



Success Stories

Developing Skills
for Employability with
German Partners

8 Case Studies of
Train-the-Trainer Solutions

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Preface

Lifelong learning is now a reality, not just for students and apprentices but also for trainers. It is a practice - only if you keep learning, you will never forget what it is like to be a learner.

The Training of Trainers (ToT) is a high-level professional capacity-building process for qualified instructors, facilitators and supervisors. In order to have a real and inspiring impact on the learning processes and experiences of young people, trainers need to undergo comprehensive training measures themselves. These should be designed to develop or refresh the instructor's ability to run exciting and effective programmes.

This process is usually aimed at familiarising the trainer with the specifics of new or revised contents. These often relate to the general characteristics of the profession and provide answers to questions regarding the required abilities and competences of the instructor, how to manage a group and its processes, how to perform an exercise, and how to design a course. However, personal qualities, characteristics and skills play an equally important role. Ideally, the participants gain insight into their own approaches and an understanding of how to kindle the creative spark in others on a personal level.

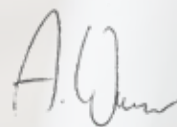
Tailor-made ToT enables trainers to help apprentices and trainees move through different learning stages - to know, to understand and to do - and also to adapt their programme design to the different learning styles of their participants. Key is also to provide a safe learning environment and be in contact with all participants, their learning goals and concerns. Thus, they can help people accelerate their personal development, become more successful and self-confident, as well as set and reach new goals in life.

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 ToT programmes is 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 Federal Ministry of Education and Research in 2001 in order to promote private sector cooperation of German training providers with international public and private organizations. 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 of train-the-trainer solutions, realized 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, Brasil]
Head of Division iMOVE at the BIBB



*bfz gGmbH (Advanced Training Centres
of Bavarian Trade and Industry)*





Additional network platform set up

www.international.bfz.de

German trainers support Indian master craftsmen trainers

The German training provider bfz launched a three-year continuing education programme for Indian master craftsmen trainers in 2015. bfz was commissioned by the Indian Ministry of Development and Entrepreneurship (MSDE), responsible for vocational education and training, to provide continuing education in the fields of welding and mechatronics/CNC to 20 trainers from four state educational institutions in Bangalore, Chennai, Hyderabad and Mumbai. The aim of the measure was to enable the master craftsmen trainers to work autonomously using modern training methods to develop curricula and update these on an ongoing basis. A further aim was to familiarise them with the fundamental principles of dual training in order to encourage the integration of companies into training programmes.

The training measure encompassed periods spent in India and Germany. Whilst in Germany, the Indian participants also undertook scheduled visits to companies and bfz training centres in order to obtain direct insights into company-based training in Germany.

Online networking fosters sustainability

Following the stay in Germany, the German bfz trainers supported their Indian colleagues in deploying their newly acquired skills and in drawing up new curricula. In order to secure the sustainability of the training, bfz also set up a new online platform to facilitate ongoing communication between German and Indian trainers.

The training measure was instigated as the result of an iMOVE call for proposals. iMOVE “translated” the requirements of the MSDE into bidding criteria and published the tender in accordance with German guidelines. To notify the interested German training providers, iMOVE also staged a workshop. This event also afforded an opportunity to clarify queries. iMOVE subsequently helped the MSDE to evaluate the offers and prepare a shortlist. The ministry opted for the bfz as its preferred training provider and an agreement was concluded accordingly. The ser-

vice delivered by iMOVE further encompassed the offering of any necessary assistance and support to the contractual partners at a local level via the experts at the iMOVE office in Delhi.

Positive verdict on the call for proposals

At the conclusion of the work, the University of Cologne was commissioned to carry out evaluation research into the call for proposals by analysing the benefits provided by the experiences of the bfz project. The results of this study are based on interviews with representatives from all the organisations and groups which participated. On the Indian side, these included the MSDE, the management of the educational institutions for the master craftsman trainers and the master craftsman trainers themselves. Interview partners in Germany were the Ministry of Education and Research, the Federal Institute for Vocational Education and Training, iMOVE, managers and trainers from bfz and the unsuccessful training providers which had responded to the call for proposals together with bfz.

