

October 2023

# Femme Forward

The Femme Forward project trains and supports women from diverse backgrounds to kickstart either their digital careers or to create startups with a special focus on migrants and refugees whose qualifications are not recognized in the EU.

## Deliverable 3.2

### Train-the-trainer support (TtT)

# About Femme Forward

## Project overview

Femme Forward - Fast-tracking women into new tech careers and supporting successful female-led start-ups - is a two-year transnational project funded under the Erasmus+ Program.

Through an innovative and comprehensive training program, women with various backgrounds will be empowered to either start a career in tech or employ their experience and knowledge to set up a tech start-up.

Femme Forward will identify, develop and pilot high-quality digital education content that will tackle the current gender gap in the digital economy, enabling at least 500 women to start on the track to tech employment or entrepreneurship.

Femme Forward will offer an extensive selection of high-quality trainings, available in multiple languages. The platform [femmeforward.eu](https://femmeforward.eu) serves as a gateway to the trainings provided in eight European countries.

## Project Partners

The Femme Forward consortium is composed of 14 partners led by SIMPLON.co bringing together key industry, technology and education stakeholders in Europe.

## Full partners

1. SIMPLON.CO (France)
2. TOP-IX (Italy)
3. ENGIM PIEMONTE (Italy)
4. Tech and Teach gGmbH (Germany)
5. BeCode (Belgium)
6. Big Blue Data Academy (Greece)
7. CYPRUS COMPUTER SOCIETY (Cyprus)
8. Simplon Romania (Asociatia ETIC) (Romania)
9. Le Techspace (Belgium)
10. HOCHSCHULE HANNOVER (Germany)
11. Factoria F5 (Spain)

**Associated partners**

1. AMAZON WEB SERVICES EMEA SARL
2. RANDSTAD NEDERLAND BV
3. FUJITSU SERVICES LTD
4. DIGITALEUROPE AISBL

**Subcontractors**

1. Schuman SA

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**Disclosure statement**

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## 1. Introduction

We are pleased to introduce the Train-the-trainer support for the Femme Forward project, a collaborative effort among all consortium partners. Our team has worked closely with potential female users to ensure that this approach aligns with the needs and expectations of the target audience.

From the initial planning phase to the final launch, every step of the process has been informed by the insights and feedback from the whole consortium. We have taken a user-centric approach, ensuring the support to help identify candidates who are positioned to succeed with the program.

We are proud to say that our “train the trainer” concept is the result of the hard work and dedication of a diverse group of individuals, all of whom have worked together to bring this project to life.

We believe that this support is a significant step forward in our mission to provide technical training to women across Europe. However, we recognize that there is always room for improvement, and we are committed to ongoing iteration and evolution.

Moving forward, we will continue to work closely with our stakeholders to gather feedback, analyze data, and identify areas for improvement. We are excited to see how our project evolves over time and look forward to sharing future updates with our community.

The main goal of the Train-the-Trainer program is to equip trainers and educators with the necessary skills, techniques, and knowledge to effectively impart knowledge and skills to others. This aims to enhance the quality of training and educational programs by ensuring that trainers teach professionally and efficiently in various learning environments. This includes the ability to understand learning objectives and tailor content to the participants' needs.

Trainer competencies crucial for achieving this objective include subject matter expertise, course development, utilization of trainer tools, academic work, collecting experiences and examples for practical application, feedback and evaluation, understanding of learning psychology, methodological competence, social competence, group process management, and effective communication. These competencies are vital to ensure that trainers can deliver high-quality training and development programs by adapting content to participants' needs and creating effective learning environments.

In closing, we would like to express our gratitude to everyone involved in the development of the tool. We could not have done it without your support, and we are excited to continue collaborating with you in the future.

## **1.1 Roles in the Work Package**

As mentioned before, the TtT has been a collaborative effort between many consortium partners involved. Hochschule Hannover is the Task leader of Deliverable 3.2 and is in charge of overseeing the work. This entails managing the completion of the task, obtaining feedback from various stakeholders involved, defining requirements, developing the program as well as performing quality assurance.

In addition to Hochschule Hannover's role, Simplon.co and Amazon Web Services have contributed to the program by providing first test users and development capabilities. Lastly, the rest of the consortium acted as a valuable point of reference for feedback.

## **1.2 Personas and Target Audience**

When scoping Train the trainer, the project team identified different personas that shall be targeted.

**Persona 1:** Trainers that are envisaged for the "Future Tech Careers" track

As one of two training tracks within the Femme Forward project, "Future Tech Careers" imparts technically demanding hard skills covering foundations of information technology and cloud computing. Thus, there are high expectations concerning the trainers' professional background.

