SPECIAL ISSUES

C³ UNIT FOR BETTER LEARNING
FOOD & NUTRITION
DISPLACEMENT AND MIGRATION

WWW.GFA-GROUP.DE/PROJECTS
CHALLENGES
One in three people worldwide is malnourished, about 795 million are undernourished, 1.9 billion are overweight and 2 billion are considered micronutrient deficient. The cost of the malnutrition burden is estimated amount to 4-5% of the global gross domestic product, while preventing malnutrition is estimated to have ca. 16 Euro return for every Euro invested. This is considered one of the top ten most effective investments in development. Although 80% of food is produced by smallholder farmers, their family members account for 50% of the undernourished.

In 2015, the Sustainable Development Goals stipulated to end hunger, achieve food security and improved nutrition, and promote sustainable agriculture until 2030. The United Nations named 2016 to 2025 the Decade of Action on Nutrition, aiming at improving maternal, infant and young child nutrition and tackling obesity and related diseases such as diabetes, hypertension and others.

GFA APPROACH
Better nutrition is an important enabler and outcome of poverty reduction and development. GFA’s approach is multi-sectoral, linking nutrition to health, agriculture, natural resources management, water, education, income generation and good governance. At the Food & Nutrition Helpdesk in GFA, specific information and know-how is collected and made available to these business areas. The Helpdesk reflects the company’s focus in this area and enhances interdisciplinary knowledge management.

GFA SERVICES
GFA offers a wide range of services that aim at putting global nutrition goals on the national agenda and into sub-national development planning. Our health experts are linking maternal, infant and young child nutrition to ante and post natal care, while promoting breastfeeding, growth monitoring, complementary feeding as well as sanitation and hygiene. We train local trainers with our C³ method on nutrition communication and support e-learning and ICT solutions for a younger generation.

GFA also supports nutrition-sensitive agriculture, value chains and market linkages to generate household income and strengthen the decision making of women and men in healthy food and living conditions. We track public budgeting in nutrition, and the targeting of social protection programs for nutrition enhancement. On a global level we are analyzing rural-urban linkages and policies in favor of sustainable food systems for growing urban populations. This all contributes to fighting the underlying causes of malnutrition and hunger, and to increasing the quality, diversity, and affordability of food for healthy livelihoods.

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CHALLENGES

Many people are forced to leave their homes due to armed conflicts, political repression, violation of human rights, terrorism, food shortages or climate change. The world has been witnessing the highest levels of displacement on record in recent years. In Syria, Iraq, South Sudan and elsewhere, internal and external displacement creates highly vulnerable populations in need of immediate humanitarian aid as well as prospects to integrate into a new environment. Given the large and sudden influx of people, host communities struggle to cope with these tasks, both in the delivery of public services and the mitigation of potential tensions that threaten social cohesion between locals and newcomers.

At the same time, regular and irregular migration flows are increasing worldwide. Many people are looking for work, education and training opportunities as well as a better future overall outside their home countries. While the issue is at the forefront of fierce policy debates in Western countries, its challenges along the migration routes are clear and apparent. Displacement and migration have given rise to organized crime in human trafficking, and created tremendous challenges for communities involved both as transit zones and destinations.

GFA APPROACH AND SERVICES

GFA approaches the issue of refugees, displacement and migration at different levels of development. As displaced people need support and prospects for a better future, our services combine short-term assistance with medium and long-term projects. The latter include governance reforms, migration management, private sector development, for example, as well as education, training and employment promotion. GFA focuses on direct support measures to individuals as well as on capacity building of those communities and institutions that deliver crucial public services to migrants.

To us, refugees, displacement and migration is a cross-cutting topic of interdisciplinary nature that builds on concepts and solutions across many technical areas. This needs optimal use of our wide range of technical and methodological competences and broad regional knowhow. We have maintained a reliable network of strategic partnerships in various regions and contexts for many years in order to meet the complex challenges in this particular field more effectively. Bringing local expertise on board through dialogue puts us in a position to adapt technical concepts to local context and reinforce ownership.

To this end, GFA has established a technical working group Refugees & Migration. This team combines in-house expertise monitoring trends and developments with a focus on conceptual discussions and the development of suitable project approaches.
SUPPORTING REFUGEES & STRENGTHENING HOST COMMUNITIES
Tackling the immediate consequences of a refugee crisis, the physical safety and access to basic services of those seeking protection must be safeguarded in countries of origin and in host countries. Therefore, GFA experts support measures aiming at improving the living standards of refugees and internally displaced persons (IDPs), providing psychological support, reinforcing their rights and increasing their participation in decision-making and planning processes, in refugee camps and elsewhere.

Two-thirds of all refugees have been displaced for an average of three years, and half of them for ten years or more. Decades of instability and conflicts such as in Afghanistan, Somalia and elsewhere continue, resulting in millions who cannot return home. Protracted displacement has become a reality for numerous refugees. To prevent the emergence of a lost generation, our services include improved access to education, vocational training and labour market services for refugees and vulnerable citizens from host communities.

Most refugees are hosted by developing countries. The majority of them are often incapable of providing basic services to their own population. The simultaneous arrival of many refugees on short notice often creates severe capacity problems for the host countries’ regional and municipal infrastructure and provision of basic public services. Health and education systems as well as water supply systems are often overburdened. As a result, both refugees and the local population suffer, and host countries are confronted with critical economic and social consequences.

In order to mitigate the impacts of a refugee crisis, GFA services entail measures benefiting refugees and the local population, as the latter also suffers from the situation. We support initiatives counteracting overburdened regional and municipal infrastructure and services, and enhancing the absorption capacity of education systems. We also foster capabilities related to the management of conflicts at the local level to facilitate the coexistence of various groups. In the medium run, these measures aim at preparing refugees to return to their home countries or to integrate them in host communities.