The evaluation researchers stated that the factors leading to the success of the training measure were the open and constant nature of communications between all parties involved, stable working relationships and contact partners, the clear way in which contents were agreed, and the fact that all participants had an approximately uniform level of knowledge prior to the training.

All participants expressed the view that the call for proposals launched by iMOVE had been an effective instrument for the initiation of international cooperation agreements. Even the unsuccessful German applicants emphasised that they were in favour of the process and would take part in future tenders. The parties also emphasised the importance they attach to the guidance function exercised by iMOVE in its capacity as a public institution in terms of steering the project towards success.

German expertise for the first Vietnamese car

The Vietnamese industrial conglomerate Vingroup is aiming to launch the first Vietnamese car onto the market soon. Eckert Schools International from Germany have been training 18 Vietnamese teaching staff within the scope of a customised train-the-trainer course in order to be able to meet the need that this will entail for specialist development and production workers.

Vingroup is Vietnam's largest property company, and it has also established a successful presence in the retail, healthcare and hotel/restaurant sectors. The aim now is for a newly founded company division called "Vinfast" to conquer the domestic automobile market. Vingroup plans to invest 3.5 billion dollars in the venture, which would make it the largest automobile project in the world. "Our objective is to develop a high quality but affordable car, made by the Vietnamese for the Vietnamese," said Le Thi Thu Thuy, Deputy Chair of the Vingroup Administrative Board for Future Planning.

A factory with an affiliated training centre

Car sales in Vietnam are rising steadily. According to estimates made by the Vietnamese Ministry of Industry and Trade, annual turnover could reach 1.8 million vehicles as of 2030. However, qualified skilled workers will be required if Vietnamese-made cars are to form part of these sales figures. Vingroup wants these staff to be trained by domestic trainers.

From January 2018, these trainers completed a six-month programme focusing on industrial mechanics and mechatronics. They spent the first three months of this course at the Eckert Schools International Campus in Regenstauf, Bavaria. The second half of the programme took place in Vietnam. Especially during the training units staged in Germany, the focus was on the development and planning of teaching sessions, on the methodology and didactics of the teaching process and on evaluation systems to judge the status of knowledge and the skills acquired by future trainees. The basic principles of health protection, health and safety at work and environmental protection were also imparted. The programme also included insights into

practice. Visits to Nabburg Vocational School, the Festo Training Centre in Esslingen and BMW's production site in Regensburg were all scheduled.