Required skills comprise

- an AWS SysOps Administrator (Associate certification or AWS Solution Architect) Associate Certification that is active through the duration of instruction. AWS Professional level certifications in Solution Architect or DevOps are also accepted. No other certifications (AWS or others) are considered equivalent and satisfying those requirements.
- one year of experience in teaching technical IT content covering at least three of the five areas mentioned below:
  - oLinux Operating System
  - oScripting languages such as Shell and Python
  - oNetworking and Security concepts
  - oRelational Databases
  - oDevOps Concept and Processes
- Familiarity with Microsoft Office (Excel, Word & PowerPoint)

Optional skills comprise:

- Enterprise workload experience on cloud services
- Experience teaching cloud computing content to enterprise customers
- CompTia / Cisco certifications
- Teaching Technical content to a non-technical audience
- A minimum of 2 years' experience teaching and/or working closely with unemployed or underemployed individuals.

**Persona 2:** Trainers that are envisaged for the "Start-up Founders" track

The Future Start-up Founders programme aims to empower participants to bring their tech start-up from a venture to life. The programme covers key principles for innovation, such as identifying market opportunities, developing a minimum viable product, and securing funding from investors.

This track covers basic and advanced modules in soft skills such as problem-solving, project management, and agile methodologies. Personal and career planning and development are also part of the program content. Therefore, trainers rather have a non-technical background and a proven previous experience in business administration, controlling, financial planning, marketing, and agile project management.

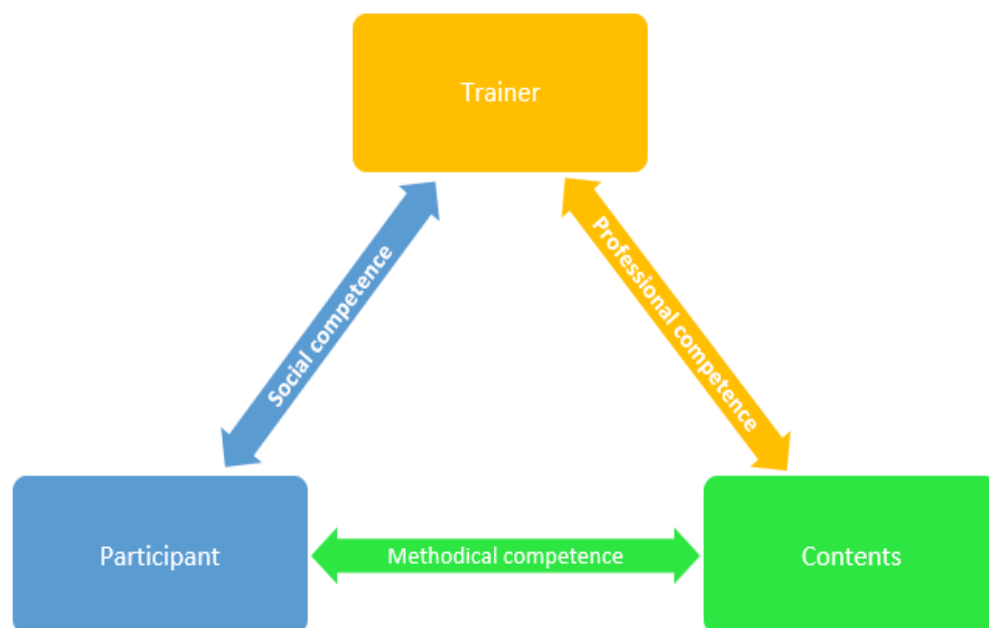
For both target groups, represented by Persona 1 and Persona 2, this deliverable describes aspects that can be addressed in order to enhance the trainer-learner-communication and eventually the learning outcome. The organisations involved in the Femme Forward project are called on to pick up those aspects that are relevant to their respective training courses and their candidate trainers and implement appropriate support, if necessary.



## 2. Goals of Train the Trainer (TtT)

Train the Trainer (TtT) is an educational concept aimed at equipping trainers and instructors with the necessary skills, techniques, and knowledge to effectively transfer knowledge and skills to others. The main objective of 'Train the Trainer' is to enhance the quality of training and educational programs by preparing trainers to teach professionally and efficiently in various learning environments.

The basic idea behind 'Train the Trainer' is that a well-trained trainer should be capable of optimally motivating, engaging, and educating the participants of a training session. This includes understanding the learning objectives and tailoring the content to meet the participants' needs. The Train-the-Trainer approach specifically focuses on training in modern methods for successful facilitation of educational sessions. Existing trainers or employees are further educated in both methodology and strategy, as well as pedagogy.



*Figure 1: The three most important trainer competencies*

What are the most important trainer competencies? Figure 1 illustrates key trainer competencies in three main categories:

1. Professional Competence: The trainer's subject matter expertise

2. Methodological Competence: The ability to apply effective teaching methods
3. Social Competence: Interpersonal skills for a positive learning environment

These three categories are essential for a successful trainer who can effectively convey knowledge.

