

Developing Skills for Employability with German Partners

8 Success Stories from Sub-Saharan Africa



TRAINING – MADE IN GERMANY

AN INITIATIVE OF THE



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of Education
and Research

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Vocational Education
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Contents

Imprint	4
Preface	5
Sachsen Wasser GmbH German know-how for improved water supply	6
Koblenz Chamber of Crafts Promoting occupational qualification of the young generation	8
ITS International Training & Support GmbH Empowering the Nigerian youth in skills acquisition training centres	10
Festo Didactic Capacity building for a better water supply	12
Central Agency for Continuing Vocational Education and Training in the Skilled Crafts (ZWH) German crafts build vocational training centre in Nigeria	14
DW Akademie "African Stories" – TV production training for journalists, cameramen and cutters	16
Frankfurt School of Finance & Management Extra-occupational management study course in the Congo	18
Landesakademie für Fortbildung und Personalentwicklung an Schulen In-service training for headmasters from Mozambique	20
iMOVE	22

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Preface

Africa is undergoing rapid change; this region of the world is increasingly characterised by positive developments and opportunities. In many states south of the Sahara, new political dynamics create a good basis for successful social, economic and ecological development in Africa. However, these effects reverberate well beyond the confines of that continent. International challenges such as ensuring peace, preventing conflict, climate change and migration can be negotiated only with the help of the sub-Saharan African states.

With a real-term economic growth rate of five per cent in 2013 and six per cent estimated for 2014, sub-Saharan Africa ranks second after frontrunner Asia. This altogether favourable development allows sub-Saharan Africa to flourish as a highly promising market that provides numerous opportunities for imports and exports and increasingly attracts foreign investors who further improve the opportunities in the region in the medium term.

The greatest challenge to master in sub-Saharan Africa is rooted in its high rate of population growth and strongly increasing labour force potential. Against a background of an already low average age structure, more and more people enter into working life. Yet this will promote future economic growth only, if this young, adolescent population has been sufficiently well trained, with the training provision being aligned to meet the requirements of the labour market. Individual countries have made tremendous progress in this respect, but the development potential continues to remain huge.

“Training – Made in Germany” offers the necessary know-how to meet the challenge in the field of vocational education and training. 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. The integration of professional, social and methodological competencies characterises the kind of knowledge German partners can provide.

The initiative iMOVE was established by the Federal Ministry of Education and Research in 2001, in order to promote international business relations 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 visits abroad.

This brochure presents eight success stories of skill development realised in a joint effort by partners from Germany and Sub-Saharan Africa. 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 the training systems in Africa through African-German cooperation projects.

A handwritten signature in black ink, reading 'Markus Milwa'.

Markus Milwa
Head of Division iMOVE at the BIBB



Sachsen Wasser GmbH

German know-how for improved water supply

The improvement of the drinking water supply is the core competence of the internationally active company Sachsen Wasser GmbH. The fully owned subsidiary of KWL-Kommunale Wasserwerke Leipzig GmbH has specialised in commercial and technical services in the field of drinking and waste water management. Since its establishment in 2000, the enterprise provides its public and private clients in hitherto 33 different countries with the know-how for modern, efficient and sustainable water supply management and waste water treatment. In many of the company's target regions clean drinking water and waste water treatment are by no means everyday services that are to be taken for granted.

Amongst other things, the success of Sachsen Wasser is evident in the number of its employees who are responsible for projects abroad and who are directly involved in foreign projects. When the company was established, their number was four, whereas these days eleven employees in Leipzig are responsible for this area of business. They handle an annual project volume of 1.2 to 2 million Euro. Since

2013, Sachsen Wasser has been advertising its company profile also in the iMOVE provider database.

Shortage of supply, a lack of hygiene and considerable loss of water are the consequences of negligent or unprofessional maintenance and care of water management facilities. To effectively combat these problems or to avoid them in the first place, Sachsen Wasser offers comprehensive vocational training and continuing education for skilled personnel and executives, which includes also the topics of customer and human resource management, legal framework conditions, tariff models and investment concepts. The training and continuing education programmes are tailored to the individual requirements of customers and, if necessary, are further adapted during the training provision; they are also predominantly carried out on site.

Sachsen Wasser has repeatedly become involved in water projects in Africa. These include the WAVE programme "Capacity building for water service providers", which was funded by the German Federal Ministry for Economic Cooperation and Development. In the context of this programme, Sachsen Wasser was commissioned to provide the basic part of a three-week training course in Germany. The aim was to improve the competences of the operating personnel and to increase their performance capability in decisive areas of operations and management.



sachsenWasser
consulting + operations + management

Internet: www.sachsenwasser.com

Successful infrastructure projects resulting from qualified personnel



In October 2008, 24 managers from the public water supply agencies from Kenya, Uganda, Tanzania and Zambia as well as representatives from the responsible national ministries and regulatory agencies of these four countries travelled to Germany to gather information in the context of seminars, plant visits and excursions. The core topics included institutional structure and organisation of public water utility companies, models for inclusion of the private sector and the transformation of state-owned enterprises into centralised, market-oriented and profitable public companies – a development that Sachsen Wasser has experienced itself, thus enabling it to convey the process in a well-founded manner on the basis of its own experiences. Another important topic was sustainable agriculture as an instrument for preventing environmental pollution.