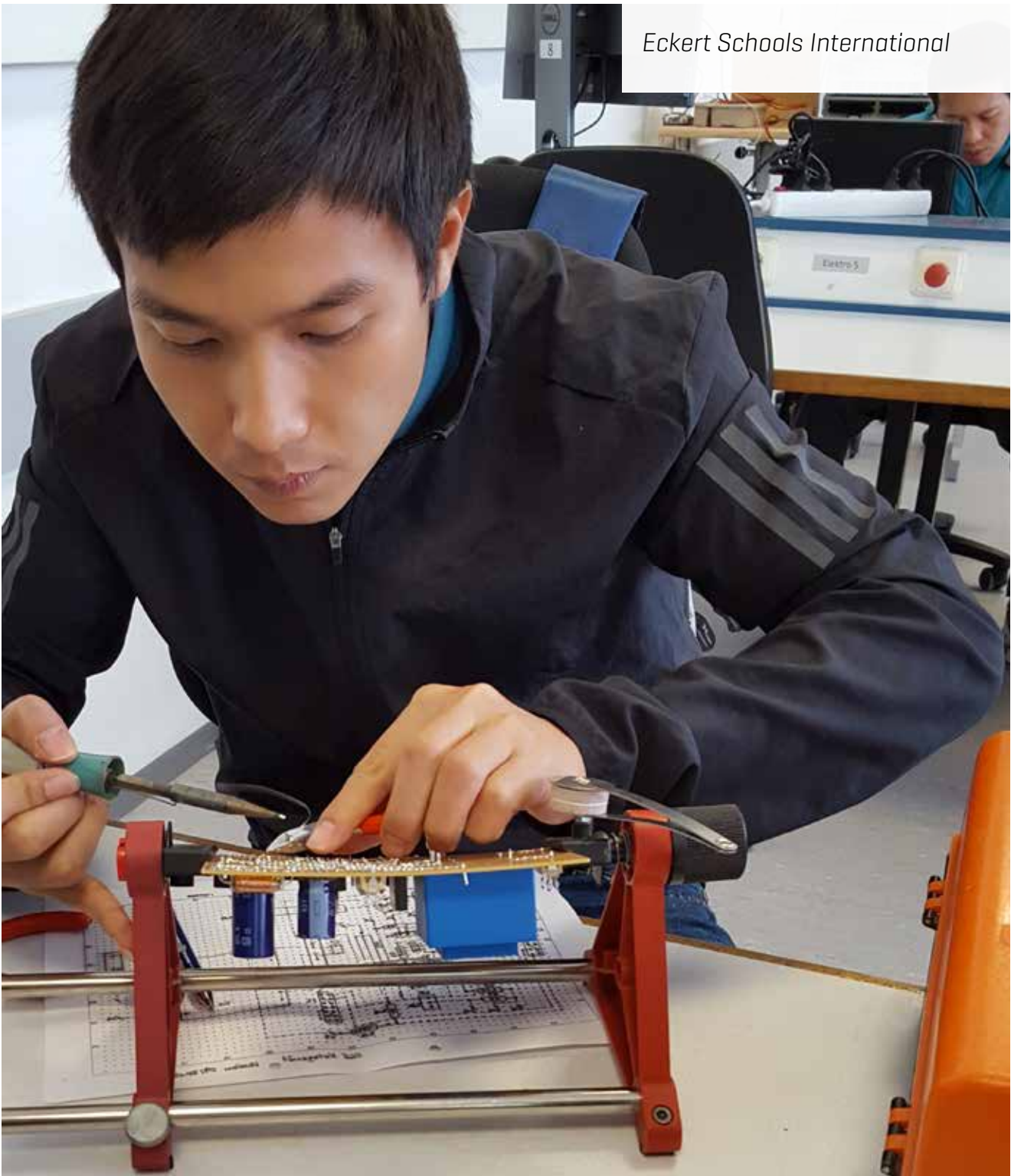
Vinfast's manufacturing facility extends over an area of 335 hectares and is located in the northern Vietnamese port city of Haiphong near the Chinese border. The plan is for the first petrol-driven cars to roll off the production line at the end of 2019. The company aims to be producing 500,000 vehicles a year by 2025, including electric cars and buses. The Vingroup has set up its training centre on the same site. This facility opened in February 2018, and training takes place using teaching material that corresponds to the German standard. The centre was also the venue for the second part of the programme completed by the trainers.

Cooperation with the German Chamber of Commerce and Industry in Vietnam

The newly qualified trainers have been looking after around 200 trainees at the centre since August 2018. Planned duration of training is two and a half years, and the intention is for it to take place within the scope of dual courses featuring a practical component of 60 percent. Vinfast is the leading Vietnamese company to apply German training standards and is also cooperating with the German Chamber of Commerce and Industry in Vietnam.

In the long term, Vinfast is seeking to establish a local supply chain and to train potential Vietnamese manufacturers itself. The goal is to maintain one of the leading vocational education and training centres in South East Asia.

Gerald Saule, Head of Vocational Training International at Eckert Schools International, does not believe that the potential of the training measure has yet been exhausted. "Our Vietnamese partners have also displayed a high degree of determination and commitment in pursuing the implementation of the project, and this is encouraging us to look at further stages of development.



One possibility could be for the best young industrial mechanics and mechatronics fitters to receive an additional German international qualification as an “certified industrial foreman”.

We have already implemented this scheme very successfully elsewhere via the training programmes we have developed, and it may also be precisely the right approach here.”



