



# Success Stories

Developing Skills  
for Employability with  
German Partners

8 Case Studies from China



TRAINING – MADE IN GERMANY

# Success Stories

Developing Skills for Employability with German Partners

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*8 Case Studies from China*

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# Contents

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*Preface*



*Institute for Training and Careers (GBB)  
Training to support learning culture 4.0  
in China*



*Leipzig GBS Academy for Technology,  
Economics and Management  
Training of Chinese vocational school  
teachers*



*Festo Didactic SE  
A training solution for Industry 4.0*



*German Education Center  
Vocational school for geriatric care in China  
based on the German model*



*METOP GmbH  
Logistics training for Chinese pupils*



*Fraunhofer IAO (Institute of Labour  
Economics and Organisation)  
DRAGON – a system of continuing education  
and training for developing competency in  
China*



*Institute for Training and Careers (GBB)  
“International trainer aptitude certificate”  
for Chinese mechatronics teachers*



*Carl Duisberg Centren (CDC)  
Chinese logistics experts explored North  
Rhine-Westphalia*



# Preface

China is now the second largest economy and a key engine in global economic growth; the coronavirus pandemic has also done nothing to change this. On the contrary, the Chinese economy was the only one worldwide not to contract in 2020. Instead, it actually grew by more than two percent. In contrast to many other nations, China set out much earlier on the path to normalising economic activities. Experts believe that China's strong export figures can be explained by the fact that the Chinese economy adapted very quickly to the demand situation in other nations. A lot of electronics were supplied from China for working from home set-ups. Protective medical equipment was also supplied.

Under Xi Jinping, the government has set itself the target of expanding China's key industries to become global market leaders by 2025. The strategy known as "Made in China 2025" extends to industrial sectors such as robotics, artificial intelligence, medical technology, energy-saving automotive engineering, industry software and other industries. Events such as the landing of a space probe on the far side of the moon in January 2019 are effective in underlining China's desire to develop into a high-tech country.

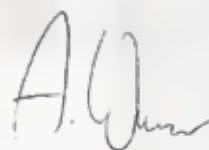
China is aware that a modern economic system, a highly skilled employment base, and satisfying global market demand in the face of trends in technological development can only be achieved with modern vocational education and training. In 2019, the Chinese State Council published an implementation plan for the national reform of vocational education and training. This explicitly states that with China entering into a new phase of development, with the raising of the level of quality in industrial production, and with the transformation in the country's economic structure, the need for skilled workers in all sectors has become increasingly urgent. The aim is therefore to improve the structure of the vocational education training system, the creation of basic facilities for practical training, and the establishment of institutional standards. This provides potential in varied ways for cooperation with the German education sector, which will be able to make use of its strengths in this regard.

Germany's economic success is reinforced by its expertise in vocational education and training [VET] and its dual training system. "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. Training programmes are particularly successful since this German experience is adapted time and time again 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 German Federal Ministry of Education and Research [BMBWF] 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 spread to iMOVE's provider network.

This brochure highlights eight success stories from China, 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 through transnational cooperation projects.

Not convinced yet? Have a look for yourself in the following best practice examples and be inspired!



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



*New master trainer concept developed with  
German partners*  
[www.gbb-gruppe.de](http://www.gbb-gruppe.de)

## Training to support learning culture 4.0 in China

At the Shunde Polytechnic College in China, teaching staff are able to complete a modular master trainer qualification. As part of this, they acquire subject-specific knowledge and competencies in didactic methodology to prepare them for the new learning culture 4.0.

The goal of the master trainers' training is to utilize new, subject-specific content and innovative concepts in didactic methodology to prepare Chinese vocational education and training for the new learning culture 4.0. The intention is that the training will enable future master trainers to train other college teaching staff, to disseminate the master trainer concept, and to independently develop this for centres of excellence which are currently being established.

The Shunde Polytechnic College in the Chinese province of Guangdong is financing the development and implementation of the master trainer qualification. In Germany, the Institute for Training and Careers [Gesellschaft für Beruf e. V. (GBB)] is responsible for project coordination and organisation. Training advisers and Training advisers and moderator Professor Dr. Bernd Ott are running the advanced training activities Bildung und locally together with a permanent Chinese partner in the role of interpreter.

The master trainer concept consists of three, one-week advanced training modules each of which is followed by a practical and application phase lasting several months. The content of the three modules covers self-organised learning in problem-based and practical teaching, learning coaching in skills-based and process-oriented training as well as methods training and moderation techniques for master trainers.