In August 2013, Sachsen Wasser co-operated in a project implemented by the Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ – German Society for International Co-operation) and the Tanzanian Ministry of Water. The ministry intends to improve access to drinking water supply and waste water management for its citizens. This is part of implementing the targets laid down in the “National Climate Change Strategy”

programme. One of the measures is the creation and design of a national regulatory agency for water and electricity (EWURA). In 2013, EWURA faced the challenge of establishing a uniform framework for the more than 130 water suppliers in the country and implementing a system of evaluation and support.

To this end, Sachsen Wasser provided 24 managers from the regulatory agency with basic knowledge during a two-week training course that took place in Dar es Salaam, Tanzania, in August 2013. The course programme included theoretical and practical principles of developing a financial model, initiation of change management processes as well as business plans, balanced score card and benchmarking as management instruments. Another project in Tanzania is currently in its planning stage: Together with a partner and commissioned by the country’s water ministry, Sachsen Wasser will improve the water supply in rural regions.



In many countries, qualification programmes in the water sector are rarely funded by the local institutions themselves. The lack of professional knowledge on part of employees and local institutions frequently contributes to the fact that modern and expensive facilities are not properly operated and maintained and thus are doomed to malfunction after only a short period of time. With its commitment, Sachsen Wasser highlights the high significance of training and consulting for the success of infrastructure projects.



Koblenz Chamber of Crafts

Promoting occupational qualification of the young generation

The Koblenz Chamber of Crafts is responsible for vocational education and training in the skilled trades. It maintains 13 vocational education and training centres in the north of the German federal state of Rhineland-Palatinate for its approximately 19,500 member businesses. Key areas of vocational training and continuing education programmes include the construction and metal working professions as well as the food industry.

The Koblenz Chamber of Crafts started its international activities towards the end of the 1980s in Bulgaria and the Balkans, at first in projects that were funded by the German Federal Ministry of the Interior (BMI) and the German Federal Ministry for Economic Cooperation and Development (BMZ). Subsequently, further regions such as Africa and South-East Asia were included. The main goal was to support the German federal government

in its international projects and to pass on the specific know-how regarding the German system of chambers and German business culture to partnering countries. In most cases, current international partnerships derive from contacts made in the context of this project work.

The Ost-West GmbH is a fully owned subsidiary of the Koblenz Chamber of Crafts. It was established specifically for the purpose of international co-operation and by now commands extensive experience in co-operating with partners worldwide. Of the chamber's nearly 300 employees, more than 40 experts have provided immediate creative input to projects abroad. During an event abroad several years ago, the Koblenz Chamber of Crafts established the first personal contacts to iMOVE; since that time, it has attended several iMOVE seminars and workshops in Germany.

With its stable and higher than average growth rates, Rwanda is one of the ten most strongly growing economies worldwide, according to the World Bank. In the past seven years, poverty in this country was reduced by more than 14 per cent. Rwanda intends to attain middle-income status by 2020.

In order to sustain economic growth and to promote the creation of new jobs, the government provides support for occupational qualification programmes. These include the creation of an employment market information system and the establishment of a vocational college association for the 78 vocational colleges in the country. In its capacity as the governmental certification agency, the newly created Workforce Development Authority (WDA) has developed mandatory job profiles for all occupational fields, which will be gradually introduced in the curricula of the various types of school.



ice-oriented training courses in Rwanda



The German federal state of Rhineland-Palatinate has been active in Rwanda for 30 years. One of the many results of this partnership was the establishment of numerous training workshops in the East African state. The involvement of the Koblenz Chamber of Crafts in further projects in the field of vocational education and training derives from a corresponding request by the Rwanda-Rhineland-Palatinate partnership association.

The Koblenz Chamber of Crafts was able to contribute its expertise in several projects. In doing so, it placed particular importance on qualifying the instructors and teachers at the vocational colleges. In 2012, it took on the conception and implementation of a training workshop for renewable energy sources (solar thermal energy and photovoltaics) at the secondary school in Kibihekhane. So far, three training courses for vocational college teachers from the entire country have taken place there. After their successful final examination, the graduates received a certificate issued by the Koblenz Chamber of Crafts and the WDA. Further training courses for instructors are planned, in part with new learning modules and extended content. To render the lessons more descriptive, short films explaining the use of the technology available at the training workshop for renewable energy sources were created. These films

facilitate the use of the technology and the joint work with students on the equipment also for the teachers.

Training programmes have been implemented also for other occupational fields. In late 2013, teachers and businesses from the entire country were the first to receive further training at a new, small facility for drinking water purification. A training course on current developments in the field of automotive mechatronics took place at the Integrated Polytechnic Regional Centre (IPRC) East in Kibungo, one of the five leading vocational education and training centres in the country, which was specifically selected by the Rwandan government and furnished with modern equipment. All workshops were developed and carried out by experts from the Koblenz Chamber of Crafts and are scheduled to be offered also in the future.