The “Climate Competence IRAN” project provides training for teaching staff

www.i-k-k-e.com

Skilled refrigeration and air conditioning technology workers in Iran

Parties to the Kyoto Protocol are required to commit to reducing greenhouse gas emissions. If Iran is to fulfil its obligations in this regard, the country will need skilled workers with the right competences. A switch to new and more environmentally friendly refrigerants is also scheduled to take place in just a few years’ time. Relevant training programmes are currently being developed and didactically prepared within the scope of a project aimed at the Iranian market. Climate Competence IRAN [CC IRAN] is a joint German-Iranian vocational education and training partnership for the establishment of new training structures in refrigeration and air conditioning technology in Iran.

Work is taking place in conjunction with Iranian partners with the objective of achieving an improvement in the training and continuing education of Iranians employed in the refrigeration and air conditioning technology sector by imparting current technical and didactic expertise. Certification of the learning modules in accordance with international standards is a further declared goal of the project. The programme was launched on 1 August 2017 and is scheduled to run for a term of three years. Funding has been provided by the Federal Ministry of Education and Research [BMBF].

Prerequisites for economically sustainable cooperation

The project involves the provision of continuing education to local teaching staff, the development of seminars, curricula and materials together with the Iranian teachers and the piloting of programmes in apprentice workshops and at selected companies. This is all taking place in pursuit of several aims. The first objective is to enable the Iranian partner institutions to take a step-by-step approach towards acquiring professional competences and knowledge in the field of refrigeration technology within the context of the dual system and then to adapt this expertise to suit their own requirements. Such an approach is being pursued with a view to creating prerequisites for economically sustainable cooperation between the members of the project consortium and the

Iranian partner institutions that will extend beyond the funding period. A further aim is to open up opportunities for the export of technology and procedures via German companies by aligning learning contents to an ecological and environmentally friendly way of doing business and by including practical demonstrations of suitable technologies.

The project consortium comprises the Institute for Training and Careers [GBB], the Information Centre for Refrigeration, Air Conditioning and Energy Technology [IKKE gGmbH] and the Institute for Innovative and Preventive Job Design [FIAP e. V]. The cooperation partners on the Iranian side are the Technical and Vocational Training Organisation [TVTO], the Technical and Vocational University [TVU], the Iranian Construction Engineering Organisation [IRCEO] and the Shahid Rajaei Teacher Training University [SRTTU].

Transferability of training standards

The first training sessions provided by the CC Iran project took the form of presentations and chaired events and were staged in Teheran at the end of February 2019. Between 20 and 40 interested experts from the Iranian project partner organisations attended each of the four conferences. The main focus of the training measures was on the standards which apply within the refrigeration technology sector in the European Union and in Germany in particular. Special emphasis was placed on environmental policy in the area of refrigeration and air conditioning engineering, on the energy efficiency of refrigeration plants and on presenting the “Real Alternatives 4 Life” pilot project. The latter is a blended learning programme on the use of alternative refrigerants. Discussions centred on the issue of how the training standards applicable in Germany and Europe could possibly be transferred to Iran in a useful way.

In September 2019, 24 Iranian teachers completed a 14-day training course at the IKKE in Duisburg. A further 24 important decision makers from the country participated in a one-week

programme at the same company. The IKKE is a not-for-profit organisation which has acted as a training and continuing education centre since 2007. It is currently in charge of the training of more than 650 aspiring skilled workers. As well as providing inter-company training, the IKKE also offers full-time and part-time master craftsman courses [in which more than 70 pupils are currently participating] and a host of other teaching programmes, some of which are delivered in cooperation with leading manufacturers in the refrigeration technology sector. Continuing education seminars and courses are held on a regular basis to support specialist firms in keeping the knowledge of their staff up to date. The IKKE also acts as a guidance centre and certification body.

During the training programme they attended, the participants from Iran were given a theoretical and practical introduction to modern German plant engineering and to the current standards that apply. The intention is that an agreement scheduled to be signed next year will lay the foundations for the establishment of a new training academy in Iran. The plan then is for teachers who have obtained qualifications within the scope of the project to train other skilled workers at this academy and thus consolidate the success that has been achieved.