### Centres of excellence in the making

As an institution, Shunde Polytechnic College has ten faculties in which 850 lecturers provide training to around 15,000 students. The college's Chinese colleagues are currently in the process of establishing centres of excellence in the sectors of mechatronics, vehicle engineering, tool technology and air conditioning technology.

The intention is that the centres of excellence will run both updating training for Industry 4.0 and updates to didactic methodology in support of learning culture 4.0. The master trainer concept is applied in the area of learning culture 4.0. Specialist teams led by a master trainer have been formed for both advanced training areas and the aim is that these implement a multi-stage competence model in practice.

### How the German-Chinese collaboration came into being

At the start of 2015, the GBB organised a three-month period of continuing training for 20 Chinese vocational school teachers in the German city of Dortmund. As part of this project Professor Dr. Bernd Ott ran a 5-day seminar on "Didactic techniques". A teacher from Guangdong province was one of the participants. He was so impressed by the seminar that he organised master teacher advanced training at Shunde Polytechnic College as early as 2016.

In 2017, the master trainer concept was further adapted and localised in line with the requirements of Shunde Polytechnic College. Since 2018, the master trainer concept is now being used for the establishment of the centres of excellence.

### Perseverance needed

According to Professor Ott, perseverance, excellent specialist interpreters and good contacts are needed to be successful in China. He also identified local cooperation partners like iMOVE as extremely helpful.

Taking into account the wishes of the Chinese partners and flexibility with regard to local conditions is also a must for a good collaboration. Over the course of the project, changes to the advanced training didactic methodology concepts were frequently required and organisational structures also had to be adapted over this period. Both must be possible without compromising the collaboration.

Despite these challenges, there is huge interest in the subject of learning culture 4.0 across the entire country. And, as far as Ott is concerned, interest in the country and its people is a critical success factor.



*Institute for Training and  
Careers (GBB)*



*Leipzig GBS Academy for  
Technology, Economics  
and Management*







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## *Continuing vocational education and training in logistics in the “1,000 Teachers Programme”*

*www.gbsleipzig.de*

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# Training of Chinese vocational school teachers

In 2019 and as part of the “1,000 Teachers Programme”, the Chinese Ministry of Education engaged the Leipzig GBS Academy for Technology, Economics and Management for the training and continuing education of teachers working in vocational schools in China. China wants to have up to 1,000 teachers, lecturers and college leaders trained each year in Germany over a period of several weeks. iMOVE organised the expression of interest process for German providers of vocational training and continuing education.

GBS Academy delivered the teacher training in the area of logistics. From November to December 2019, 25 teachers attended a four-week training course. The GBS Academy provided training for participants on the German vocational education and training system, the vocational school framework curriculum, on advanced areas of learning and on the examination system. Also covered were vocational education, teaching methods, as well as the planning and delivery of lessons. Specialised knowledge concerning the content of modern logistics occupations was also delivered. The logistics sector is also not immune to digitalisation and automation. As part of the digital transformation, skilled workers are faced in particular with the networking of logistical processes, which is intended to provide greater transparency in the supply and distribution chains.

### Greater transparency

The participants, who came from provinces across China, also took part in excursions to the German logistics company DHL, a BMW plant and to the German National Library in Leipzig. In the final evaluation of the training they showed that they had understood the content well and had gained lots of practical experience to support delivery of their own teaching in China.

The predecessor of the Leipzig GBS Academy for Technology, Economics and Management was established in Munich over 40 years ago. The GBS Academy began its international

training activities in Chongqing and Chengdu as early as 1998. Here, training courses were run in cooperation with Chinese authorities and institutes as well as German and Chinese companies. Since then, the GBS Academy has been training international participants not only at their site in Leipzig but also abroad, at a local level.

### Training on site

As of 2001, Chinese students began studying at the GBS Academy to become “State-certified technicians” specialising in electrical engineering or information technology and “State-certified business economists”. Prior to this, they completed a one-year German-language course at GBS in China.

In 2003, the GBS Academy set up their first vocational training centre in China with a primary focus on the automotive industry. This was established on the Shenyang University campus as the “Shenyang University GBS Academy [SGA]”. The second centre of this type followed just one year later on the campus of the Liaoning Communication School in Shenyang.