In late October 2013, an international conference on vocational education and training took place in Kigali. There, the German experts presented the advantages of the dual system of vocational education and training. For a next step in their project work, the partners agreed on increasing the practical share in the vocational education and training provision and the integration of work placements in businesses.



ITS International Training & Support GmbH Empowering the Nigerian youth in skills acquisition training centres

In 2007, the Ministry of Education of Adamawa State, Nigeria, envisioned to implement a high-standard technical training programme modelled after the German system, combining theoretical and practical skills training and hired ITS to establish such training in their state. ITS operates as an independent specialized provider of training programmes and related services in Germany and has been providing training solutions to partners in Africa, Asia and the Middle East for over 30 years. After participating in the iMOVE Africa Day in 2013, ITS became a member of the iMOVE network.

The initial concept of the Adamawa authorities was to train mechanics and electricians for the maintenance and repair of agriculture vehicles and machines to extend their lifespan and reduce the extensive number of broken tractors. But then Adamawa State decided to overhaul the whole training system: implementing workshops for practical skills training, modernizing the assessment and qualification of instructors, and modifying the general syllabus and the way of operation according to European standards. In response, after a thorough training needs analysis ITS suggested to implement a holistic solution, a so-called “Turn-key Training Centre”. The first of these started in 2009, where students were trained in mechanics, electrics and electronics.

In 2010 the project was expanded to include also Special Works Trade Training Centres, offering trainings in woodworks, concrete and steel concrete. These trainings are particularly targeted at those students whose interests and talents are more focused within the area of construction work. This kind of training supports the local industry by reducing its dependence on imports for construction work and helps to improve the local infrastructure. In 2013 the Agric Skills Development Centre was established to ensure food security for Adamawa State by helping the agrarian economy of the state to increase its efficiency, applying state-of-the-art techniques and equipment to receive a better harvest yield and training students to become agricultural and farming machine-skilled farmers.

Under this mandate, ITS has successfully established twelve Skills Acquisition Training Centres over the past five years. The project has expanded extensively according to the demands of Adamawa State. Now the centres encompass vocational, technical, special works and agric trade skills. Students spend 50 to 80 per cent of the lessons in the workshops or on the field which underlines the focus on practical competences.

Sustained continuance of training in the future is heavily reliant on the knowledge transfer realized via the train-the-trainer courses for instructors. These courses prepare the local



Internet: www.itsmuc.de

Know-how transfer and handover to local management



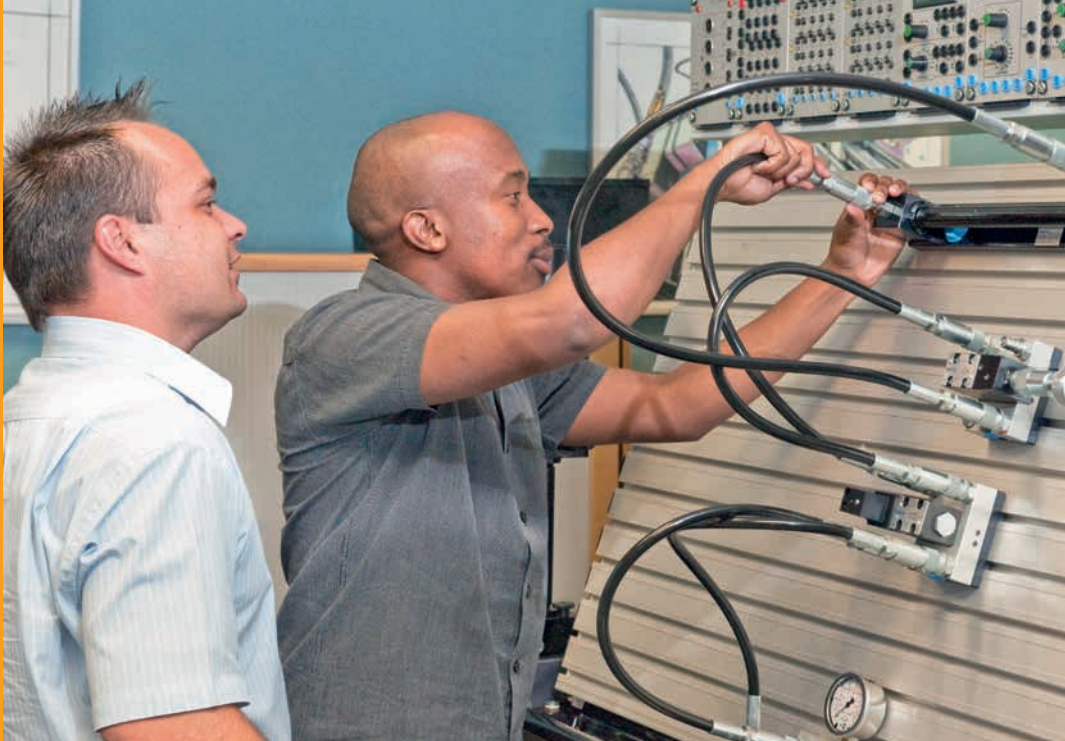
instructors of Adamawa State in didactic and rhetoric training sessions to teach the students in a modern and efficient way. Pre-selected experienced Nigerian school instructors took part in train-the-trainer courses, at first only attending, then in subsequent courses taking over well-selected subjects under close supervision of the ITS experts.