Over the past few years, the IKKE has already been engaged at an international level within the scope of European VET projects on

several occasions. Comprehensive learning and training materials for providers of refrigeration and air conditioning technology have been drawn up. Results have also been used to inform European standards and ordinances. The IKKE has also had a material impact on redefining the occupation of refrigeration technician at a European level by twice helping to organise the EU Skills Competition from AREA [European association of refrigeration, air conditioning and heat pump contractors]. The work that has been conducted as part of these European projects has led to major involvement in both the WorldSkills and EuroSkills competitions. German participants undergo training at the IKKE and have gone on to win several gold medals in the refrigeration engineering category. Since 2016, the IKKE has been certified as the official WorldSkills Germany Federal Centre of Excellence for occupations involving refrigeration and air conditioning engineering.

At an international level, the IKKE strives to engage in networking and mutual training measures. Numerous existing contacts have been expanded and vigorously pursued. The IKKE also acts as a sponsor to the Open Trade Training Centre [OTTC] in Johannesburg [South Africa], with which it networks extensively at a technical level. Cooperation and collaboration agreements have been concluded with the Arabic Academy of Science in Alexandria [Egypt] and the University of Nanjing [China].



*East Bavarian Inter-Company Education
and Training Centre (ÜBZO)*



Industry 4.0 for South African vocational school teachers

The East Bavarian Inter-Company Education and Training Centre (ÜBZO) is involved in the TrainMe project, the full title of which is “Modular training and education of South African TVET lecturers in mechanical and electrical engineering”. The programme began at the start of 2018 and has a scheduled term of three years. The aim is to use the German dual system of training as a reference point to pursue further development of the training and continuing education of South African vocational school teachers. Once they have successfully completed the course, teaching staff will be in a better position to prepare their students for the requirements of the labour market and for the challenges of Industry 4.0 in particular.

The project builds upon close cooperation extending back for many years between state organisations, VET institutions and companies in Germany and South Africa. The Federal Ministry of Education and Research is financing this training approach within the scope of its “Internationalisation of vocational education and training” funding programme.

Alternating face-to-face and online phases of learning

The ÜBZO is joining forces with the Institute of Educational Science [IfE] at the University of Stuttgart to develop and pilot a modularised curriculum for serving vocational school teachers. Contents will be imparted during a sequence of alternating face-to-face and online phases of learning. The objective is that teachers should expand their subject-specific, didactic and pedagogical competences on an ongoing basis. They will be provided with the skills and guidance they need to design and implement teaching and learning arrangements, which they then will reflect upon with the aid of research support.

They will also improve their technical skills in the context of the equipment and learning infrastructure available in South Africa. The project focuses on the subject-specific and technical craft trade skills-related contents of the training and continuing

education modules covered in the occupational fields of mechanical and electrical engineering.

As far as quality assurance of the project is concerned, the plan is to conduct an initial pilot once requirements have been identified and the modules have been designed. This is to be conducted across four phases. A period of self-study with online tutoring will be followed by a face-to-face phase involving practical training. The plan then is for implementation to take place in the colleges. There will be a final face-to-face phase including follow-up coaching, networking and further training. A second piloting and final transfer will not occur until this phase has been evaluated and improvement measures have been carried out.

“The best training I ever had”

Project Head Carina Adam from the ÜBZO reports on how the success of the measure will be ensured beyond the end of the project. “We are currently involved with the first pilot phase, in which 21 vocational school teachers from 21 different colleges are participating. Eight of these are from the specialist area of engineering, and 13 are from the field of electrical engineering. The idea is that master trainers will be selected from this group. After the end of the project, these trainers will then teach our modules at a continuing education institution which it is planned that the automobile industry will fund and at their own schools. Until then, we are being permitted to use the facilities at the Artisan and Skills Development Centre at Ekurhuleni East TVET College for the face-to-face phases.”

Initial surveys on the quality of the training have now been conducted with the participants. The answers received reveal that the vocational school teachers are extremely satisfied with the professional expertise of the German trainers. Responses range from: “The trainers are very passionate about what they do which is something I am taking home” to: “It was the best training I ever had.”