In cooperation with the Liaoning Province government and Shenyang municipal authority, the GBS Academy provided training for Chinese trainees in the areas of electrical engineering and mechatronics. Courses and management training were also organised for Chinese employees of German companies such as BMW Munich, BASF Shanghai and Würth. In cooperation with BMW Munich and what was then the Berlin Federal Institute for Vocational Education and Training, GBS created one of the first Chinese-language textbooks for vocational education and training in mechatronics. This was followed, in collaboration with partners such as the Suzhou Technical College and the Chongqing Industry Polytechnic College, by further practice-based and action-oriented vocational training and continuing education activities.



*A fully automated learning factory prepares for work in an automated environment*

*www.festo-didactic.com*

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## A training solution for Industry 4.0

Industry of the future will be characterised by an unprecedented flood of data and by a highly complex networking of plant and company areas. This means that it will be more important than ever for employees to be knowledgeable about the structure of digital and fully automated production technologies if the smooth operation of factories is to be ensured. Detailed knowledge of the set-up and programming of digital networks and competences in the inter-related fields of electronics, mechanics and IT will also be in demand. Festo Didactic's fully integrated learning factory now enables people to be systematically prepared for work in digitalised and complex industrial environments.

Festo Didactic is the world's leading supplier of technical educational institutions and of advisory and educational services for industry. The company forms part of the Festo Group, which operates in the field of factory and process automation and currently provides pneumatic and electronic propulsion technology to over 300,000 customers in 200 branches. Its continuing education subsidiary Festo Didactic has a turnover of around €154 million and is considered to be the market leader in the area of industrial training. In 2015 alone, Festo Didactic delivered training to 42,000 seminar participants in 60 countries. At the same time, hundreds of teachers received advanced training and obtained certification. Training solutions such as laboratory facilities, learning factories and e-learning products are offered in conjunction with technical, organisational and people-oriented training programmes aimed at schools, universities and companies.

Festo Didactic provides training solutions at three different levels. These range from basic packages to modules for individual industrial processes and also extend to encompass a completely integrated learning factory which involves learners at all stages. This is an overarching solution which enables participants to gain live experience of all aspects of an automated work environment specially prepared for training purposes.

The learning factory makes it clear how production processes which normally run invisibly in the background interact with one another. This allows learners to prepare to deal with plant programming and data management and also facilitates the

further development and testing of software solutions. Learning at real production facilities is dangerous and expensive by comparison.

The new learning factory is an open and flexible solution which enables various skills to be acquired and expanded. Employers themselves are able to determine which specific competences individual staff should obtain and can also decide which support and knowledge services they need to learn to use.

Festo has established an integrated learning factory at its own works in Scharnhausen. The learning factory forms part of a training concept and constitutes a permanent learning station for advanced trainees and skilled workers at the company. It is, however, also suitable for beginners and provides an overview of the opportunities offered by Industry 4.0. Within the scope of the learning factory, skilled workers and management staff are provided with short-cycle and practically related training by internal or external experts in so-called "one-point lessons". Learning contents cover the areas of mechatronics, logistics and process optimisation but also extend to include organisational and people-related training aspects such as interdisciplinary activity, learning skills and ability to embrace change.

Festo Didactic's fully integrated learning factory for Industry 4.0 is breaking new ground, and the company's training concept is attracting considerable international attention. Customers of the learning factory mainly come from countries which are seeking to expand their production sectors, such as the United Kingdom and the USA, or from regions wishing to stabilise production at a high level. The latter include South-East Asia and China.

The learning factory may be deployed in companies, at universities and at technical or vocational schools. Industrial clients are predominantly from the automobile sector. Audi, for example, procured equipment and services from Festo Didactic for use in its Learning Centre with a view to bringing staff at its Mexican works in Puebla up to speed for construction of the new Q5. Customers from the academic world include universities and colleges from everywhere between Denmark and China.

Festo Didactic SE







## Vocational school for geriatric care in China based on the German model

The percentage of old people in China's population is increasing continuously. Especially in the towns and cities, the number of young family members who can take care of their parents and grandparents is decreasing. While up until now it has been taken for granted that adult children will look after relatives in need of care in their own homes, this model is increasingly reaching its limits.

The Chinese government is increasingly promoting as part of various political policies and programmes the construction of retirement homes and care facilities, the development and expansion of the pension system, and new approaches to the training of geriatric care professionals. It is also increasingly basing its activities on the German model of geriatric care training, which is considered exemplary in terms of its design.