The curricula taught are closely aligned to the German vocational training system and drawn up by German experts according to the German syllabus. However, the contents are also tailored and extended to fit the local needs of Adamawa State. The Agric Training is coordinated in close partnership with the Chamber of Agriculture, Lower Saxony, Germany. Students are not only provided with sound theory, but also with practical skills training in workshop-based lessons with state-of-the-art tools and machines and detailed student tasks. The teachware includes a detailed outline for teachers, whilst the students receive detailed handouts for revision purposes.



An essential part of this project was the step-by-step take-over by the Nigerian management. During the project runtime ITS handled the operations of the schools on the ground with the help of a German school manager. His duties included the set-up of a daily operation routine, the administration and budgeting of the school along with the retraining of instructors. The school manager was also responsible for training two management-talented instructors to first become his deputies, and later on his successors as school manager and deputy. In 2012 the first three VTTCs in Yola, Mayo Belwa and Mubi started the transition from German to local management. The former Nigerian deputy school managers took over the management of the school, albeit under supervision of the German expert, whose influence is gradually reduced over the course of three years.

With ITS as a partner, Adamawa State has achieved a big step forward on its way towards a skilled workforce. Training over 2,300 students in the Technical Skills Acquisition Centres, the Specialised Works Trade Training Centres and the Agric Skills Development Centres, and employing nearly 500 instructors and support staff to run the schools clearly demonstrates the impact of the programme on employment, alleviating poverty and increasing food security in Adamawa State.



Festo Didactic

Capacity building for a better water supply

South Africa's water and waste water sector is troubled by a lack of capacity and performance which has a negative impact on the environment, public health and economic progress. Despite large-scale investments in the water infrastructure by the South African government, the country still faces major challenges in terms of the operation and maintenance of water and waste water treatment plants. Polluted domestic and industrial waste water together with fertilisers used in agriculture can cause severe ecological damage to lakes, rivers and entire eco-regions. The drinking water often fails to comply with quality standards. New investments in training for responsible sectoral staff play a key role in improving the situation. Existing programmes often lack practice-oriented training methodologies and systematic process-oriented designs.

The South African government plans to invest at least three billion Euro for the development of the water infrastructure until 2018. But only skilled staff will justify this investment. According to the South African Department of Water Affairs there is an urgent need for 1,400 technical plant managers, 3,000 engineers and 4,000 technicians to eliminate the most severe deficits in efficient plant operation and the performance of service routines.

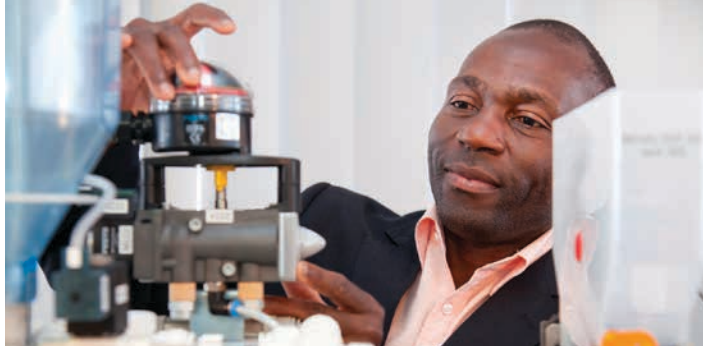
In order to address these challenges the Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ), operating on behalf of the German Federal Ministry for Economic Cooperation and Development (BMZ) started a development partnership with Festo Didactic in 2011, initiating a project to provide staff of water and wastewater treatment plants with practical skills for professionally handling the water processes.

Festo was established in 1925 in Esslingen and has become an industry leader in the field of pneumatic and electric drive engineering and mechatronics for industry and process automation. The automobile, food, textile and packaging industries in particular benefit from the automation systems of Festo. At present, Festo has 16,300 employees at more than 250 branch offices worldwide.

In 1965, Festo founded an affiliate company called Festo Didactic in order to satisfy the high demand of educational institutions for learning systems and of companies for technical education in occupational practice. The range of trainings goes far beyond the implementation of Festo's product range. Festo Didactic employs 500 staff worldwide, 150 of them work in Germany. The company's turnover is 112 million Euro per year; half of the sum is generated in Germany. Even so, Festo Didactic is a global company with activities in 176 countries, operating through 59 country divisions and 40 retailers. The



New practical learning experiences in South Africa



long membership in the iMOVE network has contributed to considerable success as regards the public awareness of Festo Didactic.