### **3. Professional competence**

The seminar leader is familiar with the subject matter. He is an expert, possesses in-depth knowledge, and keeps his knowledge up to date. This forms the solid foundation of every seminar. Without expertise, the seminar leader does not convey confidence. The trainer should always have more subject knowledge than the participants. Typical aspects in this regard are:

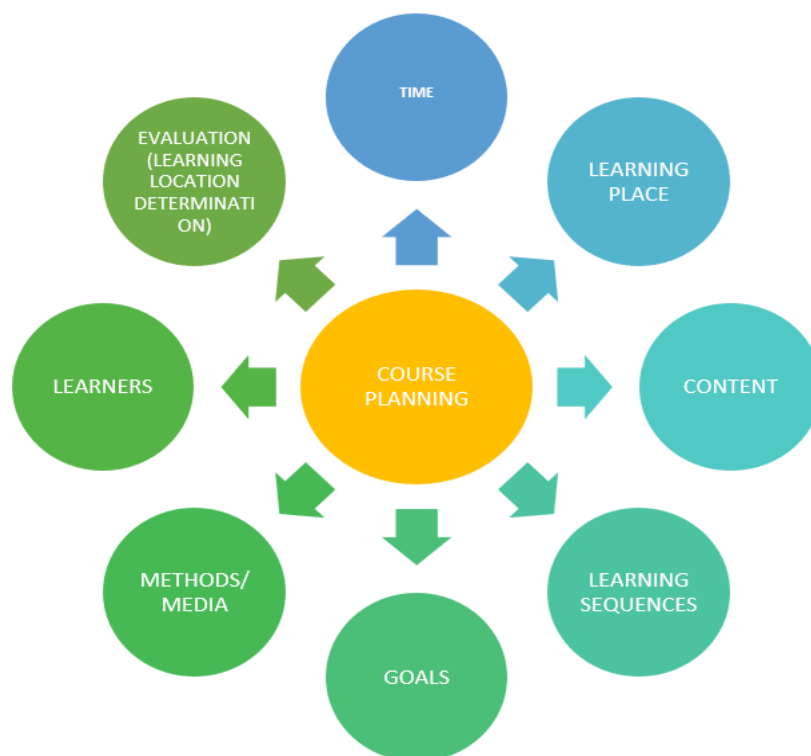
- Course development (planning the teaching-learning process): Trainers learn to create and adapt course content to meet training needs.
- Familiarization with and application of trainer tools.
- Academic work.
- Gathering experience and examples for practical application.
- Feedback and Evaluation: The ability to provide constructive feedback and assess the performance of participants is an important aspect of TtT.
- Learning Psychology: Understanding the fundamentals of learning psychology helps trainers select the best approaches for knowledge transfer.

#### **3.1 Planning the teaching-learning process**

One of the key responsibilities of educators is course planning in education. Thorough course planning helps to facilitate its implementation. In order to

design course planning properly and effectively, various elements need to be considered in teaching and learning arrangements.

Figure 2 outlines the essential elements of the seminar cycle. These elements are essential for course planning because they define the fundamental aspects and factors that need to be considered to develop a successful course:



*Figure 2: The most important elements for course planning*

- **Time:** Time planning is crucial to determine how long the course will last and how the learning content will be distributed over that period.
- **Learning Place:** The learning place determines the environment where the course takes place, whether it's a physical location or a virtual platform.
- **Content:** The course content specifies what participants will learn in the course, defining the topics and materials covered.
- **Learning Sequences:** Learning sequences indicate the order in which learning content is presented and delivered.
- **Goals:** Learning objectives define what participants should achieve by the end of the course and serve as a measure of course success.

- **Methods/Media:** The chosen methods and media determine how the course is taught, including lectures, group work, multimedia materials, etc.
- **Learners:** Considering the learners' needs, abilities, and prerequisites is essential to tailor the course to their requirements.
- **Evaluation (Learning Location Determination):** Evaluation is used to assess participants' progress and ensure that learning objectives are met. "Learning Location Determination" refers to choosing a suitable location for examinations or assessments (for online teachings). Evaluations also encompasses to ask the participants how they felt and learned during the whole course and what can even be improved.

All above elements are central to course planning as they ensure that the course is well-structured, effective, and tailored to the learners' needs. "Course planning" in the center of the diagram indicates that all these factors are interconnected and collectively make up the curriculum.

Figure 3 provides an example of course planning in the context of the "Future Tech Careers" track of the Femme Forward project.

Time	7.5 hours in classes of 90 min + breaks including one-hour lunch break at 12
learning location	Hochschule Hannover, on campus Kleefeld
content	Foundations of cloud computing
goals	understand main principles of information science; master the use of the cloud; be enthusiastic about work with clouds
methods/media	Powerpoint presentation; interactive approach

learners	15-30 participants (not tech-savy, English spoken, enthusiasm for cloud computing, diverse learning and culture backgrounds)
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*Figure 3: Example for the most important elements for course planning*

## 3.2 Applying Trainer Tools

The quality of presenting and conveying information plays a significant role in the realm of learning and professional development. The role of trainers is not limited to imparting knowledge alone; their responsibilities also encompass inspiring and motivating course participants to engage in elective learning and persevere. It is crucial for trainers to possess and effectively utilize trainer tools and strategic aids. Various tools are available to assist in this regard. They can range from traditional tools like whiteboards and projectors to advanced digital platforms like Learning Management Systems (LMS), Virtual Reality (VR) environments, and Artificial Intelligence (AI)-based tutoring systems. The choice of tools depends on the training objectives, the complexity of the subject matter, the learners' preferences, and the available resources.