This is where the German Education Center with its "Elderly-Care China" project comes in. Its goal is to establish at Anhui Medical College in Hefei a vocational school for geriatric care based on the German model. New models for German-Chinese training as geriatric nurses will be offered at the Sino-German Elderly-Care School. Here - unlike in the rest of China - the practical component of the training will be much larger, and theory and practice more closely linked. In addition, trainees will be given German lessons, which is obligatory for assignments in Germany. The package is intended to open up better career prospects for young Chinese men and women in a future-proof occupational field and to optimally prepare them for professional life.

The German Education Center was founded in 2014 as a subsidiary of the Chinesisches Zentrum, Hannover e. V. The Chinesisches Zentrum promotes the development and maintenance of economic, cultural and scientific contacts between Germany and China. The sponsor of the Chinesisches Zentrum is a non-profit organization whose members come from the fields of business and education in both countries. The association was established in 1997 when a framework agreement was signed between the

State Government of Lower Saxony and the Government of the People's Republic of China. The German Education Center primarily focuses on the education and training of Chinese in China.

Since its foundation, the Chinesisches Zentrum has developed numerous activities in the field of training and continuing education. These include training Chinese specialists and executives in Germany and projects for the initial training of Chinese citizens as automotive mechatronics engineers and for the establishment of an academy of continuing education in China.

The German participation in the project for geriatric-care training is far-reaching, with German and Chinese experts developing training curricula together. In addition, special e-learning courses have been developed by the German partner institute Ingenium for teaching purposes. Both Chinese and German teachers will carry out block teaching at the Anhui Medical College. After passing their examination, trainees will receive a final examination certificate from their college, the ultimate aim being to be able to award them a German qualification.

The aspiring professionals can if they wish, after their 3-year training course, spend one year in Germany gathering extensive practical experience in nursing homes and completing additional theoretical courses. Should they then decide to work in Germany, this could help alleviate the shortage of skilled workers in the field in the country.

After initial funding from the developPPP.de programme (in cooperation with DEG - Deutsche Investitions- und Entwicklungsgesellschaft mbH), the project should subsequently finance itself through tuition fees.

The Chinesisches Zentrum has already received enquiries regarding expanding the pilot project. The Chinese partners are not only interested in new training projects, but also in joint university care degree programmes.



*Certified course in accordance with German Chamber of Commerce and Industry (IHK) standards*

*www.metop.de*

## Logistics training for Chinese pupils

In 2019, pupils specialising in logistics from a professional training college in the Chinese Province of Jiangsu completed a certified course in the area of transport and logistics in accordance with German Chamber of Commerce and Industry (IHK) standards. The People's Republic of China has grown to become the world's largest transshipment hub and market for logistics services. Compliance with international standards has an ever greater part to play as the country strives to maintain this position.

In overall terms, however, the breadth of the transport and logistics sector in China still has potential for development. One associated factor here is the fact that the degree of professionalisation in initial and continuing logistics training remains low, especially in the non-academic area.

### Logistics training for skilled workers without an academic qualification

The certified course in transport and logistics was being carried out in China on behalf of the Chien-Shiung College of Technology in Taicang, which is also financing the measure in full.

During the period from 2017 to 2019, lecturers from the Saxony-Anhalt Transport Training Academy (BAV) have been teaching a total of six modules to 17 pupils from the college. Topics covered include warehouse management and distribution logistics. More than 90 of the 280 teaching hours are devoted to practical instruction.

The Magdeburg Chamber of Commerce and Industry had confirmed that the training concept met the stipulated quality standards for a certified course. Once they had passed the module examinations, the young Chinese pupils received a final certificate from the German Chamber of Industry and Commerce in Shanghai. The training imparted fundamental theoretical and practical knowledge in the field of transport and logistics. The topic of "green logistics" had been integrated as a cross-cutting aspect across all of the modules.

The vocational knowledge acquired during the training expanded the professional skills of the Chinese trainees. There was also a particular focus on aspects such as health and safety at work as well as on cargo securing. After a theoretical teaching unit had taken place, pupils immediately carried out practical exercises to apply what they had learned.

### A BMBF-funded project which was opening doors

Within the scope of this cooperative project, practically oriented initial and continuing training concepts for skilled workers and teachers in the occupational field of logistics were developed, piloted, and evaluated by the Magdeburg-based partners METOP GmbH, BAV, and Otto von Guericke University. The professional training college in Taicang was one of four Chinese vocational education and training partners.

The collaboration with the Chien-Shiung College of Technology resulted from a highly successful cooperative project called "LoBiEx – Logistics VET Export", which was funded by the German Federal Ministry of Education and Research (BMBF) and ran from 2012 to 2015.