Festo Didactic South Africa was established in 1973, at the same time as the business operations of Festo Industrial Automation began in this country. Today, Festo Didactic learning systems are integrated into most vocational and tertiary educational institutions across South Africa. The training courses are attended by over 1,500 participants annually from the country's leading industries, such as the automotive, food and beverage, packaging, petrochemical and mining sectors. The work of the South African team and its global partners also extends well beyond the borders of the country, comprising the Southern African Development Community (SADC) and East African Community (EAC) regions.

In 2011, the above mentioned project was designed and implemented to address training shortfalls in South Africa. To this end, Festo Didactic and the Institute for Sanitary Engineering, Water Quality and Solid Waste Management at the University of Stuttgart developed training material and a simulator for practical training in the water sector – the EDS (Environmental Discovery System) Water Management. They designed hands-on training systems that allow to experience the key processes of water management. For this purpose the complex system of water supply and sanitation was divided

into the logical and easily documentable sub-modules of treatment, cleaning, distribution and monitoring. Praxis-oriented training modules on the operation of pump stations, process automation, plant monitoring and energy-efficient operation were developed for these processes.

Together with the University of Pretoria (UP) and the Water Academy in Knysna (TWA) the training modules were adapted to the requirements of the different target groups: University students, trainees and staff in water and waste water treatment plants. The TWA has adopted the EDS as part of a 50-day training programme for unemployed young people. 117 participants were trained for working in the water sector. The UP has integrated the practical training modules into the syllabus of academic studies. At the WISA conference in Mbombela in May 2014 the results of this project were presented by the project partners, followed by practical workshops that showed best practices of learning with the EDS.



FESTO

Internet: www.festo-didactic.com



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

German crafts build vocational training centre in Nigeria

The Central Agency for Continuing Vocational Education and Training in the Skilled Crafts (ZWH) is a nationwide active service provider for all training facilities of the skilled crafts in Germany. It is funded by the chambers of crafts, the regional chamber of crafts associations and the German Confederation of Skilled Crafts (ZDH).

The ZWH commands many years of experience in the field of vocational education and training and offers a broad range of demand-oriented educational services to maintain and increase the performance and competitive capability of the vocational training centres in the skilled crafts. These include, for instance, the development of training documents and training course concepts in preparation for the master craftsman certificate, for the purpose of inter-company vocational education and training and for the training of instructors as well as the preparation of demand analyses. In addition, the ZWH hosts an annual education conference in Berlin with about 500 participants and top-class guests from the worlds of politics, education and industry. The education conference is augmented by a trade fair.

The ZWH also regularly carries out national and international educational projects by public mandate. These include the contract for the construction of a vocational education

and training centre in Port Harcourt; to this end, the ZWH has been maintaining a co-operation with the education ministry of the Nigerian federal state of Rivers since May 2013. Governor Chibuike Rotimi Amaechi and his government have a great interest in providing the population with the opportunity of obtaining well-founded vocational qualifications to boost the economic competitiveness of the federal state and of the entire country. In 2012, the Nigerian governor visited German chambers of crafts and vocational training centres in the context of a delegation trip. He gathered information about the German dual system of vocational education and training and identified the ZWH as a competent partner.

In a first step, the conversion of a former primary school in Port Harcourt created the infrastructure for implementing training courses in various trades. At the new "Port Harcourt Technical and Vocational Centre" more than 2,000 course participants in up to twelve trades will receive either vocational training or continuing education over the course of six years. The training provision comprises short- and long-term courses as well as train-the-trainer programmes in Nigeria and in Germany.

During the first phase, the aim is to qualify 120 course participants in extra-occupational short-term courses of six months duration in the occupations plumbing and heating



PORT HARCOURT
TVC
TECHNICAL AND VOCATIONAL CENTRE

Internet: www.zwh.de

The project includes the gradual handover to the Nigerian partner.



installer, electronics engineer for energy and building technology, tiler, paver and mosaic artisan as well as metal worker including welding. These continuing education courses will take place in Nigeria. Moreover, two groups of about 30 participants each are scheduled to attend a six-week train-the-trainer course in Germany. A first group of 28 prospective trainers from Nigeria has already been successfully trained in co-operation with the Frankfurt/Oder Chamber of Crafts.

20 Nigerian course participants are scheduled to complete a two- to four-year vocational education and training course in Germany with the intention of graduating with the journeyman or master craftsman certificate according to the German standard. The participants will receive vocational training remuneration that is funded by the Federal Republic of Nigeria within the framework of the project budget.

The selection of course participants takes place in close co-ordination with the education ministry of Rivers State. Most of them are school graduates and young adults with first work experience. Participants with more extensive work experience are selected for the six-month continuing education courses and the train-the-trainer programmes.

The training units and training programmes including the course curricula for the various trades are being developed in accordance with the technical framework conditions on site and the existing competences of the course participants. In addition, the close co-operation with the private industry sector is a prerequisite for the project's success. It ensures that the training provision corresponds to demand from businesses and that the apprentices are given subsequent employment prospects. Participants in the extra-occupational training courses can earn

their living in parallel to attaining a qualification and are able to immediately put to practical use that which they have learnt.

