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IO 5: Train-The-Trainer Training

VI-TRAIN-Crafts - Virtuell TRAINing for traditional Crafts

Reference number: 2020-1-AT01-KA226-VET-092635

Final results

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1. **WHAT IS THE VI-TRAIN-CRAFTS PROJECT ABOUT?**

Cultural Heritage (CH) is in the focus of the European Union as motor for employment, economic drive and development. In order to guarantee longevity & usability of European Heritage it is inevitable to keep up with the requirements of society like new technology and digitisation.

The Covid19 crisis added some urgency to the issue as training organisations strongly suffered from restrictions and new rules, which were threatening traditional education and training activities. Especially in regard to hands-on-training, where instructors need to get really close to learners to teach practical skills.

The consortium of VI-TRAIN Crafts has taken the challenge of developing innovative training for traditional/threatened crafts and handling of building damages, which will boost the digitization of training in (built) Cultural Heritage. A big focus is given to crafts that are almost nowhere trained any more. Lots of those crafts do need a lot of experience and guidance by experienced craftspeople. This training in particular will be boosted by various digitisation support.

The anticipated objectives of VI-TRAIN Crafts were:

- to identify appropriate means of distance learning for the training of craftspeople (manual work),
- to identify appropriate means of online cooperation in training, regarding functionality, GDPR and data security
- to derive success criteria for highly accepted digital solutions
- to develop and test a virtual/3D-crafts training system by using sensors and VR/AR
- to develop and test a virtual/3D-buidling damage identification training system
- to investigate and test options overcoming restrictions, e.g. move sickness,
- to develop a train-the-trainer system for application of selected tools in training of traditional crafts

Participants of the courses developed in VI-TRAIN Crafts can obtain a European certificate by undergoing a certification process provided by ECQA, which is an internationally active organisation specialised in certification of skills and competences.

VI-TRAIN Crafts enriches the offer of The European Heritage Academy (EHA), which will be in charge of delivering VI-TRAIN Crafts training courses after completion of the project. EHA is situated at Charterhouse Mauerbach, the future EU Competence and Community Centre for Architectural Conservation, being set up during INCREAS, a Pilot project for Cultural and Creative Industries, Finance, Learning, Innovation and Patenting for Cultural and Creative Industries (FLIP for CCIs-2).



2. DESCRIPTION OF THE SELECTED APPROACH

2.1. Application

Based on the studies (O1 and O2) and defined requirements of the partner organisation and their staff members the structure of the content of the e-learning platform as well as the content of a virtual training course for instructors in virtual crafts resp. virtual building damage identification in historic buildings and CH sites will be developed. The final output will include a training curriculum, including the trainer concept and the detailed description of structure, schedule and activities of this virtual training, based on the existing face-to-face Train-The-Trainer course developed in MODI-FY and adapted in PRO-Heritage.

Training material for "VI-TRAIN-Crafts - Virtual Train-The-Trainer" course was developed and tested:

1. The onsite/face-to-face training was converted to online training
 - a) There was no need to change the training materials
 - b) The tasks were supported by a virtual whiteboard
 - c) A manual for using virtual TTT was developed
 - d) Training materials were translated from EN into partner languages
2. Training materials "VI-TRAIN-Crafts - Virtual Train-The-Trainer" course (virtual, including setting, curriculum, learning outcomes and training material) was tested

2.2. Latest experience

The latest experiences regarding the Train-The-Trainer course confirmed that this course is essential for the future of The European Heritage Academy, which runs all training courses for Cultural Heritage developed by the partners of the VI-TRAIN consortium. A major insight of the consortium was that the physical presence of potential trainers in the course and the "real-life" evaluation of trainer candidates is the best and sometimes the only option to keep the training quality at ECQA and VI-TRAIN consortium quality level. Therefore, the consortium has developed an online version of this training. However, even during the project a f2f training in Budapest was held for September 2023.



3. DEVELOPING AN ECQA SKILLS CARD

3.1. General structure of Skills Cards

The ECQA skill sets are based on the skills definition proposed by the Department of Trade and Industry in the UK for the National Vocational Qualification standards. A skills definition contains the following items (see following Figure):

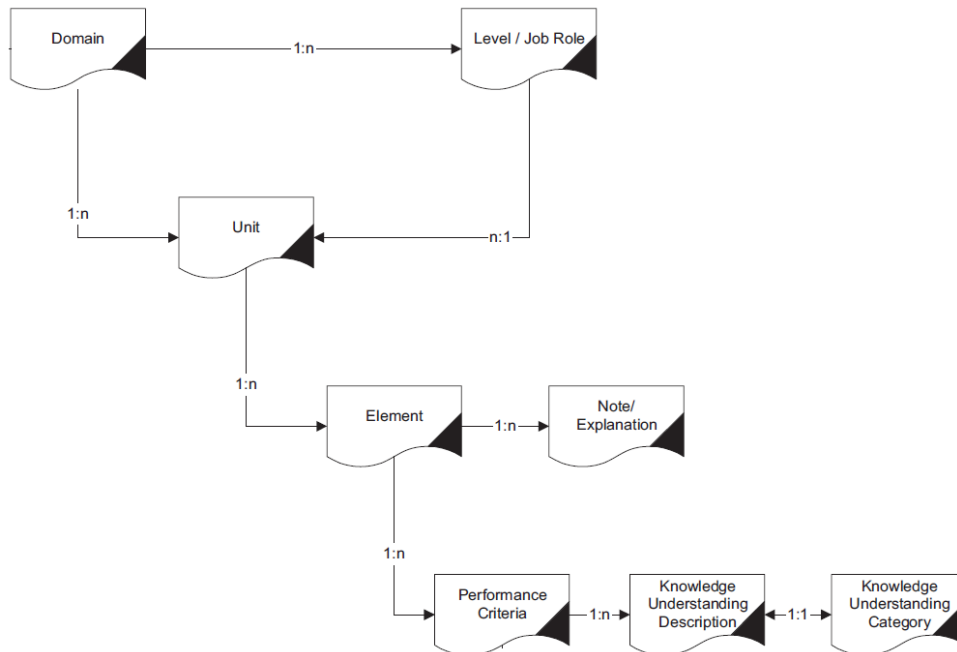


Figure 1: Structure of an ECQA skills card

It consists of following elements:

- Learning unit (identifier, name and description)
- Learning element (identifier, name and description)
- Performance Criterion (identifier, name and description)
- Performance Criterion Knowledge Understanding (Description)

The Performance Criterion description is containing the Learning Outcomes.

3.2. Structure of the VI-TRAIN Virtual Crafts Training Expert Skills Cards

The VI-TRAIN Virtual Crafts Training Expert for (Built) Cultural Heritage Skills Card is following the ECQA basic structure but put together Learning Units and Learning Elements in one part, which the consortium calls Curriculum. For this curriculum the consortium completed following elements:



- Curriculum
- Learning Outcomes
- Training Materials

3.2.1. Curriculum

The current curriculum contains elements which cover:

- Introductory to the Curriculum
- Requirements to train others
 - Adult learning
 - Navigator for Training development
 - Aids for attractiveness
 - Plan to teach a module & Storyboard
 - Manage a group - Handle difficult situation Basic actions for good conditions

The curriculum also shows the link the chosen EQF level.