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

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 (GIB)*



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 voca-

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

*Hessischer Fußball-Verband
(Hessian Football Association)*





A group of trainers travelled from the USA to Hesse in order to acquire a C-Licence from the German Football Association (DFB)

www.hfv-online.de

German licences for US football coaches

It starts with stability exercises and warm-up routines to bring the tired bones of the players up to the right temperature. That is followed by a few pass relays. Finally, there is work in small groups on creating goal opportunities in the final third and on build-up play prior to a shot on goal.

This typical training session undertaken in March by Kickers Offenbach was viewed both by the usual interested fans and by a group of 22 football coaches from the US. During a two-week course in which the visitors gained knowledge about technique, tactics and fitness, they ultimately also acquired the German Football Association's C-Licence. This qualification imparts the basic tactical and organisational skills required to train children and adults at the intermediate and lower amateur level.

German continuing education is synonymous with first-class results

Football (in the US usually referred to as soccer in order to differentiate it from American football) has been enjoying growing popularity in the country for a number of years and is favoured by boys and girls alike. High schools and colleges run numerous teams, and there are also many private soccer clubs. However, depending on the level at which children play, the fees which parents pay exceed those customary in Germany many times over. Annual subscription rates vary between \$2,500 and \$5,000. Of course, the parents also expect high quality training in return for their money. One way to guarantee this is if coaches have trained in Germany and are in possession of a German licence.

Acting in conjunction with the German-based agency ProSoc, the Hessian Football Association has become the first in the country to offer a relevant course which is directly aimed at American coaches. ProSoc arranges soccer scholarships for German youngsters at colleges in the US and cooperates with numerous soccer teams for the children of American military personnel and civilian staff at US bases in Europe.

"We receive enquiries about acquiring the C-Licence in English from the three clubs on German soil and from the USA directly," said Frank Illing, Chair of the Committee for Training and Club Development at the Hessian Football Association. "Because our 'made in Germany' licences have an excellent reputation around the world, we ultimately decided to run this course, the first of its kind. We are very satisfied with the outcome."

Final examination and practical demonstration

The participants came from high schools, colleges and Major League soccer clubs. They completed the prescribed 120 learning units, each of which consists of 50 percent theory and 50 percent practice. The contents taught were illustrated at various performance levels in practice via visits to Kickers Offenbach and Eintracht Frankfurt and by observing a demonstration group from TSG Wieseck.

For the final examination, the coaches were required to complete an oral test and produce a seminar paper. They also had to complete a demonstration lesson. This involved developing a training session, part of which also had to be presented.

Following the excellent response received from these first participants, the intention now is that a similar training course will be held on a regular annual basis in future. According to German regulations, coaches are only permitted to take part if they are a member of a German football club. However, US citizens are easily able to fulfil this prerequisite via the clubs that have been established at US military bases. For this reason, the Association plans to initially restrict this continuing education to coaches from the USA. Enquiries are already being received from US citizens interested in the acquisition of B-Licences and the possibility of advanced training courses in the US to secure the validity of the licences that have been obtained. These need to be updated at least every three years.

Turkish engineers qualify as trainers

In 2016 and 2017, the Essen Power Plant Academy (KWS) trained 38 young engineers and technicians from the Samsun Power Station in two modular courses in Turkey on the operation of the plant's gas and steam turbines. This first successful training measure led to an additional programme staged parallel to the second course, during which ten experienced Turkish engineers completed a train-the-trainer seminar in order to qualify as trainers.

The KWS was founded by power plant operators in 1957 and is the main training centre for the German energy sector. In 2018 alone, 2,718 participants completed 310 training courses. The KWS is organised in the form of an association, the members of which include in addition to almost all companies of the power industry also prestigious German companies such as BASF, Bayer, Daimler-Benz, Volkswagen and Siemens.

