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CASE STUDY

Capacitating the Vocational Education and Training (VET) Ecosystem through Training of Trainers (ToT)

Training Needs Analysis | Industry Experts | Learning & Development | Assessment | Potential | Results | Evaluation

" The Why, What and How of ToT ""

The 'Why' of ToT

▶ To hone the technical skills, domain training is provided to trainers

▶ To enhance the teaching techniques, pedagogy training is provided to trainers

▶ To bring in international best practices, pedagogy training is derived from German Dual VET (DVET) system

▶ To create a conducive teaching learning experience, digital teaching techniques are introduced in ToT

The 'What' of ToT

ToTs have been present in the academic and vocational education system for a long time, so the basic question arises: what makes the ToTs under ASCENT unique or worth the investment of money and time? This section will help you delve deeper into the key attributes.

Pedagogy Training based on German DVET

Brief Overview: German Dual Vocational Education and Training System (DVET)

Three-fold purpose of German DVET

Economic productivity

Social integration

Individual development

Two coordinated learning venues

70% In-company training where the participants is given systematic training under real - life conditionand enabling learning within the work process.

30% Training in vocational schools such as ITIs with qualified VET trainers and staff.

Quality Features

- Cooperation of government, business community and social partners
- Learning within the work process
- Acceptance of national standards
- Qualified VET staff
- Institutionalised research and advice

The project aims to develop a list of components from the German DVET pedagogy that can be adapted to enhance the teaching and learning methods for trainers. This adaptation will help improve the quality of vocational training in the allied sectors. The project seeks to specify general didactic rules and principles to guide the trainers in delivering effective and engaging training sessions. This is a focused approach on Pedagogical Transformation through Action-Oriented Teaching and Learning to enhance trainees' engagement and practical skills development.

1. Active learning,
2. Problem-solving,
3. Critical thinking skills,
4. Innovative teaching methods (such as project-based learning, case studies, and group activities)

Domain Training

ASCENT focuses on the domain of ToTs. The Assessment and Certification (A&C) of trainers happens through specific Sector Skill Councils (SSCs) such as Healthcare, Logistics, or any other reputed bodies.

Pandemic Preparedness Training

ASCENT has also incorporated a proactive approach to pandemic preparedness by developing specific training material, adapting safety content, integrating pandemic safety training and facilitating regular communication with the Project Steering Committee. This approach aims to mitigate risks, resolve conflicts, problems and keep the projects on track.

Technological Intevention

The project integrates technological interventions such as Augmented Reality (AR), Virtual Reality (VR), Metaverse Curriculum, Self-Paced Learning courses on a Learning Management System (LMS): Atingi and Online Learning. The LMS and online learning serve as mechanisms for trainers to access learning materials, track their progress and engage in online activities offering flexibility in terms of time and location.

The 'How' of ToT

The project includes several activities and milestones to ensure the effective training and certification of trainers.

Training Needs Assessment (TNA): A TNA is conducted to understand the challenges, capacities and training requirements of the existing pool of trainers. This assessment aids in identifying the specific training needs of the trainers and determining the role and importance of adopting German DVET pedagogy in the workplace.

Development of Training Content: The programme focuses on developing a list of components of the German DVET pedagogy that can be adapted to enhance the teaching-learning methods for trainers. General didactic rules and principles are specified and suitable methods for action-oriented teaching and learning in the workplace are identified. A curriculum, training and faculty guidance content for a 5-day training of trainers programme are developed along with training materials.

Online Training and the Role of LMS (Atingi) in ToT: Online training offers a convenient and flexible approach playing a crucial role in facilitating online trainer training programmes. It provides a centralized platform for course delivery, management and tracking. The LMS offers features such as learning modules, interactive assessments, breakout rooms and performance tracking tools, enabling trainers to acquire the necessary knowledge and skills. Trainers are thus equipped with the latest instructional techniques and methodologies which they can implement in their work.

Certification and Reporting: Trainers who complete the training programme are assessed and certified by a certifying agency. The impact of the programme on youth skill development is measured at the end of the second, third and fourth year.

Dissemination of Knowledge, Lessons and Resources: The learnings and resources developed under the project are shared with the government and non-government ecosystem through collaboration with partners such as the Industrial Training Institutes (ITIs), NGO partners and the State Skill Development Bodies in India.

Impact Envisaged

- Elevating the quality of training and enhance the skills of trainers.
- Creating pedagogical master trainers.
- Creating long term impact of improving the overall training ecosystem extending to ITIs and NGO partners.
- Converting existing trainers who are industry SME (Subject Matter Experts) into trainers well trained in adult learning principles.
- Empowering trainers with the latest technology tools.

About Project ASCENT

Project ASCENT (Alliance for Skill and Capacity ENhancement with Technology) aims to improve the employability of urban youth in the healthcare, logistics and digital sectors in India. The project focuses on inclusive vocational training programmes and establishing sustainable linkages with the job market and industry partners. It involves collaboration with government institutions, NGOs and sector skills councils to develop curricula, provide training and create a pool of trainers with enhanced pedagogy and technical skills. Additionally, the project includes the development of a robust monitoring and reporting framework and the facilitation of knowledge dissemination sessions. Project ASCENT is being jointly implemented by GIZ India and Tech Mahindra Limited (through its implementing arm, Tech Mahindra Foundation).

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