Curricula	Unit	Learning element	EQF Level
TMM			
	U1	Introduction	
TMM	U1.E1	Heritage Asset Management - Overview	4
	U2	Train-the-Trainer	
TMM	U2.E1	Adult learning	5
TMM	U2.E2	Navigator for Training development	5
TMM	U2.E3	Aids for attractiveness	5
TMM	U2.E4	Plan to teach a module & Storyboard	5
TMM	U2.E5	Manage a group - Handle difficult situation	5

Table 1: Curriculum “Trainer for Management of (built) Cultural Heritage

3.2.2. Learning outcomes

VI-TRAIN-Crafts uses Learning outcomes to structure the training materials for Energy Experts. To define Learning Outcomes (LO) means to:

“... think first about what is essential that students know or be able to do after the course or program – what students need to know and could make powerful use of to enhance their lives and more effectively contribute to society. We believe that such reflection will lead instructors to focus on a broad synthesis of abilities that combine knowledge, skills and values into a whole that reflects how people really use knowledge.”¹

¹ Battersby, Mark: “So, What’s a Learning Outcome Anyway?”, p.1
IO5_Train-The-Trainer-Results_20240110_V05_EN

Learning Unit (LU)	Learning Element (LE)			Learning Outcomes (LO)
TCH-U1	Cultural Heritage Introduction			
	TCH-U1.E.1	Cultural Heritage Management-Energy Expert / Overview	ECH-U1.E.1.LO1	-
	TCH-U1.E.2	Technical Instruction	ECH-U1.E.2.LO1	-
TCH-U2	Train-the-Trainer			
	TCH-U2.E.1	Adult learning	ECH-U2.E.1.LO1	Knowledge Recognise the European contextual relationship of professional working
			ECH-U2.E.1.LO2	Knowledge Identify the key principles for training adults
			ECH-U2.E.1.LO3	Knowledge Recognise the rhythm of learning
			ECH-U2.E.1.LO4	Knowledge Recognise that you have to adapt your training style to the adult learning style
			ECH-U2.E.1.LO5	Skills / Application Be able to apply the basic concepts concerning learning intake styles
			ECH-U2.E.1.LO6	Skills / Application Be able to develop an adult training following their rhythm of learning
			ECH-U2.E.1.LO7	Skills / Application Be able to prepare your training with regard the adult learning learning styles
			ECH-U2.E.1.LO8	Attitude Take a genuine interest in applying adult learning principles
	TCH-U2.E.2	Navigator for Training development	ECH-U2.E.2.LO1	Knowledge List and describe the basic elements of the Navigator
			ECH-U2.E.2.LO2	Skills / Application Be able to use the Navigator
			ECH-U2.E.2.LO3	Attitude Appreciate the benefits to apply a training development tool
	TCH-U2.E.3	Aids for attractiveness	ECH-U2.E.3.LO1	Knowledge List and describe tools and techniques for the opener, information, exercise, and closure phase of a training
			ECH-U2.E.3.LO2	Skills / Application Be able to create and to apply training methods that are adjusted to the phases of a training
			ECH-U2.E.3.LO3	Attitude Appreciate the flow of a training
	TCH-U2.E.4	Plan to teach a module & Storyboard	ECH-U2.E.4.LO1	Knowledge Identify the three communication channels
			ECH-U2.E.4.LO2	Skills / Application Recognise the importance of sending congruent messages
			ECH-U2.E.4.LO3	Skills / Application Recognise the impact of body language
			ECH-U2.E.4.LO4	Skills / Application Be able to positively manage body language and voice control while presenting
			ECH-U2.E.4.LO5	Skills / Application Be able to use the three communication channels
			ECH-U2.E.4.LO6	Attitude Valueate trainer and topic-related competences for being an adult trainer
	TCH-U2.E.5	Manage a group - Handle difficult situation	ECH-U2.E.5.LO1	Knowledge Be aware of behaviours of a facilitative trainer
			ECH-U2.E.5.LO2	Knowledge List and describe types and levels of questions to challenge and involve the participants
			ECH-U2.E.5.LO3	Skills / Application Be able to involve adults in trainings (motivational strategies)
			ECH-U2.E.5.LO4	Skills / Application Be able to solve difficult situation with intervention
			ECH-U2.E.5.LO5	Skills / Application Be able to avoid difficult situation with prevention
			ECH-U2.E.5.LO6	Skills / Application Be able to show facilitative behaviour
			ECH-U2.E.5.LO7	Skills / Application Be able use prevention and intervention techniques
			ECH-U2.E.5.LO8	Attitude Appreciate that you are able to facilitate group dynamics
			ECH-U2.E.5.LO9	Attitude Appreciate that you are able to balance difficult situations

Table 2: Learning Outcomes “Train-The-Trainer”

3.2.3. Train-the-Training Course as Online training

Transferring the Train-the-Training Course (TTT course) from f2f to an online course does not need very many changes. The presentations will remain the same. The setting for the training will also remain, the trainer will now transfer the content via online videoconferencing tools like GoToMeeting or ZOOM (after having a contract with the provider!). The training style of the trainer needs to be different.

All exercises are transferred to Milanote, a virtual whiteboard and are available for future online TTT courses. However, based on the consortium's experience conducting a f2f course is always preferred.

4. PREPARATION LEARNER EVENT

4.1. Training logistics

Training logistics include every organisational task around preparing, conducting and post-processing a training. This means:

- Getting a training venue
 - Apply checklist “Selecting a venue”
 - Decide / negotiate the training venue
- Prepare training
 - Define a training session plan
 - Announce/invite participants
 - Inform participants on travel and transportation options
 - Organise field work facilities (if not available at the training venue)
 - Check your preparation (e.g. availability of training material, handouts, test material for haptic exercises)
- Prepare the training venue 1-2 hours before training start
 - Check your preparation (e.g. availability of training material, of flip chart, of flip chart pens, of pinboards or equivalents)
 - Organise the setting in the training rooms
 - Check the infrastructure (e.g. beamer/TV, lights, shadings, catering, refreshing rooms)
 - Make sure contact persons are available

Checklist “Selecting a venue”

What is needed for the training (e.g. field work facilities, break-out rooms for group work, required equipment, required catering for food and – mainly – for beverages, contact person)?

Checklist “Prepare an upcoming training”

What the organiser needs to prepare before the training (e.g. organise beverages, equipment like flipcharts, beamer and flipchart pens)?

Checklist “Prepare training room for training”

What the trainer needs to do before the training starts on the first training day? What need to be done in the following days (e.g. checking and in most cases adapting the room setting, checking facilities, preparing agenda, preparing group work and group working facilities, checking workshops, checking training material, checking internet connection for learning portal)?

4.2. Training venues and preparation

The consortium decided to conduct this training course in Budapest. It happened in HelloWood. The training dates were 18th – 22nd September 2023. The invitation was sent to all partners by end of June 2023.

4.3. Training materials

**ECQA Certified Training Programme
„Cultural Heritage Management“**

VI-TRAIN
Virtual TRAINing for traditional crafts

**TTT (1)
Adult Learning**

ECQA
European Certification & Qualification Association

ECQA Certified Training Material
Authors: VI-TRAIN Project team www.ecqa.org Version: 2023



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TTT (1) Folie 2

Key messages and objectives



- Key message:
 - Learning is a change in behaviour that leads to new skills, knowledge and attitudes.
 - Trainers need to understand how adults learn in order to apply appropriate training methods.

- Module objectives:
 - Know the key principles for training adults.
 - Learn about the basic concepts concerning learning intake styles.
 - Learn about the rhythm of learning.

 - Recognise that you have to adapt your training style to the adult learning style.
 - Be able to prepare your training with regard to the 1/3 to 2/3 relation between information phases and exercises.

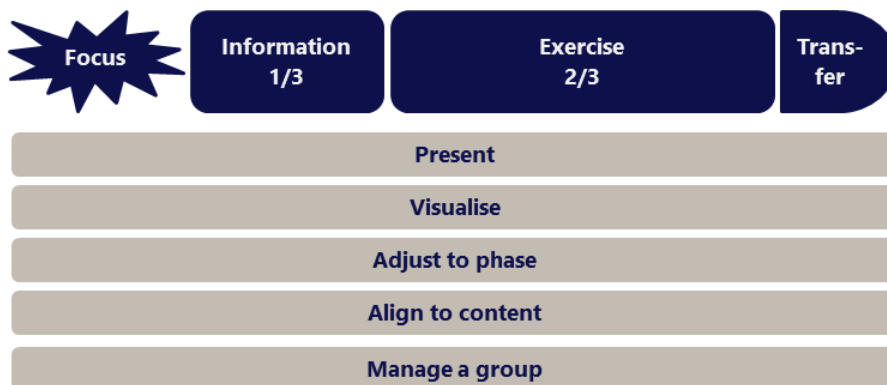


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TTT (1) Folie 3

Adult learning model



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TTT (1) Folie 4

Contents



1. Key principles of adult learning
2. Learning intake styles
3. Rhythm of learning



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TTT (1) Folie 5

Key principles of adult learning



- Adults learn best when...
 - there is a positive learning environment.
 - the topics are related to their own experience.
 - they recognise need and see the benefit.
 - they are actively involved in the learning process.
 - they see a measurable progress.
 - they repeat what they learn.