Assessments for tailored training courses

The KWS was commissioned to carry out the 2016 training programme by the Austrian oil and gas company OMW, which owned the Turkish plant at the time. It started by conducting an analysis of potential for 38 members of the operational and maintenance staff. In order to align the training plans to the actual needs of the target group in a precise way, information was collected from every single employee involved with regard to their technical expertise, specialist knowledge, management skills and awareness of the latest status of technology. Two six-week modular training courses were then conducted for the technicians. These took place in Turkish using the KWS's English language learning materials.

The programme began by looking at the basic technical principles of hydro chemistry, materials science and electrics. Detailed information on turbines and steam generators was then provided before the final section of the course dealt closely with everyday operational situations and troubleshooting. Both the assessment and the training itself took place on site at the Turkish power station.

A train-the-trainer measure for ten engineers was also carried out. In this case, there were four course modules which primarily focused on the further development of important soft skills and didactic abilities. Aspects practised included communication and rhetoric, presentation and visualisation techniques, basic didactic and methodological principles and specific training preparation. Further down the line, the participants already developed theoretical and practical instruction units. This all culminated in a practical consideration of educational practice including the development and implementation of training objectives and a chance to network with other trainers.

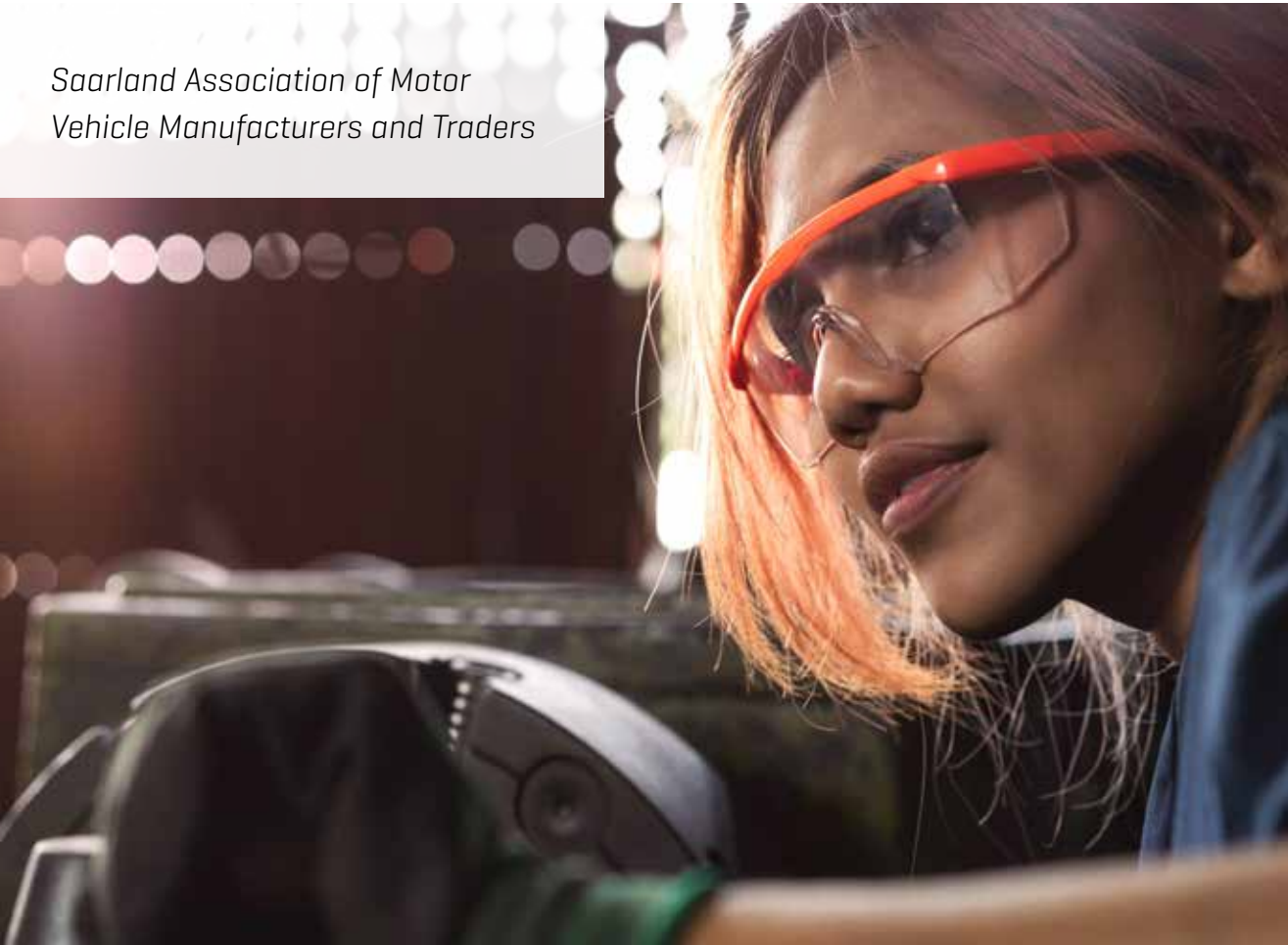
Recommendations for future training measures