In the context of IT training, digital tools have become increasingly important due to the technical nature of the subject matter and the need for hands-on practice. Some commonly used digital tools:

- **Learning Management Systems (LMS):** Platforms like Moodle, Blackboard, and Canvas allow trainers to organize course materials, assignments, tests, and discussions in one place. They also provide features for tracking learners' progress and performance.
- **Virtual Labs:** Tools like Cisco Packet Tracer and GNS3 provide simulated environments where learners can practice IT skills without the need for physical equipment.
- **Screen Sharing and Remote Access Tools:** Tools like TeamViewer and Zoom's screen sharing feature allow trainers to demonstrate procedures and troubleshoot learners' issues in real-time.
- **Interactive Whiteboards:** These tools enable trainers to present information visually and interactively, enhancing learners' understanding of complex concepts.
- **AI-Based Tutoring Systems:** These systems use AI algorithms to provide personalized learning experiences, identify learners' weaknesses, and adapt the training content accordingly.

While having access to various trainer tools is beneficial, their effective use is what truly enhances the training experience. Trainers need to strategically integrate these tools into their teaching practices. Here are some strategies:

- **Align Tools with Learning Objectives:** The choice of tools should align with the learning objectives. For instance, if the objective is to teach network configuration, a virtual lab would be more appropriate than an interactive whiteboard.
- **Consider Learners' Needs and Preferences:** Trainers should consider factors like learners' technological literacy, learning styles, and preferences when choosing tools.
- **Provide Support and Guidance:** Trainers should provide clear instructions on how to use the tools and be ready to offer technical support if needed.
- **Encourage Active Learning:** Tools should be used to promote active learning – encouraging learners to apply what they've learned, solve problems, and engage in discussions.
- **Evaluate and Adapt:** Trainers should regularly evaluate the effectiveness of the tools in achieving learning outcomes and be ready to adapt their toolset as needed.

In conclusion, trainer tools are essential for effective IT training. However, it's not just about having the most advanced tools but knowing how to use them strategically to enhance learning outcomes.

### **3.3 Academic work**

"Academic work" in this context refers to the application of scientific principles, methods, and standards to effectively design and optimize trainer training. This means that when designing and implementing training programs for trainers, scientific principles and best practices are taken into account.

Below are some aspects of how academic work can be applied in the "Train the Trainer" domain:

- **Theories and Concepts:** Integration of scientific theories and concepts from relevant fields such as educational sciences, psychology, and pedagogy to establish and structure the training program.
- **Needs Analysis:** Conducting needs analyses based on scientific foundations to determine the specific learning objectives and training requirements for trainers.
- **Methodology and Didactics:** Application of effective teaching and learning methods supported by scientific insights to make the training efficient and engaging.
- **Evaluation:** Utilizing scientifically grounded evaluation procedures to assess the effectiveness of the training, identify improvements, and continuously adapt the training.
- **Research Orientation:** Incorporating scientific research, current studies, and best practices into the training process to ensure that the training is up-to-date with the latest knowledge.
- **Sources and Literature:** Utilization of academic sources and scientific literature to provide trainers with well-founded knowledge and information sources.
- **Critical Reflection:** Encouraging critical reflection on training content and methods based on scientific principles to facilitate continuous improvements.

### 3.4 Gathering experience and examples for practical application

This aspect refers to how the knowledge and skills acquired in theory can be implemented in practical application as a trainer. It includes specific experiences and case examples that demonstrate how the acquired skills can be applied in a training environment.

The following are various aspects relevant for the TtT program:



- **Practical Training Situations:** Trainers who have participated in a TtT program should be capable of applying the acquired skills in real training situations. For example, they should be able to lead groups, provide feedback, design interactive activities, and consider individual learning needs.
- **Utilization of Methods and Techniques:** Here, examples are provided on how trainers can effectively integrate various teaching and learning methods into their training. This could include how to utilize group discussions, role-playing, case studies, and other interactive approaches to promote effective learning.
- **Case Studies and Success Stories:** Trainers can learn from success stories of other trainers on how they have improved their skills by applying the concepts from the TtT program. Case studies can also demonstrate how specific challenges were overcome and what strategies proved successful.
- **Reflection and Improvement:** Experienced trainers can critically reflect on their own practice by using examples from their own training experience. They can leverage their experiences to determine what worked well and what can be improved.

Overall, the emphasis on 'experience and application of examples in practice' highlights the need for trainers to apply the theoretical concepts from the TtT program in the real world, drawing on their own experience and specific examples to design effective training sessions and continuously improve.

### 3.5 Feedback and Evaluation

The aspect of feedback and evaluation in the context of "Train the Trainer" refers to the process in which trainers, who educate other individuals, receive constructive feedback and are evaluated to improve their skills and teach more effectively.