The project and the cooperation that took place during the period of its implementation enabled a sense of long-term trust to be established, thus opening the door to training provisions such as the certified course and further joint project activities.

Against this background, the three German partners have been working since 2017 to develop another training concept in the form of the BMBF project "transPORT". This will involve a three-year programme of vocational education and training in the area of port management, which will be piloted at the Chien-Shiung College of Technology until 2021.

METOP GmbH





*Network platform for education and training services in the area of production management and technology*

*[www.iao.fraunhofer.de](http://www.iao.fraunhofer.de)    [www.dragon-training.de](http://www.dragon-training.de)*

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## DRAGON – a system of continuing education and training for developing competency in China

Four German organisations have joined forces under the name of DRAGON to jointly establish a system of continuing education and training for production management and technology in China on a prototype basis. The competency development offerings are guided by specific work practice. The partners involved – under the overall leadership of the Fraunhofer IAO [Institute of Labor Economics and Organisation] – are the Institute for Production Technology at the Karlsruhe Institute of Technology [KIT], the Competence Center Automation Düsseldorf [CCAD] and Winkler Bildungszentrum GmbH. Four further application partners in China and the technology partner vitero GmbH are also involved.

The content in China is available in a variety of formats. The formats extend from open online courses – for example in pneumatics, hydraulics, industrial robots or controllable electric drives – to virtual classrooms for virtual teams through to both free and fee-based online courses or blended learning sequences.

Moodle software provides online “course rooms” in which working materials and learning activities are stored. The DRAGON moodle learning management system contains courses which present production techniques and production management methods in a clearly accessible manner. Free courses are available covering basic knowledge as well as more complex courses to develop specific competencies for modern production. The length of courses varies. At the end of longer courses there is a test with a digital certificate.

Learners can use the education and training services either locally in classroom-based events or via an internet platform. This use is fully flexible and can be tailored to the needs of the individual learner. The local offering with real people in real classrooms includes both learning visits as well as parts of courses run in businesses. In production facilities and companies, participants are able to discuss and experience procedures and quality assurance methods at first hand. A virtual team from vitero is used for the internet-based projects and to coordinate the joint project. A par-

ticular strength of the system is its excellent use of typical team processes and accepted team working methods.

DRAGON Remote Laboratories are physically real production facilities which can be operated over the internet. It is possible to check, via video camera, whether what has been programmed has actually been carried out by the remotely controlled components. You therefore not only see a simulation, but also the hardware at work.

The DRAGON system not only offers its users certified qualifications at various levels for different sections of content. It is also intended to serve as a marketing and networking platform for other providers of education and training services in this subject area.

Companies in the sector were interviewed beforehand in order to identify suitable customers. It was therefore possible to identify various marketing channels for which a range of German organisations in China contribute contacts. The targeted end customers are Chinese production businesses and German-Chinese joint ventures with less than one hundred employees, as well as their suppliers.

The topics of production management and technology are prepared with close relevance to practice and delivered in a practical manner. All competency development offerings take into account the specific requirements of Chinese customers. There is greatest demand, in particular, for competency in quality assurance, fault identification and independent problem solving.

Following the supported phase, the project partners, together with additional partners, are planning to continue running the system on a profitable basis. The aim is also to develop knowledge via the project to provide an insight as to how education and training services might be developed to a level of maturity and quality for the Chinese target market.



Fraunhofer IAO (Institute for Industrial Engineering)





*Training in Germany for a greater practical focus at vocational schools and universities*

[www.gbb-gruppe.de](http://www.gbb-gruppe.de)

## “International trainer aptitude certificate” for Chinese mechatronics teachers

Starting in November 2017, 54 teachers from China completed training in mechatronics and motor vehicle mechatronics in the German cities of Dortmund and Hamm. The objective was to deliver practical learning content and teaching methods as well as an improved understanding of the dual system in Germany. Upon completion of their final examination, all those involved gained the International Trainer Aptitude Certificate (iADA)—based on the German Ordinance on Trainer Aptitude [Ausbilder-eignungsverordnung, AEVO]—from the Dortmund Chamber of Commerce and Industry [IHK].

The contracting authority for the training measure was the Ministry of Education for Henan province, who had made the relevant request to the Shanghai Chamber of Commerce and Industry. iMOVE’s office in China, which is also based in Shanghai, brought the Chinese party together with German training partners. The measure was ultimately implemented by the Institute for Training and Careers [GBB] in conjunction with the Dortmund Chamber of Commerce and Industry [IHK], the Dortmund Chamber of Crafts and Trades and the Hamm Vocational Training Centre.