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TTT (1) Folie 6

Adults learn best when... (1/6)



- there is a positive learning environment.
 - Create an atmosphere of trust.
 - Create a positive learning environment:
 - Having fun when learning
 - Good atmosphere
 - Engage multi-sensory learning.
 - Show passion and excitement for the topic.
 - Be credible.
 - Prepare logistics well.
 - Take biological constraints into account like breaks, meals etc.



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TTT (1) Folie 7

Adults learn best when... (2/6)



- the topics are related to their own experience.
 - Ask for audiences experience.
 - Use practical exercises.
 - Reflect about how new information offers new ways to act.
 - Use inspiring real life stories.
 - Engage participants in experiential learning opportunities.
 - Start with example, then theory.
 - Increase knowledge transfer into daily business.
 - Give relevant tailor-made examples.



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TTT (1) Folie 8

Adults learn best when ... 3/6)

- they recognise need and see the benefit.
 - Focus the contents on aspects that are useful to the participants.
 - See and show personal benefits.
 - Help participants answer the question: What is in it for me?
 - Ask learners to set objectives and prioritise individually.
 - Ask for expectations and return to the expectations during and at the end of a training.
 - Give participants some minutes to silently reflect on the training day.
 - Ask participants for key learning.



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TTT (1) Folie 9

Adults learn best when...(4/6)

- they are actively involved in the learning process.
 - Establish a learning atmosphere by involving participants.
 - Connect theory and practice.
 - Encourage participation.
 - Remind the participants being responsible for their own learning process.
 - Use group dynamic effects:
 - Work in small groups.
 - Report out after exercises.
 - Use teach backs.

Supply the autonomous and self-directed qualities of the participants



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TTT (1) Folie 10

Adults learn best when ... (5/6)



- they see a measurable progress.
 - Define goals for your learning process.
 - Follow up on your goals.
 - Compare knowledge level before and after the training.
 - Have participants test knowledge and skill retention.
 - Evaluate learning outcomes.



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TTT (1) Folie 11

Adults learn best when ... (6/6)



- they repeat what they learn
 - Tell them what you tell them. Tell them. Tell them what you told them.
 - Offer your learners possibilities to repeat.
 - Combine the recaps with benefits and transfer to the future.
 - Use recap games.



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TTT (1) Folie 12

Contents



1. Key principles of adult learning
2. Learning intake styles
3. Rhythm of learning



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TTT (1) Folie 13

Learning intake styles



- People prefer to learn in three primary ways:

Auditory	Kinaesthetic	Visual
		
15%	25%	60%



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TTT (1) Folie 14

Auditory intake style

- Auditory learners take in information best by talking and listening:
 - Dialogue
 - Conversation
 - Lecture
 - Discussion
 - Questions and answers
- Techniques to optimise the auditory learning process:
 - Use catching stories and topic relevant examples
 - Avoid distractive noises
 - Manage voice
 - Encourage group discussions



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TTT (1) Folie 15

Kinaesthetic intake style

- Kinaesthetic learners learn effectively through touch and movement, and learn skills by imitation and practice:
 - Interactive training
 - Case studies
 - Hands-on-practice
- Techniques to optimise the kinaesthetic learning process:
 - Enable project work
 - Use learning game
 - Organise site visits
 - Offer role play
 - Change arrangement of seats often



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TTT (1) Folie 16

Visual intake style



- Visual learners learn best by seeing or representing things in a pictorial format:
 - Graphs/diagrams/models
 - Well structured pages
 - Colours to highlight keywords
 - Illustrated training material
 - Pictures/movies/icons
- Techniques to optimise the visual learning process:
 - Illustrate the spoken words on flip charts and pin boards
 - Place visuals on walls in training room
 - Use picturesque language (metaphors, analogies)



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TTT (1) Folie 17

Contents



1. Key principles
2. Learning intake styles
3. Rhythm of learning

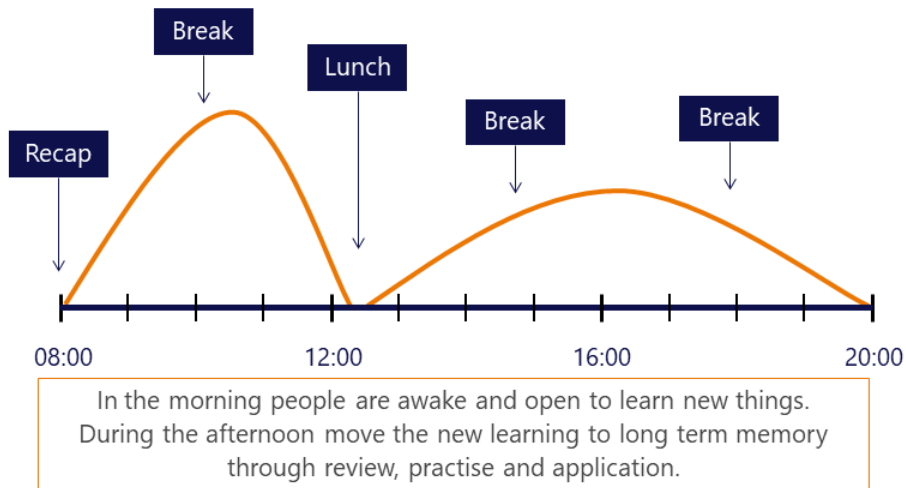


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TTT (1) Folie 18

Rhythm of learning over a day



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TTT (1) Folie 19

Rhythm of learning

- Learning unit



Alternate information and exercise phases within the training. The information phases should make up 1/3 and the exercise phases 2/3 of the total time

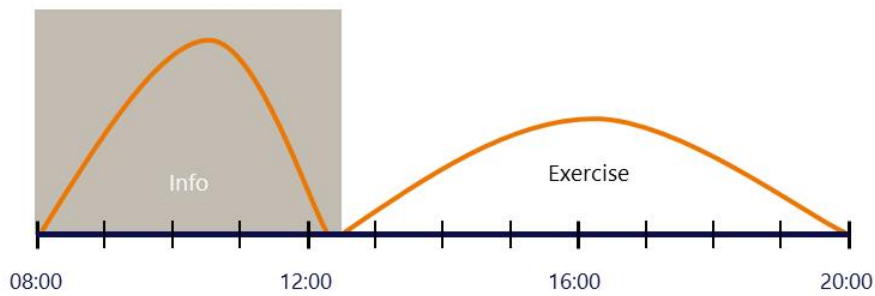


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TTT (1) Folie 20

Morning session



The morning phase is a good time for offering new information to the participants.

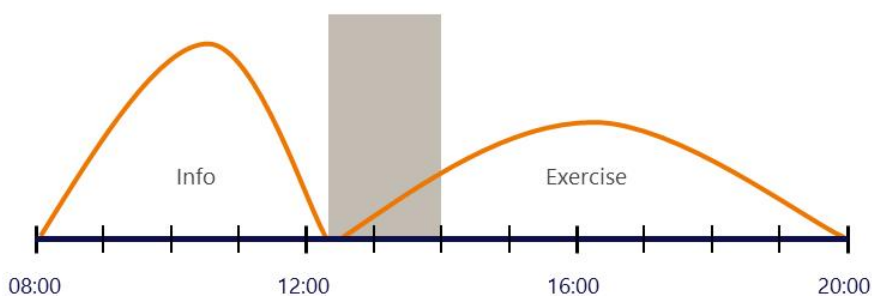


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TTT (1) Folie 21

After-lunch session



After lunch the energy is very low, use energising activities.