Here are some key points that highlight this aspect:

- **Constructive Feedback as a Learning Tool:** Feedback is crucial to provide trainers with insights into their strengths and weaknesses. It should be

constructive and specific so that trainers understand what they are doing well and where they can improve.

- **Multistage Feedback:** Feedback should be provided at various stages of the training process: before, during, and after the training. Before the training commences, feedback regarding the planned structure and materials can be beneficial. During the training, real-time feedback on presentation skills, interaction with participants, and methods can be provided. After the training, comprehensive evaluations should aid in analyzing overall performance.
- **Feedback from participants and colleagues:** Participants of the training as well as colleagues can provide valuable feedback. Participants can assess the clarity of the presentation, the pace, the relevance, and the usefulness of the training. Colleagues can offer additional insights and advice from their perspective as experienced trainers.
- **Self-reflection and self-evaluation:** Trainers should also be able to reflect on and evaluate themselves. This requires honesty and a willingness to work on their own weaknesses. Self-evaluation can be facilitated through video recordings of training sessions or peer reviews.
- **Continuous Improvement Process:** The goal of feedback and evaluation is to create a continuous improvement process for the trainer. Trainers should be open to feedback, regularly assess their performance, and constantly enhance their skills through further training and development.
- **Adaptation to Participant Needs:** Feedback helps trainers tailor their training methods to the needs and feedback of the participants. This ensures that learning objectives are achieved and training content is effectively delivered.

Overall, feedback and evaluation play a central role in the 'Train the Trainer' process to ensure that trainers are able to design, conduct, and continuously improve effective and efficient training.

### 3.6 Learning Psychology

This aspect refers to the application of psychological principles and insights about learning to assist trainers in developing and conducting effective training programs. "Train the Trainer" is an approach where experienced professionals or

trainers pass on their knowledge and skills to others to enhance their abilities and optimize performance.

Here are some aspects of educational psychology that are relevant to "Train the Trainer":

**Learning theories and styles:** Trainers should understand various learning theories, such as behaviorism, cognitivism, and constructivism. This helps them tailor their training strategies to accommodate the diverse learning styles of participants.

**Motivation and Reward:** Learners need to be motivated to learn effectively. Trainers should understand techniques to enhance motivation, be it through intrinsic rewards such as personal growth or extrinsic rewards such as recognition.

**Cognitive Processing:** Understanding cognitive processing and information processing helps trainers plan the optimal timing for delivering information to enhance memory and facilitate learning.

**Application-Oriented Learning:** Learning psychology emphasizes the importance of practice-oriented learning and how trainers can create realistic scenarios and applications to translate what has been learned into practice.

**Learning Cycles and Repetition:** The psychology of learning suggests that information is better retained through repeated exposure. Trainers should develop strategies to promote repetition and the transfer of knowledge.

**Self-Regulated Learning:** Train-the-trainer programs should promote self-regulation skills so that trainers can manage, organize, and evaluate their own learning.

**Communication and Feedback:** The way trainers present information and provide feedback is based on fundamental principles of communication and psychology. Understanding how people respond to specific types of communication is crucial for effective training programs.

An effective trainer should understand and apply the principles of educational psychology to design training programs tailored to the needs and learning styles of the participants. This leads to more effective learning, better knowledge

transfer, and ultimately improved performance in the workplace or other learning environments.

## **4. Methodological competence**

A skilled trainer can systematically and effectively process and convey these subject matters in a methodical and didactic manner. Typical aspects include:

- Utilization of creative methods throughout the seminar cycle
- Visualization, presentation, and self-presentation
- Subject Communication

### **4.1 Utilization of creative methods throughout the seminar cycle**

As part of our TtT efforts, we provide candidate trainers with suggestions on how to make lessons more creative, colorful, and motivating:

- Create space for brainstorming: Brainstorming is an excellent learning method to stimulate creativity, develop new perspectives, and internalize the material in an individual way.
- Embrace hands-on learning: Practical application of concepts helps in understanding theory and retaining the learned material in the long run.
- Rethink the classroom setup: During the course, your students will work independently, conduct group projects, and engage in class discussions. To ensure an optimal learning flow during these activities, it is advisable to set up classrooms flexibly so that tables, chairs, and other elements can be rearranged quickly as needed.
- Use unconventional learning materials: While textbooks, schedules, and handouts are solid learning foundations, integrating additional, extraordinary teaching materials such as TED Talks and podcasts keeps the lessons fresh and encourages students to think differently and develop new creative approaches.