### Different objectives

The training participants included teaching staff from vocational schools and universities. The variety of educational establishments meant that the training entailed a range of different requirements. In order to also meet the needs of university teaching staff, the GBB had organised provision to supplement the training measure, the actual focus of which was vocational education and training. This included, for example, excursions to universities of applied science and a three-day seminar on “Technology teaching focused on problem-solving and practice”. The training also included further visits to educational institutions.

The GBB had also organised a recreational programme. Guests visited Borussia Dortmund Football Club and the gasometer in Oberhausen as well as undertaking other excursions.

The training was conducted in German and was translated into Chinese by an interpreter. The final examination was completed in both languages. Examinees completed the written section in Chinese, and the services of the interpreter were again called on for the oral examination.

The aim, following completion of the training activity, is for the Chinese-German cooperation to be continued with additional training in Germany. Representatives from the Henan Ministry of Education underlined this intention with their visit to Germany during the training. The plan is for the Shanghai International Chamber of Commerce and Industry to also run activities in China in addition to the training measures in Germany.

The lecturers and trainers enjoyed working with motivated and interested Chinese teaching staff. The practical teaching was, in turn, particularly valuable for the guests, who would have liked the period of learning in Germany to have lasted for longer than twelve weeks.

### A new perspective

Xue Jiao, the Director of a teaching and research office at Henan Mechanical and Electrical Vocational College, gave an enthusiastic response: “The success of continuing education and training in Germany exceeded my expectations in terms of the learning outcomes. By switching my role from teacher to trainee, I experienced the dual system and practical teaching methods from a new perspective. The training has enabled me to broaden my horizons and to deepen my understanding of the teaching ideas involved in German vocational education and training. I am now back in China and seeking to develop areas of learning for my courses based on my experiences in Germany and to adapt these to the requirements of the automotive industry in our province. Secondly, I will be using the teaching methods we learned about in the training on my courses and placing greater emphasis on developing the pupils’ key competencies. And thirdly, I will be telling my colleagues about what I have learned.”

*Institute for Training  
and Careers (GBB)*



Her colleague Wang Xiaokan added: "We should intensify cooperation between schools and companies. Companies should be more heavily and more actively involved in training at vocational

schools. I was very much impressed by the high level of social responsibility of German companies."

Carl Duisberg Centren (CDC)



## Chinese logistics experts explored North Rhine-Westphalia

Ten Chinese experts from Chongqing participated in further training provided by the Carl Duisberg Centren (CDC) in Germany to learn about logistics infrastructure, current developments and future challenges in the booming logistics sector.

The majority of participants were teachers and professors of logistics at various universities, while three worked as managers in logistics companies. The further training programme consisted of seminars and visits to companies, with the focus on transport by road, railway and waterways, as well as intralogistics.

The participants were very interested in dialogue with the German experts, for example regarding the impact of the minimum wage on freight forwarding companies and port workers. They were also particularly interested in the training and continuing education system in Germany. Together with representatives from universities and vocational schools they examined ways in which training in China can become more practical in nature.

### Training-related consulting and advanced training for managers

Customers who make use of the consulting services offered by the German education and training provider CDC include companies, public institutions and government offices, which receive advice relating to their continuing education and training needs. CDC provides skilled workers and managers with tailor-made teaching plans and training documents, and designs continuing education and training programmes. In addition, the company and its customers develop ideas for continuing education for trainers and teachers.

In its advanced training programmes for managers, the CDC trains participants in management skills and puts them in contact with carefully selected potential business partners in Germany. During this process they receive support from CDC trainers and coaches.

### Direct link between China and Germany

The eight-week programme for Chinese logistics experts took place primarily in the German federal state of North Rhine-Westphalia (NRW). The group visited, among others, the Port of Duisburg, the logistics company DB Schenker Rail, and the German Association of Freight Forwarders and Logistics Companies. The participants also spent a week in Bremen to get to know the city's port management.

The Carl Duisberg Centren were awarded the contract by the city of Chongqing, which is due to be developed into a significant logistics location in Central China. Home to 30 million people, Chongqing is not directly comparable to any single German city, though comparisons can be drawn to NRW's dense motorway network and important transport routes within Europe. Germany and China anticipate that the direct freight train connection between Chongqing and Duisburg, which was established in 2013, will be expanded in the future and that the economic cooperation between the two countries will be further strengthened.



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