Sustainability of the activities of the education centre will be ensured by preparing the local course instructors and trainers for their tasks by way of comprehensive qualification programmes. In addition to the German management of the vocational education and training centre, a Nigerian management board will be trained to ensure the successful handover of the institution to the contractee. The complete project is subdivided into four phases and is expected for completion in May 2019. At the beginning of the final phase in 2018, the full handover of the centre to the Nigerian partner will commence.





DW Akademie

“African Stories” – TV production training for journalists, cameramen and cutters

DW Akademie is Germany’s leading organisation for international media development and Deutsche Welle’s center of excellence for education, knowledge transfer and media training. DW Akademie has been active in the development of free and transparent media systems, quality journalism and media expertise since 1965. Every year, DW Akademie trains worldwide more than 5,000 journalists, citizen journalists, technicians and media managers, and coaches political decision makers, civil society organizations and training institutes.

The majority of DW Akademie’s projects are carried out in Africa. The numerous measures are always adapted to the respective media landscape and the requirements of the partners on site.

A particularly comprehensive project for sub-Saharan Africa is “African Stories”, which provides professional continuing education for African television journalists. Africa is the subject of a lot of coverage – from outside. For years, African people have bemoaned the negative image of their continent as broadcast by Western media. But how do African journalists perceive their own continent? Which problems and successes do they deem important? Which stories do they tell? “African Stories” is intended to dissipate clichés and to promote alternative media coverage. The project provides African

journalists with an opportunity to illustrate their everyday life from an African point of view. At the same time, the programme participants and involved broadcasting houses are encouraged to develop enthusiasm for the journalistic format of television reporting, which so far hardly figures at all in African television. The DW Akademie trainers teach the African programme participants the basics of journalistic quality and professional reporting. The long-term project is funded by the German Federal Ministry for Economic Cooperation and Development (BMZ).

“African Stories” launched in 2011 with a large-scale activity: in a first phase (2011 – 2012), journalists, cameramen and cutters from 28 countries received training in regional workshops. To this end, DW Akademie closely co-operated with the respective television broadcasting stations of the involved countries. The



Professionalisation of coverage from an African point of view



90 African programme participants researched and produced a total of 50 professional television reports. Exceptional, authentic, African stories were the result. All reports were put at the disposal of the involved television broadcasting stations in sub-Saharan Africa and, for the most part, broadcast on a global scale by Deutsche Welle.

In the project's second phase (2013 – 2015), the focus is on intensifying knowledge regarding lively and high-quality television reports. For this, the 16 best teams were selected (each consisting of an editor, cameraman and cutter from one of the partnering broadcasting stations). During regional trainings in Uganda, Namibia, Senegal and Cameroon, the training participants intensified their knowledge as regards research, organising film shooting, camera, cutting, storytelling and interview techniques. They subsequently produced their own reports together with editors from Deutsche Welle. The resulting co-productions in Kenya, Tanzania, Nigeria, Namibia, Senegal, Guinea, Benin, Mali, the Democratic Republic of the Congo and Malawi were broadcast both by the African partnering broadcasting stations as well as in the programme of Deutsche Welle.

In this project phase, the main focus is on passing on the acquired knowledge within the respective countries. This is

why the training participants learn techniques for passing on their acquired know-how to their colleagues. 36 media professionals from twelve countries take part in these train-the-trainer workshops that are organised in Berlin. Subsequently, the course participants themselves will act as trainers for carrying out workshops on television reports within their respective broadcasting houses, thus ensuring knowledge transfer.

The continuous work with journalists, cameramen and cutters since 2011 has resulted in sustained strengthening of the structures at the involved partnering broadcasting stations in sub-Saharan Africa. In the context of “African Stories”, the participants can produce professional television reports and other coverage and independently pass on their acquired knowledge to their colleagues at the involved broadcasting houses. This constitutes an important contribution in the effort to sustainably integrate African points of view into media coverage in sub-Saharan Africa and to professionalise African television journalism.





Frankfurt School of Finance & Management Extra-occupational management study course in the Congo

According to the International Monetary Fund, economic growth in sub-Saharan Africa will be about six per cent in 2014. This makes Africa the worldwide fastest growing economy. With regards to management training, however, Africa still remains largely undeveloped. So far, the continent is home to only a few business schools. These are usually the result of a partnership between an educational institution in an industrialised country and an African educational institution.

One is the Central Africa Europe Business School (CAEBS) in the capital of the Democratic Republic of the Congo, Kinshasa, established in October 2013. This facility and the opportunity to acquire knowledge about marketing, controlling and financial management derives from a joint venture between the German

Frankfurt School of Finance & Management and the Protestant University in Kinshasa. A member in the iMOVE network, the Frankfurt School and its business profile are represented in the iMOVE provider database. Its service provision ranges from bachelor and master programmes, over continuing education courses, to individually tailored seminars and international advisory services.

