Leadership and communication” is a unique feature of the IVET-Trainer compared to other “Train the Trainer” formats. This focuses on giving and receiving feedback in day-to-day management as well as managing young trainees and on conducting appraisal interviews with employees. For this, in particular, the model of non-violent communication is used, for example in the form of role plays.

Following comprehensive training units covering occupational practice and pedagogy, as well as after preparing and carrying out a small teaching unit to consolidate what had been learned, the final examination for the further training as “Qualified vocational trainer for the skilled trade of mason” took place in Pristina. The training participants had acquired specialist knowledge, abilities and skills in the practice and pedagogy of the occupation, and for the final examination training participants completed written practical and oral tests. Each examination focused both on the creation and assessment of various masonry structures as well as on the subject of lesson planning and performance assessment in the context of vocational education and training.



The best of both worlds

The two companies GHH Fahrzeuge GmbH and DEG Deutsche Investitions- und Entwicklungsgesellschaft mbH have come together to ensure quality and occupational health and safety in the Indian mining industry by developing and implementing accredited initial and continuing vocational education and training which is certified by the Chamber of Commerce Abroad (AHK). The project is being run through the developPPP funding programme provided by the German Federal Ministry for Economic Cooperation and Development (BMZ). The goal is to provide technical staff at GHH India in Udaipur, in the Indian state of Rajasthan, with a standardised additional dual qualification and to provide for the long term. As service provider for GHH Fahrzeuge GmbH, Advanced Training Technologies GmbH (ATT) has developed an in-house “Train the Trainer” concept to support the project. ATT is a company which specialises in continuing professional education. The company has its roots in face-to-face training and for a number of years digital learning concepts have been a major focus.

For this project, a priority of the continuing education component is the maintenance and management of underground vehicles. The mix of technologies deployed in such vehicles precisely mirrors the subjects covered by the ATT portfolio: hydraulics, pneumatics and control technology. For more than 30 years, ATT has been using educational hardware developed in-house to successfully deliver training in these areas in an accessible way. This enables every possible physical event in a hydraulic system to be reproduced, analysed and resolved. The interaction of participants with an existing unit makes it possible, even at the outset, to learn an essentially theoretical subject in a practical way. ATT has evolved this and developed appropriate digital continuing education and training for this purpose.

Advanced e-learning

To begin with, ATT uses e-learning tools which enable participants around the world to learn regardless of time and place. All that is required for this is an end device with internet access and a browser. Learning the basics of hydraulics becomes an

active experience which makes full use of the interactive options provided by the technology.

An in-house blended learning method is also used which combines digital learning and hands-on practical training. This involves participants learning independently on the ATT training hardware while technical advice, explanations, background information and numerous exercises are delivered via e-learning – continually alternating with the use of the hardware.

An installed Wi-Fi module means the HydroDidact hardware developed by ATT can be linked to any end device. Measured values can therefore be displayed, analysed and interpreted digitally, as they are in practice. This is essential for locating defects, in particular malfunctions due to wear and tear in hydraulic systems. Participants benefit from the expertise and business relationships of the numerous subsidiaries of SK group, of which ATT is also a part.

A strong family

The SK Group (previously: Schmidt Kranz und Co. GmbH) is a family business bringing together small and medium-sized enterprises which in turn have a presence in 25 countries. One of these companies is GHH Fahrzeuge in Gelsenkirchen. Here, the company has specialised in the production of underground vehicles, which are also used at GHH India. This has created the need for continued education for approximately 200 service staff working at the site in Udaipur.

With the help of ATT, GHH Fahrzeuge GmbH started by conducting an analysis of education and training requirements at the site and was then able to define what the requirements were as well as the actual knowledge level of the employees. The shortfall identified in the level of knowledge required then had to be compensated for by means of appropriate training measures. For this, the content of the existing training concept was updated, and the theme of CAN-Bus technology [connection standard between control units] was added.

*Mining academy in India benefits
from digital learning concepts*
www.sk-att.com

*Advanced Training Technologies
GmbH (ATT)*

Three qualification levels and appropriate learning methods were defined for GHH India:

1. Delivery of basic knowledge using a number of interactive e-learning modules
2. Advanced principles and practical exercises using e-learning, blended learning and in-person teaching
3. Vehicle failure analysis for experts

The trainers needed training on content as well as teaching methodology for all three levels.