- Encourage friendly discussions: It can be challenging to keep your students from chatting during class. Instead of trying to silence them, encourage constructive contributions to the topic.
- Replace hierarchy with collaborative learning: Traditional teaching follows a certain hierarchy: the teacher stands at the front and speaks, while students sit opposite and listen or do what is asked of them. The power imbalance is clearly felt and could negatively affect students' creativity and motivation. It is therefore advisable to actively involve your students in the learning process, making them feel that they stand not only among themselves but also partially on an equal footing with you, thus strengthening their competence.
- Add more color to the lesson: Even beyond elementary school, color can bring joy to the (virtual) classroom. Use appealing posters on the walls, set up thematic corners in the room, or simply integrate colorful designs in the (online) lesson. This makes the learning experience more colorful and cheerful, contributing to an overall positive atmosphere.
- Let your students choose their favorite format: By allowing your students to tailor assignments to their personal preferences, you encourage them to unleash their creativity and passion freely.
- Inject humor: Humor is essential to create a relaxed and friendly atmosphere that fosters creativity and the development of one's own ideas.
- Motivate your students with recognition: Recognizing positive achievements serves as an incentive to consistently perform well. Therefore, it is advisable to award honors for outstanding achievements and present them publicly in the class. This way, you not only show that you are proud of your students' accomplishments but also encourage them to be proud of themselves.
- Record video diaries: It may happen that you feel like you're standing still in your learning progress. But it's only when you look back that you realize how far you've actually come.
- Visualize goals with milestone lists: Allowing students to set their own goals can be incredibly motivating. These goals can be project- or time-based and should always be achievable.

- Decorate your classroom with motivational posters: It may sound a bit clichéd, but the right motivational quote at the right moment can actually boost motivation—or at least prevent demotivation.
- Incorporate team-building exercises: The central rule for team-building exercises is: there are no absolutely right or wrong answers, only different strategies. Cooperative games give your students the opportunity to make decisions based on creative thinking, communication, and collaboration.
- Explore other cultures: It's crucial to open up new perspectives for your students, and a wonderful way to do this is by engaging with other cultures. Talk to them about different customs and traditions, teach them greetings, congratulations, and the like in other languages (pay attention to how these are phrased in various cultures), or explore the fashion trends, culinary delights, and major festivals of other countries.
- Foster mutual learning.

## 4.2 Visualization and presentation

In IT training, visualization plays a pivotal role in presenting and conveying information effectively. There are several advantages of ample visualizations:

- **Simplifies Complex Concepts:** IT concepts can be intricate and abstract. Visualization tools can help simplify these concepts by presenting them in a more tangible and understandable form. For instance, a network diagram can help learners understand the structure and flow of data in a network.
- **Facilitates Retention:** Visual aids can enhance memory retention. When information is presented visually, learners are more likely to remember it compared to text-based information.
- **Promotes Engagement:** Visuals can make learning more engaging and interactive. Tools like interactive whiteboards or virtual labs allow learners to manipulate visual elements, promoting active learning.
- **Aids in Problem-Solving:** Visualization can also aid in problem-solving and decision-making processes. For example, data visualization tools can help learners analyze large datasets and derive insights.
- **Enhances Communication:** Visuals can enhance communication between the trainer and learners, making explanations more effective and reducing misunderstandings. Visualization, presentation, and self-presentation are besides content teaching the main parts of training in the original sense of classes.

The advantages of visualizations are connected with the preferred learning styles of the learners. Visual learners need something to see as much as oral learners need audio input. On the other hand, kinaesthetic learners want to have to do something - touch surfaces, move things... Although nobody is only auditive nor only visual the most effective teaching style is to address to all three types of learners.

## 4.3 Subject Communication

Trainers develop skills for effective communication, both verbal and non-verbal, to provide clear and understandable instructions. In the context of the Femme Forward project, we recommend the use of a Learning Management System (LMS) to support the communication between trainer and learner.

As an example, we describe the use of the wide-spread open source LMS Moodle at the Hochschule Hannover, one of the training providers in the consortium.

Moodle is a digital platform utilized by the university for sharing teaching and learning materials, submitting and grading assignments, and disseminating information.

Through the Moodle learning platform, students can quickly and easily access an overview of their courses and assignments, as well as communicate with instructors and fellow students. The following brief overview of features, accompanied by screenshots, explains this and more.

Login Page: Sign-in the Hochschule Hannover, all students receive an email from the university's IT department. Through the link provided in this email, students access the university account management, where all university-related accounts and profiles can be created. Here, one receives their login credentials for Moodle. Once this access is set up, students can access the Moodle learning platform via the following link to the login page.





Figure 4: Login page

Dashboard - Search for Courses and Enroll: After successful registration, they will be redirected to the dashboard, which provides an overview of enrolled courses, upcoming submissions and assignments ("Timeline"), as well as the course search functionality. This can be seen in Figure 5.