The Democratic Republic of the Congo is the second largest country in Africa in terms of territorial area and has 75 million inhabitants. 45 per cent of the Congolese population are younger than 15 years. Especially the growing middle classes desire good structures for academic education in their own country. Many young Congolese people return home from abroad to work for multinational companies and organisations. A management training degree increases the students' competitive position in the employment market and the competitive advantage of the companies they work for as well as the international competitiveness of their country as a whole. Moreover, economic success can lead to "nation building" in a country that has been devastated by decades of civil war.

The co-operation activities between the two above-mentioned educational institutions date back to the 1990s. Four years ago, they established a joint institute for microfinancing,



Frankfurt School of
Finance & Management
Bankakademie | HfB

Internet: www.frankfurt-school.de

German business school joins forces with local institution



so that in 2010 students from the Protestant University were for the first time able to start a microfinance masters programme in order to learn how to use microcredits and microinsurances in a meaningful manner. The success of this joint programme provided the basis for establishing the Business School in Kinshasa.

More than 100 people applied for the first academic year, 39 of which were admitted. Most students are between 25 and 35 years of age and work in banks, industrial businesses and telecommunication companies. For one year, they study for an Executive MBA parallel to working; they have to provide proof of a minimum of two years of previous work experience.

The courses at the Business School are scheduled on three days per week. The campus is located in the centre of Kinshasa on grounds belonging to the Protestant Church. So far, CAEBS has been using premises at the Protestant University, but soon, this Congolese Business School will be housed in its first own building.

About half of the seminars are taught by professors from Frankfurt. Most courses are held in English. Only some lectures that are given by professors from the Protestant University are in the French language. Upon graduation, the students receive a Congolese diploma and a certificate issued by the Frankfurt School.

The academic programme costs 7,500 Euro. In the case of many participants, their employer covers some of the cost. Moreover, the German Academic Exchange Service (DAAD) awards 15 scholarship grants for students at the CAEBS. The scholarship holders receive a monthly grant of 100 Euro. In

addition, the DAAD covers their flight costs for a one-week trip to Frankfurt, where the students meet with German managers and complete a special course.

For the Frankfurt School, the MBA in the Congo is a long-term project. By way of next steps, the Business School plans an increase in student numbers and the establishment of long-term partnerships with business enterprises. The plan is also to develop further master programmes and occupational training programmes for companies





Landesakademie für Fortbildung und Personalentwicklung an Schulen In-service training for headmasters from Mozambique

The Landesakademie für Fortbildung und Personalentwicklung an Schulen in Baden-Württemberg (State Academy for In-Service Training and Human Resources Development at Schools) provides in-service and advanced training for teachers from all types of schools at three sites. The courses focus on human resources development, for example, for educational managing staff, as well as on pedagogic-psychological, didactic-methodological and topic-related subjects and on school development and school counselling.

The site in Esslingen is the State Academy's competence centre for the provision of continuing education for teachers at vocational colleges. The courses on offer there include also technically oriented courses as well as computer and network courses. Course participants encounter optimal framework conditions for their training in a modern complex of buildings that was completed in 1997.



The State Academy and iMOVE look back on many years of partnership in networking. Many international projects implemented by the State Academy have their roots in long-standing co-operation and education partnerships with the vocational schools and the Federal State of Baden-Württemberg. Also, internationally operating companies from Baden-Württemberg make their investments dependent on the availability of qualified professionals and on measures for ensuring the availability of skilled labour in their target markets; they initiate co-operation projects and support these.

Because of the worldwide high reputation for the German dual system of vocational education and training, many countries gladly resort to expertise from Baden-Württemberg in their efforts to modernise their vocational education systems. Interested parties hail from China and Singapore, Egypt and Burundi, Mozambique and many other places around the globe. Great thoroughness in the training provision for teachers and an integrated continuing education and counselling system aim at improving the quality of teaching.

The State Academy received the requests from Mozambique regarding the advanced training provision for education personnel via the Honorary Consulate General of the Republic of Mozambique and the German-Mozambiquean Association. Both these latter institutions maintain close relations with the country's Ministry of Education. As a result, a group of headmasters from Mozambique partook in training in Baden-Württemberg in 2009 and in 2013, respectively. These training programmes were funded by the Baden-Württemberg Ministry of Education, Youth and Sports, the German-Mozambiquean Association and the government of Mozambique.

Excursions underline practical relevance.



In 2013, the group of course participants was made up of nine, for the most part only recently appointed headmasters and one representative from the Mozambiquean Ministry of Education. All important topics a headmaster usually is confronted with were integrated into the two-week seminar, which was specifically designed to focus on taking action. Excursions and visits further underlined the practical relevance of the course content under revision.

The course participants were given insight into the structures of vocational education and training in Baden-Württemberg and into the functional structures and principles of the dual system of vocational education and training. They concentrated on the development of education plans, organisational structures and operational organisation at schools and the basics of contemporary school management. Moreover, they were not only introduced to the co-operation partners of a vocational school, but also received introduction to quality management instruments, holistic learning strategies and the structures of teacher training.