MANAGING AND SHAPING MIGRATION
As part of the efforts for better migration management, our services strengthen the capacities of local authorities and public institutions to deal with the adverse effects of migration along major routes. The objective is to assist authorities in better understanding the impacts of migration on the country’s development, and managing the latter more coherently. To this end, GFA is developing individual and organizational capacities through the promotion of dialogue on experiences and achievements in the field of migratory effect management, trainings and local support to municipality personnel. This will help the latter in analyzing local impacts of migratory dynamics as well as in mainstreaming migration issues into local development, planning and infrastructure at the community level. In terms of labour migration, GFA services comprise the promotion of mobility of human capital inside the EU and between the EU and its neighboring countries.

REINTEGRATING RETURNEES
Refugees often enjoy temporary protection in their host countries only. Eventually, the situation in their home countries permitting, they will return home. The same holds true for migrants who do not fulfill the necessary criteria to obtain resident status abroad. Migrants are often particularly vulnerable upon their return, having invested time, effort and large financial assets to afford emigration. When returning home, many of them face social stigma. GFA services aim at smoothing the reintegration in their country of origin. We promote access to education and advanced training, provide tailored guidance on job hunting and placement and advise on how to access support to start a business, e.g. through small loans and microcredits.

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CHALLENGES – BETTER LEARNING, OUTREACH AND SUSTAINABILITY

GFA projects often engage in change processes, which call for capacity development activities such as training courses. Courses can be a tool to reach out to numerous stakeholders. Ideally, training is integrated into specific institutional settings so that local trainers can continue offering capacity development after a project is completed. Such a training system is considered sustainable.

To participants, sustainability means high-quality learning. But working adults attending a training course often have no time to exchange experiences even though they meet interesting people with similar problems. When attending an online course they often click through overloaded presentations, trying not to doze off while grasping the topic given. Within days, participants forget most information they were exposed to or they discover that it can hardly be applied to their specific job situation. It is therefore a major challenge in training design not just to focus on the right content but to select adequate training formats and delivery methods.

There is a wide range of training formats each of which comes along with advantages and disadvantages. Presence-based courses can be very effective but are expensive because of participants’ high travel cost. E-learning scenarios can reduce costs and bridge distances but dropout rates tend to be very high. In addition, each learner has his or her specific methods and ways of learning best so that there is no one-size-fits-it-all. As project settings regarding training vary considerably, the specific learner’s perspective is a crucial success factor.

GFA CONCEPT AND SERVICES – HOW DO ADULTS LEARN BEST IN OUR PROJECTS?

The C³ Unit supports the development of tailor-made training concepts to match the needs of both learners and clients. By following best practices and formulating standards, our concepts enable more efficient learning, outreach and impact.

The following features apply to most C³ training schemes, no matter which delivery format is chosen:

- **Activating training methodology**
  GFA’s training methodology stimulates learning by addressing motivation and curiosity. Participants acquire knowledge and skills based on the action- and experience-based learning cycle.

- **Integrated job-related activities**
  Learning is more effective if learners are enabled to practice newly gained skills and knowledge. During C³ training courses, participants work on joint projects related to their specific working environment.

- **Extensive training-of-trainers schemes**
  GFA promotes the qualification of local trainers, their selection, training, development and supervision.

- **Comprehensive training material**
  C³ courses and training materials for trainers and participants have a standardized format.

- **Monitoring and evaluation tools**
  Good quality needs to be followed up and constantly developed further. C³ offers a set of tools to monitor learners’ progress and trainers’ performance.

Enjoy the C³ explanation video:

English: https://youtu.be/V-MxT7xzqyg
French: https://youtu.be/tDmC8UFFbeQ
Spanish: https://youtu.be/zk3-uiJSLQ
TAILOR MADE LEARNING FORMATS

The C³ Unit for Better Learning of GFA supports clients in the selection and implementation of different learning modes best suited to learners’ working environments. All formats rely on effective didactical procedures for instructional design, material development, and learner support. Key delivery modes include:

- **Face-to-face or presence based learning**
  Conventional classroom or face-to-face instruction implies teaching and learning taking place at the same time and the same place.

- **Blended learning**
  Blended learning combines face-to-face training with e-learning formats. Autonomous practice or job-related activities can take place while providing support to and exchange among learners.

- **E-learning**
  **Self-study:** Learners are offered e-learning courseware usually hosted on a web server that is accessible through an online learning platform. This is also called web-based training or WBT. Learners are free to define personal learning paths based on their individual needs and interests.
  **Facilitated online course:** A linear curriculum is developed that integrates several content elements and activities into a chronological course or syllabus. The course is scheduled and led by a facilitator through an online learning platform. E-learning content for individual study, individual assignments and collaborative activities among learners can be integrated. Learners and facilitators can use communication tools such as e-mails, discussion forums, chats, whiteboards, application sharing as well as audio and video conferencing to communicate and work together.
  **M-learning** stands for access via mobile or tablet devices. This is particularly valuable for practice-based field work, e.g. in health and agriculture or when local infrastructure cannot support effective online study. Mobile devices can be used to record and share audio or visual data, access information to support diagnostic tasks, and maintain contact with learners.

- **Distance learning**
  **Computer based learning:** This type of learning is also called computer-based training or CBT as it is used offline without the need of an internet connection.
  **Print-based learning:** In settings with limited and costly access to information and communication technologies or ICTs, print-based study remains the best way of using the benefits of distance learning.

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