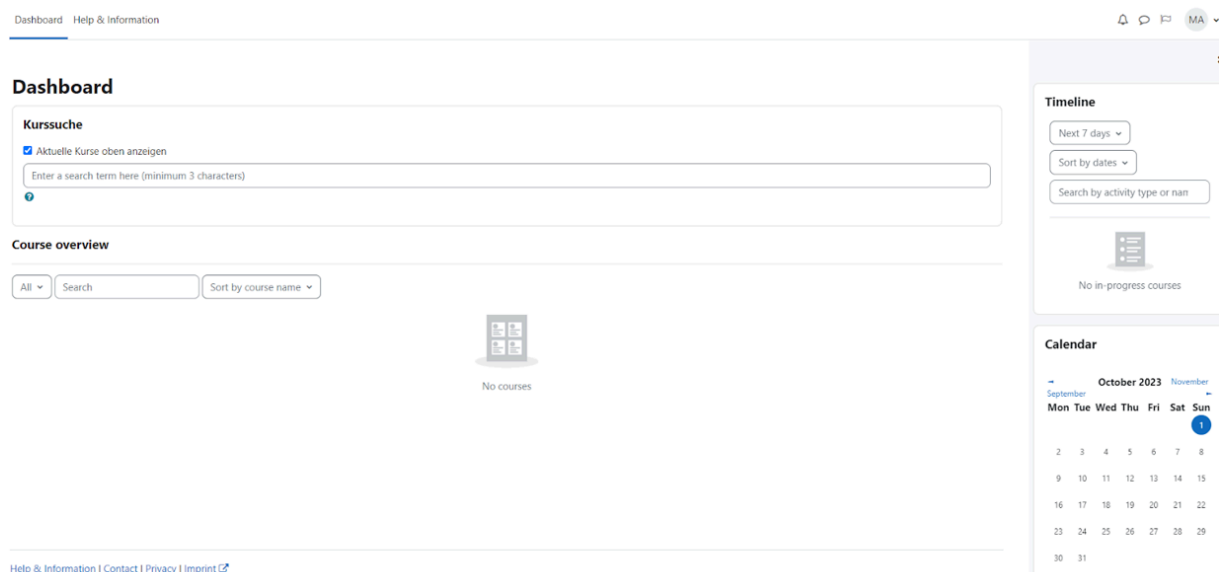


Figure 5: Moodle Dashboard

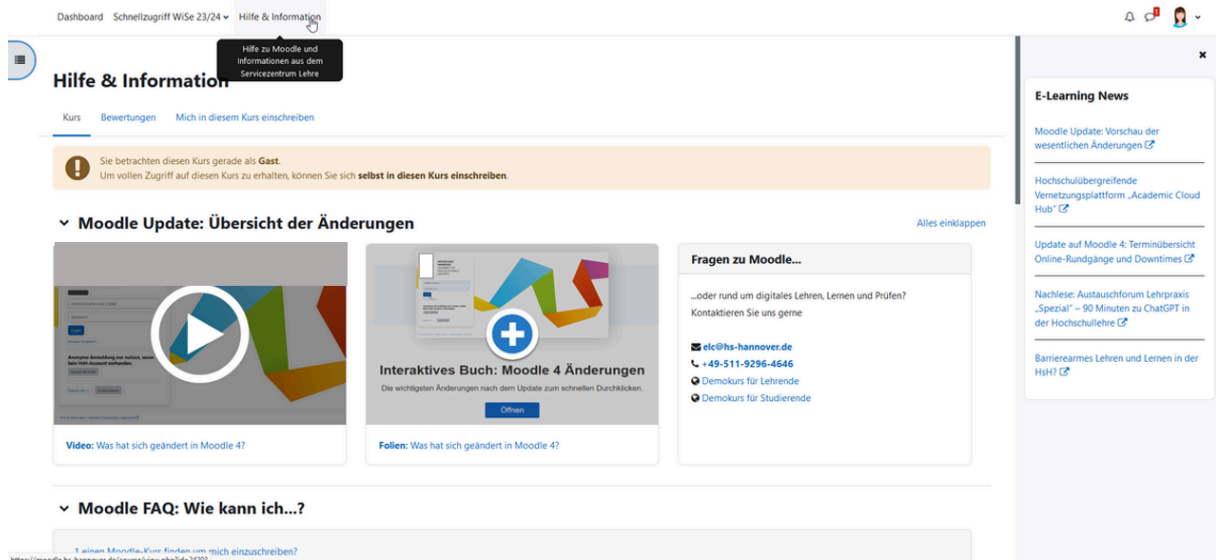


Figure 6: Help & Information

In the header of each Moodle page, there is the entry 'Help & Information' in the main menu. This Moodle course is accessible in reading mode for non-logged-in users as well. It contains a brief guide, FAQs, and contact information in case of difficulties with Moodle, as shown in Figure 6.

With the 'Toggle Message Drawer,' there is the option to get in touch with the other participants. This can be seen in Figure 7.