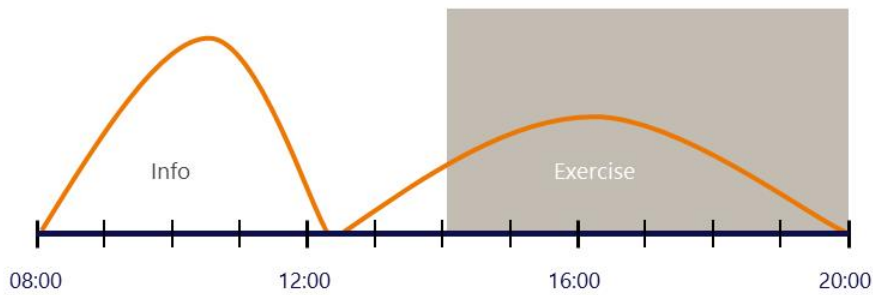


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TTT (1) Folie 22

Afternoon session



The afternoon is especially appropriate to do exercises.

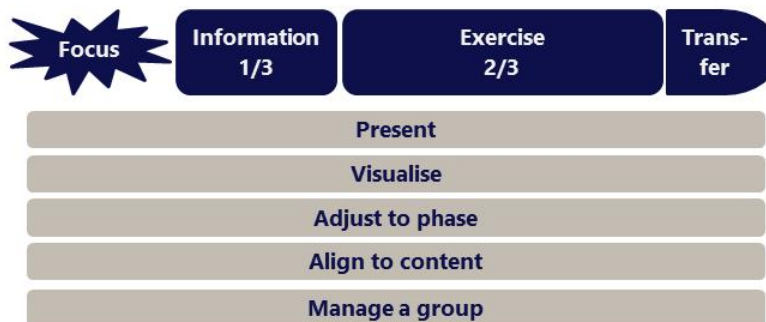


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TTT (1) Folie 23

Adult learning model



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TTT (1) Folie 24

Exercise - VAK dominance test (1/3)



- Objective:
 - Find out your personal preference for auditory, visual or kinaesthetic
 - Instructions:
 - Do this test quickly, choosing the first answer that comes to mind, or the one that occurs most often.
 - After the test, evaluate your personal preference:
 - For 1 4 7 10 13 16 19: (a)=V, (b)=A, (c)=K
 - For 2 5 8 11 14 17 20: (a)=A, (b)=K, (c)=V
 - For 3 6 9 12 15 18: (a)=K, (b)=V, (c)=A
 - Count up the number of each category to see to what extent each dominates your learning style.

Time:
20 min



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TTT (1) Folie 25

Exercise - VAK dominance test (2/3)



- | | |
|---|--|
| <p>1. When relaxing I prefer to:</p> <ul style="list-style-type: none"> a. read or watch television b. listen to radio or music c. play sport | <p>6. If I had to wait an hour for a bus I would most likely:</p> <ul style="list-style-type: none"> a. fidget, walk around b. watch people or the scenery c. talk to myself or talk to others |
| <p>2. When trying to remember people I tend to:</p> <ul style="list-style-type: none"> a. remember names but forget faces b. remember what I did with them c. remember faces but forget names | <p>7. To show sympathy I would most likely:</p> <ul style="list-style-type: none"> a. write a card to the person b. telephone the person c. visit the person |
| <p>3. When I am concentrating I get most distracted by:</p> <ul style="list-style-type: none"> a. people or things moving around b. untidiness c. Noise | <p>8. I try to spell a new or difficult word by:</p> <ul style="list-style-type: none"> a. sounding it out b. writing it to see how it feels c. writing it to see how it looks |
| <p>4. I learned most about traffic rules from:</p> <ul style="list-style-type: none"> a. the road code book b. what the driving instructor said c. the driving experience | <p>9. Of the arts I prefer to go to:</p> <ul style="list-style-type: none"> a. theatre – plays, opera, and dance b. art exhibitions c. music concerts |
| <p>5. I solve problems most easily by:</p> <ul style="list-style-type: none"> a. talking through possible solutions b. hands on experience c. writing and drawing out possible solutions | <p>10. When I get angry I tend to:</p> <ul style="list-style-type: none"> a. go quite and fume silently b. shout and yell c. Storm off, bang things |



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TTT (1) Folie 26

Exercise: VAK dominance test (2/3)



- | | |
|--|--|
| <p>11. In class I prefer :</p> <ul style="list-style-type: none"> a. lectures and discussions b. experiments and activities c. diagrams and pictures <p>12. In a video shop I am more likely to choose from:</p> <ul style="list-style-type: none"> a. action, adventure b. drama c. Music <p>13. To know what sort of mood someone is in I tend to :</p> <ul style="list-style-type: none"> a. look at their face b. listen to their voice c. notice their gestures <p>14. I prefer the humour:</p> <ul style="list-style-type: none"> a. comedian who talk b. slapstick action c. comics and cartoons <p>15. At a party I tend to spend most time:</p> <ul style="list-style-type: none"> a. circulating round or dancing b. watching what is happening c. talking and listening to others | <p>16. I prefer something explained by:</p> <ul style="list-style-type: none"> a. diagrams, pictures, maps, and graphs b. talk, lecture c. demonstration <p>17. In class I like it best when we are:</p> <ul style="list-style-type: none"> a. listening to the teacher talking b. moving round, doing things c. writing or doing worksheets <p>18. I learn skills best in sport when the coach:</p> <ul style="list-style-type: none"> a. demonstrates the skill b. explains the skill using the whiteboard c. talks about the skill <p>19. In the evening, at camp or on a trip, I would prefer to:</p> <ul style="list-style-type: none"> a. play cards b. tell jokes and listen to them c. play hacky sack (kick a ball around) <p>20. I would prefer my partner, or closest friend to like:</p> <ul style="list-style-type: none"> a. the same music as me b. the same sports or activities as me c. the same movies or TV shows as me. |
|--|--|



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Author



- Mag. Anna Langheiter / design.train.mastery /  Mind in Motion GmbH
- Master degree in Business Administration
- Anna is a training designer and trainer and offers training design and train-the-trainer classes.
- She trains soft skills (change management, project coaching, facilitation) as well as hard skills (process management, Lean Six Sigma).
- She offers team building and facilitation of meetings.
- Furthermore, Anna is a Certified Experiential Learning-Trainer, Certified Senior Process Manager (SPcM). She is accredited by Change first to deliver Change Management training, holder of the Belbin Team Role and a Kirkpatrick Bronze accreditation. Anna is certified in Mediation and Conflict Management and she is a certified GE Green Belt.



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- **IMC KREMS** (<https://www.english-heritage.org.uk>), Austria: Michael Reiner
- **Národný Trusť n.o.** (<https://www.nt.sk>), Slovakia: Michaela Kubikova
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- **Secretaria Geral da Presidência da República** (<https://www.presidencia.pt>), Portugal: Pedro Vaz
- **Universidad Del País Vasco/ Euskal Herriko Unibertsitatea** (<https://www.ehu.eus>), Spain: María Beatriz Plaza Incha



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TTT (2) Adjust to Phase



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TTT (1) Folie 2

Key messages and objectives

- Key messages:
 - Successful training methods are adjusted to the phases of a training.
- Module objectives:
 - » Know tools and techniques for the opener, information, exercise, and closure phase of a training.
 - » Appreciate the flow of a training.
 - » Be able to create and to apply training methods that are adjusted to the phases of a training.