The course participants were continuously required to acquire knowledge in changing learning phases and, by way of self-managed learning processes, to transfer the learning content into practical application within their own scope of duties in their home country. Phases for reflection were scheduled for all topics under revision. These targeted at reconciling the personal

situation at the workplace with the learning content and to draw individual conclusions with regards to what could and should be changed or further developed in the respective work environment at a later stage.

An essential element was the review of the special standing of vocational education and training in the overall context of industry and society. The course participants were made aware of how important co-operation with businesses, chambers and schools of general education is for providing graduates with contemporary learning content and thus increasing their chances of securing employment.

Several visits to vocational colleges and industry helped to illustrate for the course participants the structure of the German vocational education and training system. During these visits, it was possible to discuss all seminar topics with professional practitioners in a timely manner.

In future, subsequent to the two training programmes in 2009 and 2013, the aim is to offer additional direct support by short-term experts on site in Mozambique. Selective advanced training courses for further intensification as well as subject-specific support and advice on site provide the advantage of immediately supporting the project progress by means of feedback.



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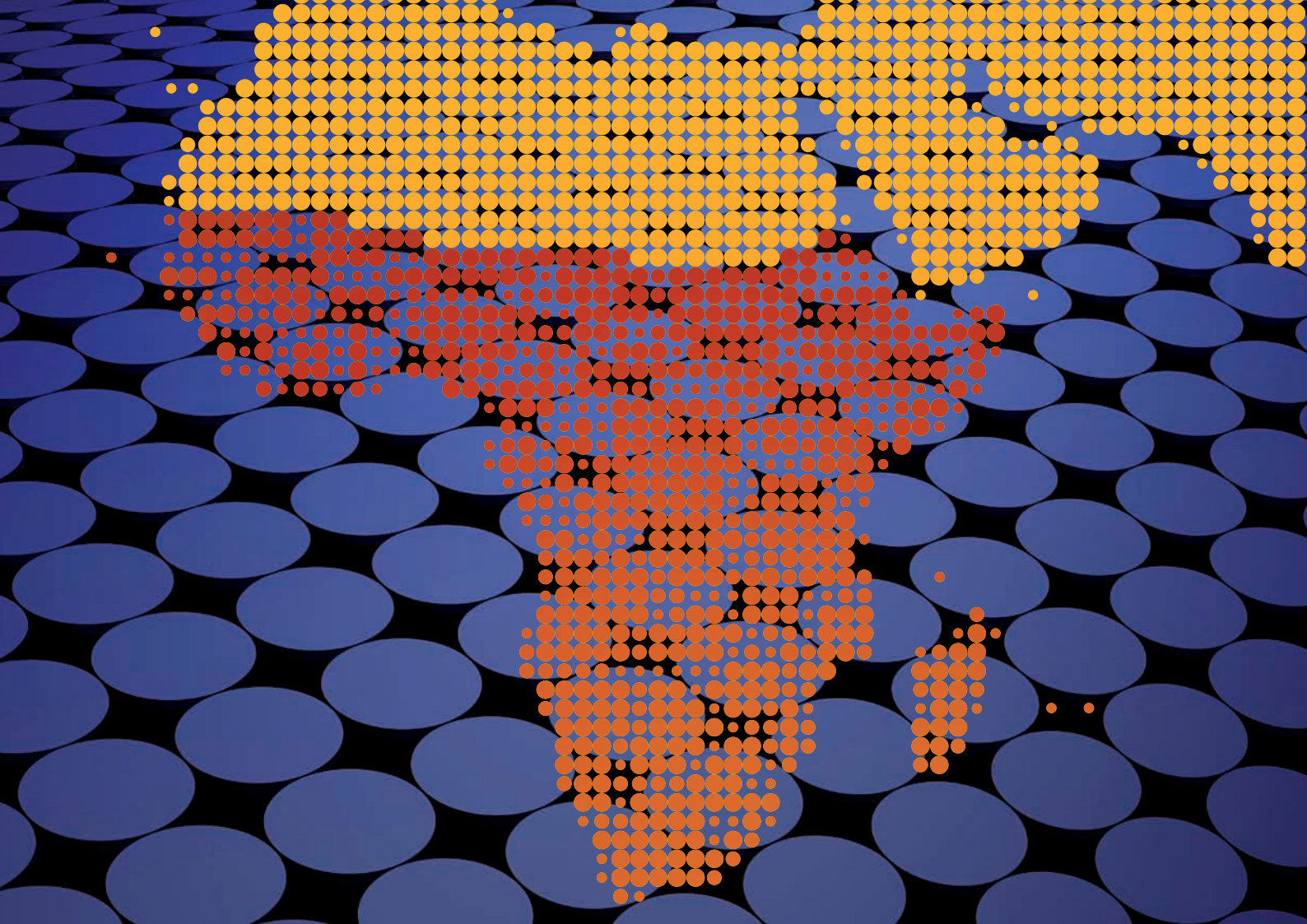
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