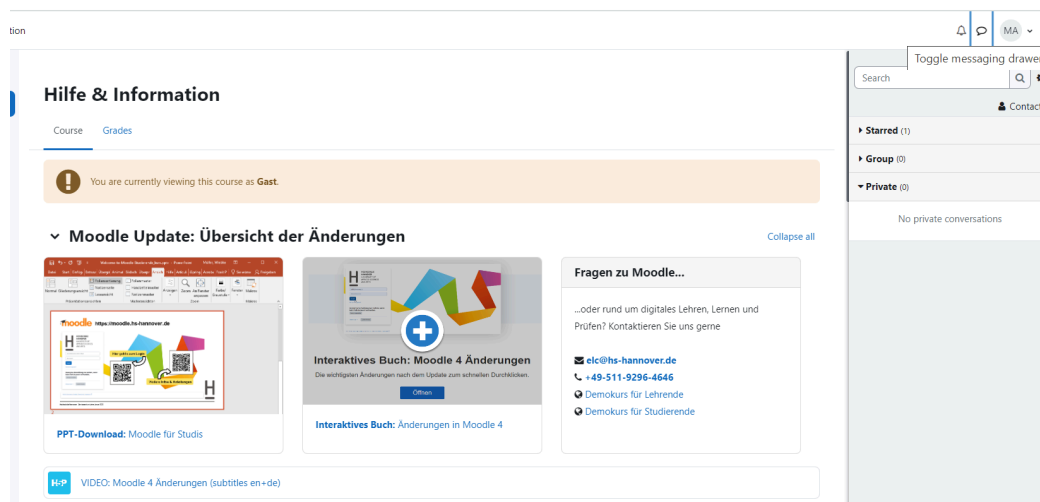


Figure 7: Toogle message drawer

## **5.Social Competence**

In "Train the Trainer," social competence refers to the trainer's ability to interact effectively with participants, create a positive learning environment, and establish interpersonal relationships. Social competence is a crucial aspect for trainers as it promotes an atmosphere where learners feel comfortable, communicate openly, and actively participate in the learning process. Here are some aspects of social competence in the context of "Train the Trainer":

- Social Communication
- Group process management

### **5.1 Social Communication**

Learners with diverse backgrounds bring unique stories with them. The relationship between trainer and learners goes beyond mere corporate training and encompasses roles such as mentoring. Trainers may take on various responsibilities, including guiding learners through personal challenges.

The social aspect of trainer-student communication is a critical component in the learning process. It goes beyond the mere transmission of knowledge and encompasses the creation of a positive, inclusive, and engaging learning environment. Several aspects are important in this context:

- **Building Relationships:** Trainers play a significant role in shaping the social dynamics of the learning environment. They are not just transmitters of knowledge but also facilitators, mentors, and role models. Building strong interpersonal relationships with students can foster an atmosphere of trust and respect. This relationship encourages open communication, making students feel comfortable to express their thoughts, ask questions, and actively participate in the learning process.
- **Cultural Sensitivity:** In today's globalized world, classrooms are becoming increasingly diverse. Students come from various cultural, linguistic, and

socio-economic backgrounds, bringing unique perspectives to the learning environment. Trainers need to be culturally sensitive and inclusive, acknowledging and valuing this diversity. They should strive to understand each student's unique story and adapt their teaching methods to cater to different learning styles and needs.

- **Promoting Social Skills:** Trainers also have a responsibility to promote social skills among students. These skills include effective communication, teamwork, empathy, conflict resolution, and leadership. These skills are not only crucial for personal development but are also highly valued in the professional world.
- **Emotional Support:** The trainer-student relationship extends beyond academic learning. Trainers often provide emotional support to students, guiding them through personal challenges. They can help students develop resilience, self-esteem, and a positive attitude towards learning.

## **5.2 Group process management**

Trainers play a crucial role in building a sense of community among students. They can foster collaborative learning experiences where students work together to solve problems or complete projects. This not only enhances learning outcomes but also promotes mutual respect, understanding, and friendship among students.

Group process management in the context of the TtT program refers to the effective administration and direction of learning processes within groups, especially in training or educational settings where a trainer educates other individuals to teach or train in a specific field. Two aspects are important in this context:

- **Feedback and Evaluation:** The trainer should provide continuous feedback and assess participants' progress to ensure that learning objectives are being achieved. This allows for adjustments to the training plan to meet the group's needs.
- **Resource Management:** Efficient utilization of resources such as material, time, and technology is crucial for successful group process management. The trainer should ensure that available resources are used optimally.

Overall, effective group process management is crucial to ensure that the "train the trainer" program is effective and supports the successful support of future trainers. It's about creating a supportive learning environment where knowledge sharing, collaboration, and continuous development are encouraged.

## **6. Conclusion**

Femme Forward will identify, develop and pilot high-quality digital education content that will tackle the current gender gap in the digital economy, enabling at least 500 women to start on the track to tech employment or entrepreneurship. In order to reach this goal, competent trainers are needed in all participating organizations.

Our "Train-the-Trainer" support is designed to equip trainers and educators with the necessary skills, techniques, and knowledge to effectively convey information and skills to others. This program aims to improve the quality of training and educational programs by ensuring that trainers can teach professionally and efficiently in various learning environments. Key trainer competencies include subject matter expertise, course development, effective use of trainer tools, academic work, gathering practical examples, feedback and evaluation, understanding of learning psychology, methodological competence, social competence, group process management, and effective communication.

During the first months of the Femme Forward project, this "Train-the-Trainer" initiative had a measurable impact with respect to trainer qualifications: 31 applications from trainers were submitted for upskilling to gain the AWS Associate Certification. Out of these, 13 applications were accepted. Ultimately, 6 individuals successfully achieved the AWS Associate Certification. These achievements represent a significant step towards our goal of enhancing the quality of our training programs.