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TTT (1) Folie 3

Overview

- Training phases



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TTT (1) Folie 4

Contents

1. Opener
2. Info
3. Exercise
 - Briefing
 - Exercise
 - Debriefing
4. Closure



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TTT (1) Folie 5

Open a training (1/3)



- Welcome the group.
- Give safety instructions.
- Support participants to get to know each other (e.g. name game)
- Establish an environment of trust.
- Present the agenda of the whole training.
- Ask about participants' expectations and experience.
- Establish ground rules.
- Give business context of training / opening speech of CEO
- Address company / personal issues and concerns, if relevant



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TTT (1) Folie 6

Open a training (2/3)



- Establish an environment of trust.
 - Trust can only grow in an environment of goodwill, respect, and willingness to work on the relationship with others.
 - Trusting others sets the basis for them trusting you.
 - Trust has to be constantly earned.
- The four elements of trustworthiness:
 - Be open
 - Be congruent
 - Be supportive
 - Be reliable



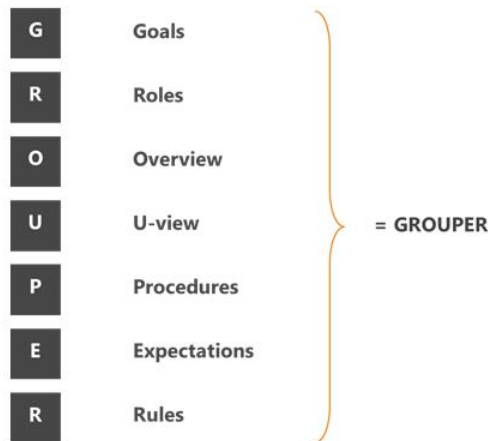
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TTT (1) Folie 7

Open a training (3/3)

- Use the Grouper model for starting the training:



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TTT (1) Folie 8

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TTT (3) Manage a Group



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TTT (1) Folie 2

Key messages and objectives

- Key messages:
 - A facilitative trainer enables participants to succeed in learning.
- Module objectives:
 - Know behaviours of a facilitative trainer.
 - Know types and levels of questions to challenge and involve the participants.
 - Know about motivational strategies.
 - Learn about intervention and prevention within difficult situations.
- Appreciate that you are able to facilitate group dynamics.
- Recognise that you are able to balance difficult situations.
- Be able to show facilitative behaviour.
- Be able use prevention and intervention techniques.

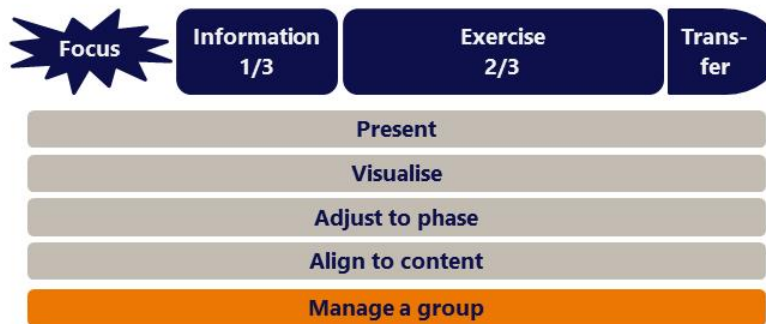


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TTT (1) Folie 3

Adult learning model



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TTT (1) Folie 4

Contents

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TTT (1) Folie 5

Role of facilitative trainer



- Facilitative training is used to ensure training sessions run well and achieve good learning results:
 - within the time available
 - involving all participants
 - drawing on the experience and the energy of the group.
- It focuses on creating a learning environment in which the participants can acquire knowledge by working together.
- It is a more supportive than a directive training style.



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TTT (1) Folie 6

Role of a facilitative trainer



- A facilitative trainer is neutral.
- Establish a learning environment.
- Enables participants to learn.
 - Helps the participants to focus energy on the process of learning.
 - Draws out experience of the group.
 - Encourages whole group to participate.
 - Adds value by using the appropriate tools and techniques at the appropriate time.
 - Makes sure that everyone has the chance to participate.
 - Ensures a periodical check on common understanding.
 - Ensures that time is managed effectively.

A facilitative trainer creates readiness for learning.



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TTT (1) Folie 7

Facilitating a training (1/4)



- Tools and techniques
 - Have structure, and keep it flexible.
 - Take care that your interactions are authentic and respectful, and that you place participants' interests first.
 - Control without dominating.
 - Trust the group.
 - Encourage communication and interaction.
 - Handle disruptive situations/behaviours first.
 - Use energizers and breaks.
 - Go with the flow.
 - Actively manage discussion to provoke debate, manage conflict and promote consensus.



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TTT (1) Folie 8

Facilitating a training (2/4)



- Trainers toolkit
 - Break into small groups
 - Be aware of group size
 - Know in advance, how to split the group
 - Facilitative tools
 - Ask questions
 - Use Boomerang
 - Brainstorming
 - Brainwalking
 - Anti-solution
 - Teach back



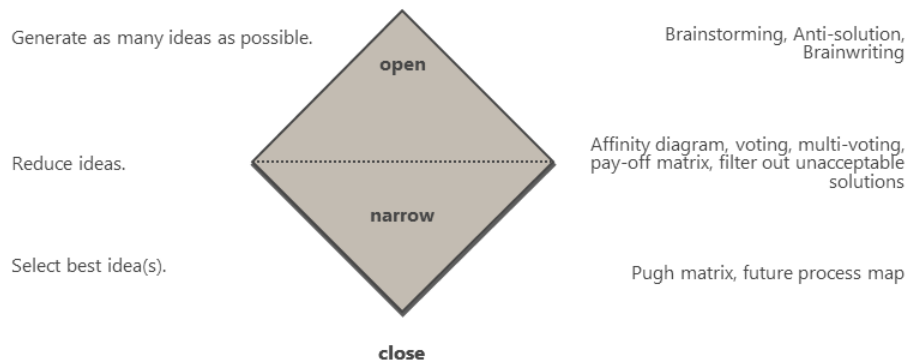
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TTT (1) Folie 9

Facilitating a training (3/4)

- Brainstorming process



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TTT (1) Folie 10

Facilitating a training (4/4)

- Brainstorming rules
- Ground rules for brainstorming:
 1. Collect as many ideas as possible.
 2. Do not discuss or evaluate the ideas.
 3. Allow enough time for the thinking process.
 4. Record ideas.
- Things to consider:
 - Number of people
 - Skill mix
 - Personality mix
 - Time
- Types of brainstorming:
 - Open versus silent
 - Structured versus unstructured



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TTT (1) Folie 11

Contents



1. Facilitate a training

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TTT (1) Folie 12

Asking questions (1/4)



- Functions
 - Cause attention
 - Give information
 - Start participants thinking (focuses discussion, stimulates reflection, encourages sharing of knowledge)
 - Bring to a conclusion
 - Get information
 - Get feedback
 - Involve people
- Process
 - Ask your question.
 - Pause to give participants time to think.
 - Listen to the answer.
 - Respond or ask other participants to comment on the answer.



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TTT (1) Folie 13

Asking questions (2/2)



- Tips and Tricks
 - Explain why you are asking certain questions. Participants need to understand the context of your question.
 - Do not risk embarrassing participants.
 - Pause after a question to give the participants time to think. If you do not get any response:
 - Wait some seconds
 - Try rephrasing your question
 - Ask more specifically
 - Consider language barriers
 - Consider directing the question at a particular participant



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TTT (1) Folie 14

Open and closed questions



- Open questions:
 - Often start with words like “what”, “why”, or “how”.
 - Expand conversation because participants can answer in a variety of ways.
 - Develop a conversation.
- Closed questions:
 - Require a binary answer such as “yes” or “no”.
 - Often start with words like “who”, “where”, “did”, or “do”.
 - Focus or narrow conversation because they can be answered with either a single word or a short phrase.
 - Are quick and easy to answer.