Challenges on the subcontinent

The coronavirus pandemic further exacerbated existing challenges such as the geographical distance and time differences. The different learning culture and varying prior knowledge of local trainers also needed to be taken into account. ATT therefore relied on implementing its in-house concepts directly in practice and on using e-learning, blended learning and digital in-person teaching to train the trainers. Future trainers work through the technical training as participants and then acquire the tools they need in terms of teaching methodology as part of the "Train the Trainer" element. This three-step programme includes:

1. Gaining a detailed technical and functional understanding of the potential applications of the *HydroDidact* training hardware
2. Self-study and working independently with the hardware, preparing and delivering initial training sequences
3. Delivery of own initial training courses with support from experienced ATT trainers

Once the areas of hydraulics, mobile hydraulics, CAN Bus and failure analysis have been successfully completed, participants are certified by ATT. In addition, trainers must also complete one of the education courses offered by Indo-German Chamber of Commerce.

International continuing education and training is all about having good trainers and the latest technology. This is why ATT travelled to India with the latest generation of training hardware in order to train the trainers on site. In addition to the *HydroDidact* training hardware already mentioned, skillboards produced in-house were also used. Participants used these, for example, to learn how to install hydraulic hoses correctly or how to bend pipes – at all times supported by interactive e-learning modules and teaching videos produced in-house with the help of a film team. The content is available in a choice of German, English and Hindi.

Rapid familiarisation

The highlight of the continuing education and training is the in-house training route currently being created on which participants are able to practise operating the vehicles for real. An introduction to the functions in the cockpit means the familiarisation period is unusually short and participants settle in after just a few minutes. It has been shown that learners who have previously been able to train virtually find their bearings significantly more quickly in practice than learners without the previous introductory virtual training.

The aim is for this added value to also be made available to other Indian educational institutions and training organisations so that the entire Udaipur region can benefit. Regular maintenance by well-trained service technicians increases the service life of technical systems and therefore prevents breakdowns, e.g. due to leaks from faulty components. In this way the training centre in Udaipur is not only improving the competitiveness of the region but also contributing significantly towards environmental protection and sustainability

“Train the Trainer” programme for Mali

The “Ecole de Maintien de la Paix” [EMP-ABB] school in Mali’s capital Bamako has a clear objective. It seeks to promote peace across the entire continent. It is therefore increasing the country’s human resource capacity in order to support African peace operations and to strengthen the culture of peace. The educational institution is an international centre of excellence of ECOWAS, the Economic Community of West African States, and is attached to the Ministry of Defence and Veterans Affairs. More than 32,000 attendees have already been trained here including peace activists, students, journalists, and representatives of associations, NGOs, the police and the military.

The coronavirus crisis meant a need for the school’s focus to increasingly shift over to distance learning. At this point, however, capacities and competencies were not sufficiently available at a local level to support this. For this reason, the school’s former Director of Communication and Institutional Development then contacted iMOVE in search of a training partner. The school was quickly able to identify a number of providers in the iMOVE network and obtain offers – and ultimately engage THE MAK’ED TEAM as the appropriate provider.

Facilitating distance learning

THE MAK’ED TEAM is a German-based consultancy firm specialising in small and medium-sized companies and develops sustainable solutions for corporate management and development. Its clients include both private companies and public institutions. Since it was established in 2015, the company’s work has had a strong international focus.

One of the core competencies of THE MAK’ED TEAM is in the setting up, development and management of training and educational academies to support skilled workers at a local level. Here young people gain qualifications which match labour market requirements. The training programmes are very practical, interactive and are created in cooperation with business. They are also frequently developed with German businesses to ensure that specific business needs in terms of qualified employees can be met. THE MAK’ED TEAM develops these

concepts together with the providers, implements them and undertakes the management of the academies and centres.

The project for the institution in Mali had two goals. The first was to support administrators and the webmaster in effectively establishing the Moodle learning management system combined with Zoom for online video sessions. The second was to support salaried teachers in designing modules and courses for distance learning in order to produce attractive courses. It was important in this instance that the training should be conducted in French.