The KWS ultimately used the continuing education measure as a basis for drawing up recommendations for future training measures for the newly qualified trainers. Topics here include the development of suitable learning material, the design of a road map for the training of new staff, the establishment of refresher courses and the creation of a position of training coordinator for the planning and implementation of future training and continuing education measures.

*Essen Power Plant Academy –
Kraftwerksschule Essen e. V. [KWS]*



Saarland Association of Motor
Vehicle Manufacturers and Traders



The best mechatronics trainers in Indonesia undergo continuing education in the Saarland

The Indonesian National Government has instigated a special programme in order to allow particularly capable experts delivering training and continuing education to obtain an international qualification. In 2019, participants were dispatched to Japan, Australia, France and the German State of the Saarland as part of a programme entitled “A thousand teachers abroad for advanced scientific training”. In the Saarland, Indonesia’s best 16 mechatronics trainers were provided with individually tailored training programmes by the Saarland Association of Motor Vehicle Manufacturers and Traders.

A further aim of the continuing education was for the trainers to familiarise themselves with current vehicle technology and with modern diagnostic systems. The learning units delivered were particularly employment oriented and were also aligned to the current general conditions governing everyday working life in Indonesia.

Focusing on Indonesian occupational needs

The measures extended over a period of three weeks and took place at the Association’s training centre in Saarbrücken. This centre is a regular venue for apprentice training and master craftsman courses.

The technical focuses of the programme included the basic principles of electrics, current driver assistance, chassis and brake systems and various transmission mechanisms. During the programme, participants were required to demonstrate their knowledge by working autonomously to draw up and present worksheets. They were also taught about the German dual training system.

Contact with the Indonesian Government came about via the international gwSaar Network, which promotes the Saarland as an economic location all over the world. Indonesia and the Saarland

are looking to continue their collaboration in future. Cooperation agreements are being planned, especially in the field of innovative technologies. This successful continuing education programme has laid the foundation for such future endeavours.

Dirk Scheidt, Head of the Training and Development Department at the Saarland Association of Motor Vehicle Manufacturers and Traders, placed particular importance on adapting contents and general conditions to the special needs of the target group whilst the measure was being designed. “We obtained precise knowledge about the competence level of the participants beforehand in order to be able to offer the right mix of challenge and support,” said Mr. Scheidt. “We also sought to enhance their employability skills by taking our lead from the technical solutions that are in particular demand in Indonesia at the present time.”

Further projects planned

The 3rd Indonesia Innovation Day, which had previously been staged in the Netherlands and Japan, also took place at the University of Saarbrücken in 2019. Entrepreneurs and Centres of Excellence seeking to showcase their innovative products and identify specific development partners were amongst the Asian visitors.

The Saarland Association of Motor Vehicle Manufacturers and Traders has been engaging in cooperation with international partners for many years. Vocational school teachers from Namibia and students from South Korea have been received in the Saarland in the past. Saarland-based trainers have also conducted courses for VET training staff in Morocco and China. Further specific projects with South Korea and China are in the pipeline.



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iMOVE: Training – Made in Germany

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