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TTT (1) Folie 15

Thought provoking questions

- Use questions to challenge your participants:
 - All? Always? Never?
 - Forces participants to stop overgeneralising.
 - Example: “Always? Is there ever a time when that isn’t the case?”
 - What specifically?
 - Forces participants to be more specific about the “what”
 - Example: “What specifically are you referring to?”
 - How specifically?
 - Forces participants to be more specific about the “how”
 - Example: “How specifically would you go about doing that?”
 - What would happen “if”?
 - Forces participants out of their assumptions and challenges them to look at other opinions for thinking and performing.
 - Example: “What would happen if we did this anyway?”



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TTT (1) Folie 16

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TTT (1) Folie 17

Motivational strategies (1/5)

- A facilitative trainer uses different motivational strategies:
 - Get in contact.
 - Manage expectations.
 - Use the power of the group.
 - Use energisers.
 - Reward contributions and celebrate success.



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TTT (1) Folie 18

Motivational strategies (2/5)

- **Get in contact:**
 - Call participants directly.
 - Ask open questions and give them lots of time to answer.
 - Use the power of active listening.
 - Show people that you care and support.
 - Tell stories.
 - Use quotes and motivational statements.

Manage expectations:

- What's in it for me?



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TTT (1) Folie 19

Motivational strategies (3/5)



- Use the power of the group:
 - Change the working mode (e.g. work in small groups).
 - The less you dominate the more participants will participate.
 - Sit down to take the attention away from yourself.
 - Ask participants to have a brief discussion with a neighbour to formulate questions or think of examples.



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TTT (1) Folie 20

Motivational strategies (4/5)



- Use energiser
 - Energiser have the power to engage the mind, stir up emotions, evoke responses, and captivate attention so that training objectives can be more effectively achieved.
- Energisers:
 - Activate participants.
 - Increase the energy in the group.
 - Are fun!
 - Do them together with the group whenever possible.
 - May be related to the topic of the next module.



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TTT (1) Folie 21

Motivational strategies (5/5)

- Reward and recognise contributions and celebrate success:
 - Recognise the participants as individuals and learn their names.
 - Appreciate contributions through using participants' actual words on flip charts.
 - Ask for participant's advice.
 - Recognise and reward every participation.
 - Help groups to see the positive results of what they have been doing.
 - Thank participants while and after the training session for their participation.



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TTT (1) Folie 22

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TTT (1) Folie 23

Prevention and intervention

- „An ounce of prevention is worth a pound of intervention.“



Prevention

This is performed before or during a training to prevent the training from getting off track.

Intervention

This is carried out during a training to help people get back on track.



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TTT (1) Folie 24

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TTT (1) Folie 25

Escalation phases



1. Awareness:
 - What exactly is the unproductive behaviour?
2. Interpretation :
 - What is the reason for it?
3. Planning:
 - What is the most appropriate action?
4. Intervention (use escalation ladder):
 - How and when should it start?

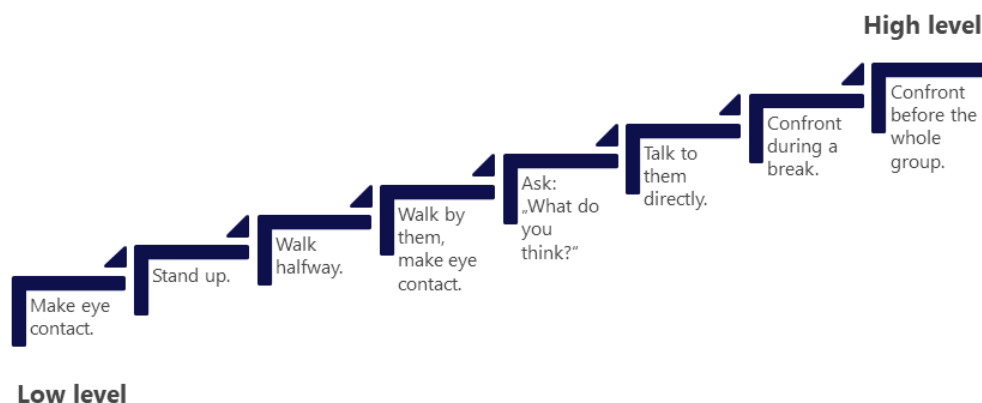


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TTT (1) Folie 26

Intervention: Escalation ladder



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TTT (1) Folie 27

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1. Facilitate a training

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TTT (1) Folie 28

Interventions to handle difficult situations (1/4)



	Description	Intervention
I. The silent group	<p>Passive and silent.</p> <p>Poor articulation or half answers.</p> <p>Agreeing all the time</p> <p>Low level of energy.</p>	<p>Call on people; address them directly.</p> <p>Break the team into smaller groups.</p> <p>Go around the table to get ideas.</p> <p>Use facilitation techniques (brain writing, dot voting).</p> <p>Make participants work.</p>
II. The silent participant	<p>Might be insecure, shy, nervous, bored, indifferent or tired.</p>	<p>Address directly and carefully, using open questions.</p> <p>Use facilitation techniques (brain writing, dot voting).</p> <p>Acknowledge contributions.</p>



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TTT (1) Folie 29

Interventions to handle difficult situations (2/4)

	Description	Intervention
III. The saving participant	Thinks to know what is best for the group. Acquires the responsibility for the group.	Acknowledge contributions. Collect ideas on flipchart. Identify related ideas. Resist premature decision-making.
IV. The dominating participant	Very active and dominant Tries to decide about processes.	Restate and focus on the goal. Follow the intervention model (escalation ladder). Acknowledge contributions. Ask others for reaction.
V. The interrupting Participant	Interferes with processes. Distracting Causes trouble and disturbance	Talk about how it makes the group feel. Refer to the agenda. Offer a productive task or activity. Follow the intervention model.



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TTT (1) Folie 30

Interventions to handle difficult situations (3/4)

	Description	Intervention
VI. The enraged participant	Angry Disaffected	Address root cause of anger. Emphasise common goals. Use humour to lighten the mood. Use conflict management tools. Take a break.
VII. The enforcing participant	Tries absolutely to impose own ideas on the group.	Remind team members of the ground rules (e.g., listening to one another, respect for individual views). Ask other team members how they feel about the point of contention. Put the issue into a "parking lot". Call a five-minute break and continue the discussion off-line.



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TTT (1) Folie 31

Interventions to handle difficult situations (4/4)

	Description	Intervention
VIII. The talkative participant	Talks a lot. Has a lot to contribute.	Try moving towards them, slowly, while continuing what you are saying. Split the group into sub-groups, with each talker in a separate group. Call on a team member next to the talkers. Call on one of the talkers with a question.
IX. The rambling participant	Does not come to the point. Very detailed statements Complicating explanations	Provide structure. Interrupt. Summarise comments concisely and move on.



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TTT (1) Folie 32

Manage difficult situations

- Tips and Tricks
 - Step between two participants
 - Stand behind participant and continue talking
 - Use humour
 - Ask for reasons
 - Ignore behaviour... but check group's perception
 - Mix groups up
 - Move people around
 - Build alliance with dominant person
 - Laptops/Mobiles
 - Have slots for emails, phone calls (longer breaks)
 - Read email / screen
 - Remove network cables
 - Room setup: make use of laptops impossible



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TTT (1) Folie 33

Key learning



- Know behaviours of a facilitative trainer.
 - Know types and levels of questions to challenge and involve the participants.
 - Know about motivational strategies.
 - Learn about intervention and prevention within difficult situations.
- Appreciate that you are able to facilitate group dynamics.
 - Recognise that you are able to balance difficult situations.
- Be able to show facilitative behaviour.
 - Be able use prevention and intervention techniques.



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TTT (1) Folie 34

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- She trains soft skills (change management, project coaching, facilitation) as well as hard skills (process management, Lean Six Sigma).
- She offers team building and facilitation of meetings.
- Furthermore, Anna is a Certified Experiential Learning-Trainer, Certified Senior Process Manager (SPcM). She is accredited by Change first to deliver Change Management training, holder of the Belbin Team Role and a Kirkpatrick Bronze accreditation. Anna is certified in Mediation and Conflict Management and she is a certified GE Green Belt.