Aim is that teachers support the changes right from the start

The entire project, including the planning and launch phase, ran from November 2020 to September 2021. To begin with, an old learning platform was replaced by the new system. However right from the start, alongside establishing the basic technical parameters, the focus was on the instructors. They needed to be introduced to virtual teaching and learning – as well as to issues relating to technical possibilities and approaches, and also to motivating and supporting learners. The aim was for them to develop a basic understanding of the differences between in-person and online courses. Only in this way would they be able to effectively deliver the new digital offers for pupils, develop webinars and in-person seminars using virtual components from their own practice, and support the changes right from the start.

Technical requirements and content-related expectations

Ann-Katrin Hardenberg, managing partner at THE MAK’ED TEAM, was confronted by a series of challenges while supervising this project. “On the technical side there are problems with the local network infrastructure, and access to the internet cannot always be guaranteed. This is almost impossible to change. And that makes things difficult, particularly when you have to implement a project like this entirely from Germany, as was the case



THE MAK'ED TEAM

here. However, in another respect we were able to significantly improve the basic technical parameters. We trained an administrator during the project. He is entirely responsible for looking after the Moodle system on-site and is also able to develop it. With the administrator and other colleagues, there is a team on hand to provide technical support for the teachers.”

According to Ann-Katrin Hardenberg, communicating knowledge to trainers on the ground brought further difficulties to light. “Most instructors are experts in peacekeeping and are widely respected in the community. They had expected to be provided with a finished e-learning module which they would then be able to use in future to organise their teaching. But this was not the aim. Instead, the aim was to enable them to rede-

sign their existing in-person modules themselves so that these could then be delivered virtually and for them to go through the initial stages of implementation. In this respect, it was often necessary not just to have to compensate for a lack of technical experience, which was often the case, but also to explain terminology and the different forms of learning using virtual media. The school was very involved with their management team in helping us with this. In the end, the project has brought about a kind of ‘change in the culture of teaching’ and in organisational development. Our hope is that this development continues to gather pace and that gradually the learning management system will increasingly be used for the large number of courses on offer.”

Online trainer qualification in cooperation with the Colombian Chamber of Commerce

A great number of new training staff has already successfully completed the distance learning course "Training of Trainers" in Colombia, which has been developed technically and in terms of content by the Christiani Academy. There is also great interest from other countries in the region in this online offer.

The success of Germany's dual vocational training system is no coincidence. It is based on a modern legal and regulatory system, good staff qualifications of all those involved in vocational education and training, as well as structures that promote learning with tailored teaching and learning arrangements. Just as essential is the vocational-pedagogical interlinking of theory and practice. Particularly in countries with a very large proportion of academic degrees, there is a need to catch up in practice-oriented training.

In order to create a firm institutional foundation for vocational education and training in these countries and to improve its status, the focus is on already proven training systems. In Latin America, the success story of the German dual vocational training system has been known for several years through the German Chambers of Commerce Abroad [AHKs]. A characteristic of the success of the German training system is the strong and stable economy, which is also desired in Latin America for its own countries. As a result, the intention is to implement dual elements in their own training system, which is supported financially by the "Deutsche Gesellschaft für internationale Zusammenarbeit" [GIZ] or the Dual University of Latin America [DHLA].


Different Systems

There is great interest in the German system of dual vocational education and training in Latin American countries, but this requires teaching. For this reason, the German government began to create incentives for cooperation opportunities a few years ago, including financial incentives for German training providers. The project which was implemented in Colombia was also financed by funding from the GIZ, the DHLA, the DIHK-Bildungs-GmbH and by a contribution from the Christiani Academy itself.

In April 2018, a cooperation between the Christiani Academy and the Chamber of Commerce of Colombia was launched. Most trainers in local companies do not have the knowledge of how to convey training content didactically and methodically in line with everyday working life. There are very few training opportunities for trainers on site. The geographical characteristics with large distances between the company locations make face-to-face training impossible. In response to this framework, a request was made for a comprehensive online course that teaches the methodological and didactic basics of training practice in a self-learning mode and within a manageable time frame. The basis for the implementation of this project was the framework plan of the German Ordinance on Trainer Qualification [AEVO].

The AEVO is an instrument that is used to test and ensure the personal and professional qualifications of a trainer, i.e. his/her vocational and occupational pedagogical skills, knowledge and abilities. To prepare them for the examination at the Chamber of Commerce and Industry [IHK] or, as in the case of Colombia, at the Chamber of Commerce [AHK], they use a range of courses that teach the content of four fields of activity oriented to the training process: Checking vocational training requirements and planning vocational training, preparing vocational training and helping to recruit trainees, carrying out vocational training and completing vocational training.

Christiani has concentrated the entire content of the AEVO to such an extent and tailored it to Colombian requirements that it can be completed online in less than 20 hours. After the training in each individual field of activity, there is a learning success control. If you have successfully completed all four fields of action of the self-study course, you can print out the certificate of completion after passing the final online exam, which has been created especially for this purpose.

A man with a beard and black gloves is looking at a tablet in a workshop. In the background, another man is working on a car.

*Dr.-Ing. Paul Christiani
GmbH & Co. KG*

Experience and Efficient Exchange of Information

One challenge that had to be addressed in designing the content of the online course for the target group of Colombian professionals: besides the institutional and legal differences, there were also culture-specific features, such as the heterogeneous social structure and the barriers to education due to geography or finances.

The educational standards of Latin American countries vary significantly. These deviations do not only relate to legal and partly linguistic peculiarities, but also to the infrastructural framework conditions. An educational system like the one in Germany only

exists in rudimentary form or not at all in some countries. For example, there are often trade unions or a youth employment protection law, but in most cases these instances do not have sufficient scope or influence.

After two years, the online “Train the Trainer” project was successfully completed in April 2020. The experience of Christiani as a provider of distance learning courses and the efficient exchange of information with the Chamber of Commerce in Colombia were decisive for the good result. In the meantime, numerous chambers of commerce in Latin America are using the online offer created in the cooperation.

Customised programmes supporting the ongoing development of training and VET systems

The Heinze Akademie has been involved in the training and continuing education of technical skilled workers for more than 80 years. This success is in part due to the company's investments in the research and development of modern training concepts and methods. The development of "Train the Teacher" and "Train the Trainer" vocational education and training programmes with a focus on Industry 4.0 is a core competence on the international level. As part of this work, the Heinze Academy cooperates with project partners from all over the world such as companies, training centres and schools in the vocational sector.

The Heinze Akademie's didactic methodology concept comprises work process orientation, competence orientation, experiential learning, individualised learning, learning process support and integration of lifelong learning. Together with experts in the respective specialist area, the pedagogic team develops courses for teaching staff and trainers which are individually tailored to customer requirements. These courses may in turn serve as sources of inspiration and drive innovation in the customer's own training courses. The Heinze Academy provides support with a solid theoretical basis, the aim of which is a balanced approach to the development of curricula, the provision of equipment and to skills development for education and training staff.

Projects with Chinese partners

The Heinze Akademie has been working with Chinese institutions since 2012. As part of this cooperation, the first project was a four-week workshop for vocational school teachers in Hamburg. This workshop resulted in increasing and ever more extensive commissions in both Hamburg and China. Due to its wide-ranging experience, in 2019 the Heinze Akademie was awarded a contract for a substantial five-year government project on training Chinese vocational education and training staff. Interest was expressed via iMOVE.

In 2019, as part of this programme, the Heinze Akademie hosted five delegations involving a total of 108 Chinese VET experts

in Hamburg for a four-week advanced training programme. The subject of the advanced training was "Subject-related didactical competencies in the application and maintenance of industrial robots: robotics, mechatronics, electrical engineering". Further advanced training is planned as part of the programme.

Due to the coronavirus crisis, on-site advanced training in Hamburg was no longer possible. Therefore, based on the successful cooperation, and with the needs of the Chinese colleagues at the TVET schools in mind, an 80-hour online "TVET Master Teacher Training Programme" was designed with an emphasis on TVET didactics and robotics. The programme aims to offer high-quality teacher training for Chinese vocational schools which is focused on the dual system of German vocational education and training, vocational school didactics, and the design, delivery and assessment of courses in the context of Industry 4.0.