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- **Asociación Española de Gestores de Patrimonio Cultural** (<https://aegpc.org/>), Spain: Ana Velasco Rebollo
- **Secretaria Geral da Presidência da República** (<https://www.presidencia.pt>), Portugal: Pedro Vaz
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TTT (1) Folie 36

Open a day



- Welcome participants.
- Get participants mentally in the room.
- Give an overview about the agenda and the contents of the day.
- Announce special events, e.g. guests.
- Review and recap learnings from the day before
- Give participants the chance to clarify and ask questions about the material already covered.
- Link content of the day to the overall training.



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TTT (1) Folie 9

Open a day



- Recaps are a critical element in effective learning
 - long-term retention is improved
 - It is obvious if material is / in not understood.
- Recaps can take many forms and is not limited to the day of learning.
- Examples:
 - Ask recap questions.
 - Roulette – different versions
 - Quiz
 - Without vowels
 - Letter salad
 - Chopped flipcharts



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TTT (1) Folie 10

Open a module



- Link to prior training sessions and bridge into the new module.
- Present key messages and objectives.
- Explain “what” is the new topic and “why” it is important. (“what” and “why” bridges)
- Give an overview.
- Ask for existing knowledge.
- Introduce topic creatively to get the group’s attention.






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TTT (1) Folie 11

Open a module



- Key messages
 - are the main messages to be communicated during the training
- Objectives of the training modules:
 -  • Head → Cognition / Knowledge:
What participants should understand and learn
 -  • Heart → Mental attitude / Passion:
What participants should change in their beliefs, mindset and habits
 -  • Hand → Skills / Capability:
What participants should be able to apply



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TTT (1) Folie 12

Open a module



- Opener
- Introduce topic creatively to get the group's attention:
 - Question/teaser
 - Quotation
 - Game
 - (Personal) Story
 - Music
 - Video clip/picture
 - Observation
 - Joke
 - Exercise
 - Controversial statement



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TTT (1) Folie 13

Contents



1. Opener
2. Info
3. Exercise
 - Briefing
 - Exercise
 - Debriefing
4. Closure



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TTT (1) Folie 14

Transfer information



Lecture	<ul style="list-style-type: none"> ▪ Present contents in a unidirectional way without encouraging active participation. ▪ Limit the time of your lecture to 10 to 15 minutes.
Interactive lecture	<ul style="list-style-type: none"> ▪ Present contents in a dialogical way which encourages learners to participate. ▪ Use the flip chart or the pin board. ▪ Interactive lectures prolong participants' attention span.
Visual aid	<ul style="list-style-type: none"> ▪ Show pictures, a movie or animation sequence.
Demonstration	<ul style="list-style-type: none"> ▪ Explain how to use or apply specific materials, tools or programmes by live demonstration.
Project presentations	<ul style="list-style-type: none"> ▪ A participant proactively relates the training contents to his/her own project. ▪ Provides participants the possibility to connect new contents with previous experience.
Example	<ul style="list-style-type: none"> ▪ Hold the attention by using examples.
Case study	<ul style="list-style-type: none"> ▪ Provide stories, authentic case examples, which serve to illustrate a specific content. ▪ It provides learners with opportunities to connect new knowledge with real-world impressions and memories.



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TTT (1) Folie 15

Transfer information



Teach back	<ul style="list-style-type: none"> Ask participants to repeat in their own words what they have been learning. Check participants understanding.
Questions	<ul style="list-style-type: none"> Ask the group questions to keep them alert and thinking.
Site visit	<ul style="list-style-type: none"> Organise site visits. Participants report out what they have seen and relate insights to their own business situation.
Simulation or role play	<ul style="list-style-type: none"> Allow to recreate an aspect of real-life settings and accordingly increase the authenticity of a learning experience. The participants take part in an activity which simulates an aspect of a real-world setting and which is characterised by given rules and participant roles.
Discussion	<ul style="list-style-type: none"> Engage the participants in a discussion. Include an interchange of arguments. Discussions can be an effective learning form for contents where different viewpoints can be taken.



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TTT (1) Folie 16

Contents



1. Opener
2. Info
3. Exercise
 - Briefing
 - Exercise
 - Debriefing
4. Closure



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TTT (1) Folie 17

Tools and techniques for the briefing phase



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TTT (1) Folie 18

Contents

1. Opener
2. Info
3. Exercise
 - Briefing
 - **Exercise**
 - Debriefing
4. Closure



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TTT (1) Folie 19

Tools and techniques for the exercise phase

Check status, give assistance and be available.

Manage group dynamics.

Keep an eye on the time.

Prepare for debrief



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TTT (1) Folie 20

Contents

1. Opener
2. Info
3. Exercise
 - Briefing
 - Exercise
 - **Debriefing**
4. Closure



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TTT (1) Folie 21

Tools and techniques for the briefing phase



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TTT (1) Folie 22

Contents

1. Opener
2. Info
3. Exercise
 - Briefing
 - Exercise
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4. Closure



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TTT (1) Folie 23

Close a module



- Give participants the chance to clarify and ask questions about the material covered.
- Review and capture key learnings.
- Summarise and repeat.
- Revisit objectives.
- Link to the next module.



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TTT (1) Folie 24

Close a day



- Summarise day or training.
- Reiterate key points.
- Highlight conclusions from group.
- Ask if there are any questions.
- Do Plus/Delta for the day.



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TTT (1) Folie 25

Close a training



- Go back to the participants' expectations.
- Revisit objectives.
- Review the "Parking Lot".
- Announce, explain and document next steps, dates and actions.
- Use the feedback sheet to collect feedback from the participants.
- Distribute contact list.
- Thank participants for their contribution.



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TTT (1) Folie 26

Close a training or a day



- Plus and delta

+	Δ
What went well	What can be improved

Plus/Delta

- is a simple technique enabling everyone to consider
 - the pluses - what went well
 - the deltas -what you would like to see improved.

Smiley scale

- Three face symbols for happy – neutral – unhappy
- Allow the participants to give immediate, non-verbal feedback on their competency and understanding level after a training session by putting dots in the appropriate column.






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TTT (1) Folie 27

Key learning



-  • Know tools and techniques for the opener, information, exercise and closure phase of a training.
-  • Appreciate the flow of a training.
-  • Be able to create and to apply training methods that are adjusted to the phases of a training.



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TTT (1) Folie 28

Author



- Mag. Anna Langheiter / design.train.mastery /  Mind in Motion GmbH
- Master degree in Business Administration
- Anna is a training designer and trainer and offers training design and train-the-trainer classes.
- She trains soft skills (change management, project coaching, facilitation) as well as hard skills (process management, Lean Six Sigma).
- She offers team building and facilitation of meetings.
- Furthermore, Anna is a Certified Experiential Learning-Trainer, Certified Senior Process Manager (SPcM). She is accredited by Change first to deliver Change Management training, holder of the Belbin Team Role and a Kirkpatrick Bronze accreditation. Anna is certified in Mediation and Conflict Management and she is a certified GE Green Belt.



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TTT (1) Folie 29

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TTT (1) Folie 30

**ECQA Certified Training Programme
„Cultural Heritage Management“**



**TTT (4)
Present**



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TTT (1) Folie 2

Key messages and objectives



- Key messages:
 - In order to ensure the success of a presentation it is important to be aware to the three communication channels words, voice and body language.
- Module objectives:
 -  • Know about the three communication channels.
 -  • Recognise the importance of sending congruent messages.
 -  • Be able to positively manage body language and voice control while presenting.



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TTT (1) Folie 3

Adult learning model



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TTT (1) Folie 4

Presentation techniques

- Communication channels
 - There are three communication channels and they differ in their importance:
 - Words
 - Voice
 - Body language
 - Words account only for a very small amount of impact, whereas body language has a large contribution to the communication.