The material on the learning platform includes a mix of media comprising recorded videos, PDFs, live webinars, quizzes, group tutoring, assessments and other documents and applications. All materials were produced in German and Chinese, and the video material is also available in two languages. One of the technical highlights is the Remote LAB. The robots which need to be programmed are in Germany and are controlled by the participants in China. The participants first learn how to use the robot. They develop a teaching exercise, as if they were teachers and assign this exercise to another group. Then they switch back to the role of learner and carry out the exercise assigned by the other group.

Key elements in the success of the Chinese projects

The Heinze Academy has created a development team consisting of vocational educators with international experience whose task it is to continually develop the Heinze Akademie's core didactic methodology concept. Based on this concept, training



offers are developed and coordinated in line with specific requirements and for specific customers.

Participants develop their competencies by implementing practice-oriented work orders in line with the core didactic methodology concept. The knowledge and competencies required arise from the work orders and their processing, rather than the focus purely being on delivering specialist knowledge.

The training measure has three main aims:

1. Specialist: The cooperative programming of robots
2. Didactic methodology: Developing learning scenarios for the purpose of teaching the cooperative programming of robots
3. Continuity: Tasks are designed so that in each case the teaching team develops learning scenarios for the other teaching team. They are therefore both teachers and learners.

In addition to traditional training courses, the Heinze Akademie also offers longer-term support for educational institutions in their development. Besides stand-alone training on specific topics and issues, the experts provide support on site with the partners. As part of short-term deployments, they work together with training personnel to develop ways in which development goals can be achieved. This approach enables cost-efficient and structured development in the partner institutions.



Intercultural Train the Trainer course in Germany and Thailand

www.bamik.de

www.interkulturelle-trainerausbildung.de

Digital learning format with in-person module

The German training company BAMIK has been providing “Train the Trainer” courses in Germany since 2010. The training runs for approximately 120 hours and is therefore classified as a professional “Train the Trainer” course. In other words, it is not a full “Train the Trainer” programme which, under current German standards, must comprise at least 240 hours, and is instead tailored to a specific area of training. In BAMIK’s case, this involves the topics of “Intercultural Communication” and “Diversity and Inclusion”. These are niche topics for which demand is continually rising in light of increasing globalization and an ever-increasing focus in society on addressing diversity in the workplace.

Differing responses to the intercultural training offer

Intercultural trainers analyse how their offer is received in different cultures. They identify culturally specific differences. While “intercultural communication” occurs everywhere, it is very much westernised in its nature as a field of research and training. The vast majority of literature and training approaches come from Europe and North America.

The need to address the issue and to develop intercultural skills as an independent field of competence is also perceived differently. While critically engaging with your own cultural influences is an accepted part of training for participants in the west, in many other cultures the preferred approach is to focus on which rules of behaviour need to be taught using which methods in order to be successful internationally. So, when having to train intercultural trainers internationally, BAMIK is operating interculturally in an area of quite significant conflicting priorities with respect to cultural understanding and motivation.

German “Train the Trainer” courses in Bangkok

After running courses successfully in Berlin for six years, BAMIK offered Train the Trainer courses for the first time in Bangkok in 2016. Bangkok is a hub for all of Southeast Asia and therefore the decision in favour of this location was not just a decision to opt for the market in Thailand but also for the entire region of [South] East Asia.

The “Train the Trainer” course in Bangkok was a huge success as it also attracted participants beyond China, India, Japan and Myanmar. Quite a number of people travelled from Europe and North America in order to complete their intercultural “Train the Trainer” course in an environment very foreign to them in a cultural sense. For this reason, BAMIK has made the experience of Thai culture a component of the training, meaning that Bangkok is now a genuine intercultural programme and no longer merely a location.

Digital change due to the coronavirus

The coronavirus crisis also had an enormous impact on the training market. The transition to a digital learning format with weekly Zoom meetings opened up entirely new opportunities for BAMIK’s intercultural “Train the Trainer” course. A new market was added to the established in-person training taking place in Berlin and Bangkok. Despite the time difference, BAMIK organised learning modules which participants joined simultaneously from Mexico, Germany, India and Malaysia. Even over such huge distances it was possible to develop the group rapport among participants which is so important for “Train the Trainer” courses.