Make sure that the message you are sending via these three communication channels is always congruent to avoid confusing participants



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TTT (1) Folie 5

Contents

1. Words
2. Voice
3. Body language
4. Confidence
5. Audience management
6. Material
7. Tips and tricks



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TTT (1) Folie 6

Words

- Be concise.
- Use correct grammar.
- Adapt styles of speech to audience.
- Use pauses.
- Expand your vocabulary.
- Avoid distracting words.
- Use language everybody understands.
- Be aware of cultural differences.



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TTT (1) Folie 7

Wording

- Dos:
 - „There is a chance to learn something helpful/useful...“
 - „There will be no wrong answers...“
- Don'ts:
 - „This will be difficult ...“
 - „You may find it boring...“
 - „I am new to this material...“
 - „I don't think this will work...“

It is your mind that creates reality (Buddha)



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TTT (1) Folie 8

Contents



1. Words
2. Voice
3. Body language
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5. Audience management
6. Material
7. Tips and tricks



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TTT (1) Folie 9

Voice control



- Modulate your voice.
- Control the volume of your voice.
- Be aware of speed and rhythm.
- Use silence.

The sound of your voice can help you convey your message to your audience



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TTT (1) Folie 10

Contents



1. Words
2. Voice
3. Body language
4. Confidence
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7. Tips and tricks



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TTT (1) Folie 11

Body language



- Body language decides to a large extent on the quality of our communication.
- Interpreting body language depends on the situation, the culture, the relationship we have with the person.
- Various body language signs can complement each other to make a particular meaning very clear or strengthen the meaning of what we communicate.



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TTT (1) Folie 12

Elements of body language (1/3)

- Eye contact and facial expressions
- Eye contact:
 - Helps to regulate the flow of communication.
 - Signals interest in others and increases the speaker's credibility.
 - Opens the flow of communication and convey interest, concern, and credibility.
 - Make eye contact with everyone, do not concentrate on one person.
- Facial expressions:
 - Use expressive face to emphasise.
 - Smiling is a powerful cue that transmits happiness, friendliness, and warmth.
 - If you smile frequently you will be perceived as more likeable and approachable.



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TTT (1) Folie 13

Elements of body language (2/3)

- Gestures and movement
- Gestures:
 - Use physical gestures to support statements.
 - Keep gestures simple and natural.
 - Use your hands to support your message.
 - Avoid putting in your hands into your pockets.
 - Don't cross your arms.
- Movement:
 - Movement helps the presenter to maintain contact with the audience.
 - Keep body movement quiet and natural.
 - Don't shift your weight from foot to foot.
 - Avoid nervous mannerisms.



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TTT (1) Folie 14

Elements of body language (3/3)

- Posture and body orientation
- Posture and body orientation:
 - You communicate numerous messages by the way you talk, move and stand.
 - Standing in a relaxed way and leaning forward communicates that you are approachable and receptive.
 - Do not speak with your back turned to the audience.
 - Looking at the floor communicates disinterest.

Your body points where your mind wants to go



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TTT (1) Folie 15

Contents

1. Words
2. Voice
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TTT (1) Folie 16

Confidence



- Know the first 3 sentences by heart.
- Know your stuff.
- Rehearse several times.
- Use oak tree approach (imagine you are an oak tree with deep roots)
- Stand upright/ tension.
- Know your audience / have a friend in the audience.
- Look at people, use eye contact, smile, nod.
- Be there early.
- Get in touch with people.
- Involve participants.
- Use comfort blanket.
- Reassure yourself: “I am glad that I am here. I am glad that you are here. I know what I am talking about!”



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TTT (1) Folie 17

Contents



1. Words
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3. Body language
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TTT (1) Folie 18

Audience management



- Know your audience.
- Check initial understanding of audience.
- Involve everyone.
- Manage difficult behaviours.
- Use right speed for content and audience.
- Use energisers and breaks.
- Ask questions to activate.



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TTT (1) Folie 19

Contents



1. Words
2. Voice
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TTT (1) Folie 20

Material



- Prepare the room set up.
- Use prompts.
- Use pin board, flip chart, etc.
- Use half prepared media.
- Structure the modules in terms of time.



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TTT (1) Folie 21

Contents



1. Words
2. Voice
3. Body language
4. Confidence
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6. Material
7. Tips and tricks



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TTT (1) Folie 22

Tips and tricks (1/2)



- Touch, turn, talk
 - Touch and write on flip chart.
 - Turn around to the audience.
 - Talk and look at the audience.
- Use flip chart to capture key learnings after each exercise.
- If you want to improve a presentation technique, put a post-it or dot somewhere to remind you to do it.
- Use pens that write (and bin the others).
- Use boomerang and give time to answer.
- Put headers on flips.
- Use moderation cards to prepare: Front side with text for participants, back side for info for trainers and for your preparation.
- Tear post-its from the side.
- First explain concept, then name it.



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TTT (1) Folie 23

Tips and tricks (2/2)



- Use the power and the wisdom of the group: delegate wherever you can.
- Go slow to go fast: take time at the beginning, it will pay off later.
- Put prepared cards on table/chair behind pin board.
- Label your prepared flips to find them easily.
- Put masking tape on flip before tearing it down and lift sheet high to tear it down.
- Use pin to perforate paper.
- Take pictures of the training in correct order during the day.
- Trainers
 - Are the contact to the hotel: be nice to them and they will be nice to you.
 - are no babysitters (food, room, car park, transfer, timing): give responsibility back to participants.
 - Trainers take care of themselves
 - A break is a break. Do not have participants ask topic related questions.
 - They do not have to join a group after training.






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TTT (1) Folie 24

Key learning



-  • Know about the three communication channels.
-  • Recognise the importance of sending congruent messages.
 - Recognise the impact of body language.
-  • Be able to positively manage body language and voice control while presenting.




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TTT (1) Folie 25

Author



- Mag. Anna Langheiter / design.train.mastery /  Mind in Motion GmbH
- Master degree in Business Administration
- Anna is a training designer and trainer and offers training design and train-the-trainer classes.
- She trains soft skills (change management, project coaching, facilitation) as well as hard skills (process management, Lean Six Sigma).
- She offers team building and facilitation of meetings.
- Furthermore, Anna is a Certified Experiential Learning-Trainer, Certified Senior Process Manager (SPcM). She is accredited by Change first to deliver Change Management training, holder of the Belbin Team Role and a Kirkpatrick Bronze accreditation. Anna is certified in Mediation and Conflict Management and she is a certified GE Green Belt.



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TTT (1) Folie 27

5. ASSESSMENT OF THE SELECTED APPROACH

5.1. Selection of trainers

- In the partner organisations we had a high coverage of trainers within the organisation.
- For future projects the consortium has to extend the group of trainers outside of the partner organisations
- Certificates: 16 certificates were issued.

5.2. Lack of experience experts with training experience

- Most craftsperson who are highly experienced and skilled usually are not willing able and/or feel safe enough to train others.
- Experienced trainers have a lack of the essential knowledge about the technical and crafting background and therefore are not suitable to train others.
- Another factor is the overall situation for traditional crafts. The more crafts are endangered or dying the more difficult it is to find experienced craftsperson for conducting training courses.

6. CONCLUSIONS

6.1. Summary of achievements

The consortium conducted a Train-the-Trainer (TTT) course because developing training courses without educating also trainers is not sustainable. During the project the consortium issued 16 ECQA certificates. However, the source for trainer within the consortium is limited after three EU projects for training development.

The participants have benefitted from the TTT course, also for situations outside training situations. VI-TRAIN-Crafts therefore ensured that the European Heritage Academy have basis for running the developed training courses regularly. However, the full European coverage is still not feasible with the existing trainers. The consortium will intensify the activities to find and educate further trainers.

6.2. Contact to the Coordinator's Data Protect Officer

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