BAMIK has decided to offer only approximately 75 percent of the training online. A three-day colloquium, which can be completed in Berlin or Bangkok, and possibly also later in the US, remains a fixed, in-person element of the training. This is because topics such as a sense of space, proxemics and specific methods cannot be delivered online.

BAMIK



Train the Live Online Trainer

ti communication has been successfully delivering training in the field of intercultural communication and personnel as well as organisational development for over 20 years. In March 2020, shortly after the first lockdown began, the company developed its “Train the Live Online Trainer” programme. The aim was both to prepare trainers for working in the virtual world and to virtually implement experiential learning. This is because the virtual training space also provides many unexpected opportunities for involving participants, getting them interested and motivating them.

For virtual training courses there is of course one key disadvantage compared to in-person training. While participants are able to see one another, they can’t “feel” their presence. The major challenge when running online training is being able to generate the closeness and trust – in both the group and the trainer – which is needed for the training. The first step in overcoming this hurdle is therefore in designing the training as “live” training. This means the group always meets at the same time in a virtual location. The trainer is always there and moderates the process.

Good moderation and organisation are the key to success

Another important step on the path to successful online training is good moderation. A critical aspect of the training therefore also exists in how the trainer is able to succeed in creating a pleasant learning atmosphere in the virtual training space. Above all, this requires good organisation, not only sensitivity. It is possible, for example, to split larger groups into smaller ones and have them come together in a series of breakout rooms. Alternatively you can focus on speaking to individuals, starting with small talk, and in this way create a pleasant atmosphere.

In some cases the trainer can also transform individual open breakout rooms into a “small kitchen”, “pool area” or “bar” in which participants are able to chat informally and come and go as they please. Training courses organised so far show it is important to be creative and to try and recreate the atmosphere of in-person training as much as possible.

Using online tools as creative support

Once you have created a pleasant training atmosphere, the virtual space offers a vast range of online tools for making the training exciting and appealing. This is because another challenge for online training is maintaining the motivation, attention and energy levels of participants. This can be achieved using a wide selection of tools and media whether it’s for voting, scoring, brainstorming or implementing experiential learning projects. Videos, music, various learning games and quizzes can all be included.

The consolidation of learning content and working independently on concepts represent further key elements of the “Train the Live Online Trainer” programme. In this case there is scope within the training for participants to come together in learning groups. Sufficient time is scheduled so that participants are able to discuss and work together in groups – outside of the training times. Time that needs to be allowed for travel in the event of in-person training can be used for learning in virtual training. Online training can be more effective than in-person training in this respect.

No reduction in training quality

The programme was developed further over the course of 2020. What emerged, in fact, was a collaboration with a company operating at an international level. The plan was for specialists and managers in this company to be trained in order to be able to share their knowledge and expertise with customers. Participants were spread across the world and were working in a range of locations – Melbourne, Shanghai, Bogota, Hongkong, Houston und Denver – which represented another challenge. There was not only a need for coordination in terms of time zones, but in terms of intercultural matters, too.

It was also necessary to adapt the programme for the experts in the above mentioned company accordingly. To this end, ti communication conducted interviews with a range of stakeholders – clients, corporate trainers, employees from different departments such as



“Learning”, “Development” and the “Academy”, and of course the skilled workers who were due to complete the training. They all had different needs, different everyday working realities and the challenges related to them. On the basis of these interviews, ti communication designed a tailor-made training programme.

In summary, it can be said that the switch to virtual training does not have to mean a reduction in training quality. Prerequisites for successful online training are good moderation and organi-

sation. In particular, the interpersonal connection which occurs entirely naturally with in-person training needs to be specifically developed for a virtual event. If this works, virtual training can even be more interactive and varied than in-person training. And the usual reservations that virtual training is boring and offers little in terms of depth of learning can also be easily refuted. Training as a Live-Online-Trainer not only supplies the tools you need but also an understanding and a feel for how virtual training courses can be implemented advantageously.



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