



Country Report: C³ SCHOOL in Ghana Capacity Development Program for Pilot Schools

Contracted by GIZ, GFA Consulting Group together with PLANCO Consulting and HKS Handelskammer Hamburg is implementing the 'Ghana Skills Development Initiative (GSDI)' with the aim to improve skills development in the informal sector. Early next year a modernized traditional apprenticeship system will be piloted in three regions, covering five trades, namely garment construction, electronics, cosmetology, and automotives. To implement this structured learning program for apprentices and master crafts persons, 17 pilot schools were selected. At these partner schools teachers and school management were targeted with specific capacity development activities. To train school managers the existing 'C³-SCHOOL' training materials have been adapted to the Ghanaian context and expanded with additional topics.

In November 2012 the initiative started with a training needs analysis (TNA) for school managers to identify training areas and develop a strategy for sustainable implementation of the training initiative. In Ghana, systematic preparation and further training of school

management personnel needs improvement. Apart from occasional training courses funded by international donors, many of the school managers reported they had never received formal training to fulfill their tasks. Hence, the initiative was highly appreciated both by the schools and the educational boards alike. The training scheme has a modular approach and is implemented over 18 months. The topics covered are leadership, financial management, managing people, quality management, and workshop management.

Training on Training and Moderation Techniques

To guarantee local anchorage, a cooperation agreement was signed with the two leading faculties of education at the University of Winneba and University of Kumasi for the training-of-trainers scheme. This training program started in March 2013 when a GFA trainer team conducted a training of trainers (ToT) course for selected participants of the two universities. The ToT focused on

training and moderation techniques to enable participants to conduct training courses based on the action and experience-oriented learning approach (C³ TRAINER). With a background in education the participants easily adapted to the C³ methodology and appreciated the approach also for their own purposes.

Training on Leadership and Managing People

The first week of training for school management also took place in March with 34 participants, namely two representatives from each of the participating schools. The programme started with the modules 'leadership' and 'managing people'. Within these modules topics such as stakeholder management, change management, approaches for conflict resolution as well as leadership approaches and styles were covered. Using a wide range of methods such as role plays, experiential learning exercises, group work as well as individual reflection, the school managers were



What is a good school?



What is an ideal teacher?

C³ SCHOOL in Ghana (continued from page 1)



Participants of capacity development program for pilot schools with team leader Dr. Jeanette Burmester

able to discuss and reflect their respective strengths and weaknesses in school management. As a broader frame the schools were asked to start working on their school development plans. These will be followed up by GIZ development workers.

Training on Budgeting and Financial Management

In May 2013 the same participants attended the next course module of three days. In preparation for imple-

mentation of the planned voucher scheme under the GSDI program, the training providers were trained in the area of budgeting and financial management. An underlying principle of the capacity development measures for both school managers and teachers was ‘the method is the message’. The action and experience-oriented learning approach supported the content of modern methods in learning and teaching. In this regard the trainings served as direct examples of a participant-oriented course.

Whereas the program is currently focused on the pilot roll-out of the informal sector courses in the five trades, additional school management modules, i.e. quality and workshop management are planned for the coming year.

Once the, the C³ SCHOOL training manual is completed it will be handed over to the local partner universities for future replication.



Communication in groups – when does it work?



Participants discussing vividly

Female Entrepreneurship in Mongolia

In Mongolia, an entrepreneurship training scheme implemented by GFA is embedded in the "Regional Economic Development Program" (REDEP) financed by GIZ. One of GIZ's objectives is to enable local training service providers to offer demand-based skills development training to MSMEs in the western Aimags. Component three of the Program is implemented by GFA.

Based on the C³ training methodology and the C³ START manual, GFA prepared and implemented a training of trainers (ToT) Scheme in the western Aimags of Mongolia between February and August 2013. The overall aim of these training activities was to enhance female owned micro, small and medium size enterprises (MSMEs) in the region, such as small footwear/leather boot producers and felt makers.

To develop suitable training manuals, the training needs of local female entrepreneurs were first assessed in detail. As a result, there was special focus on topics related to market analysis, marketing strategies, and basic costing. Then potential trainers were identified to participate in a ToT course. To build local training capacity these trainers were selected among private and public training providers, such as TVET-schools, chambers of commerce, business associations, business incubators, and other regional groups. The participants origi-



Participants exchanging views



Small bakery in Khovd

nated from five Aimags: Zavkhan, Gobi-Altai, Uvs, Khovd, and Bayan-Ulgii.

In two training cycles, one in Khovd and one in Uliastai, 32 local trainer candidates were exposed to the C³ action and experience-based training methods and deepened their technical understanding of marketing for MSMEs. After attending the ToT courses, ten local trainers were selected. These then held two courses for local entrepreneurs on "Marketing for MSMEs" using the newly developed manuals and tools. To guarantee quality delivery during this phase the new trainers were coached by international trainers.

The vast majority of entrepreneurs and trainers participating in the training scheme were women. Here are some of their statements about the training:

"Training content was very clear"

"Thank you for teaching useful techniques and methods!"

"Good team work made participants get involved"

In the months to come these new local trainers plan to hold further training courses for entrepreneurs in the region.



In-class training of female entrepreneurs



Tailoring – a typical female business

C³ TRAINER Course – the C³ Star



The **C³ TRAINER** course on training and moderation techniques is the core of the C³ training method. Each time we develop a train-the-trainer scheme this course serves as the base. Thus, in our missions we increasingly first introduce this method to local trainers and technical experts and then jointly develop training manuals for the roll out phase.

C³ TRAINER is designed for trainers and moderators open to participatory training approaches. Depending on the participants' prior experiences, training interventions may vary in length and subject emphasis. In the first part of the course, participants are presented with theoretical elements focusing on adult learning, and communication and visualisation in train-

ing situations. Participants are also introduced to individual C³ exercise structures, course design, and learning objectives. Having participated in a **C³ TRAINER**-course also means to have been challenged by reflecting upon one's own teaching style and training methods. At least half the time spent in this seminar is dedicated to practical application or development of diverse C³ exercises. Coached by trainers, participants prepare and implement training units "using" the remaining group as participants. They then self-evaluate and receive feedback from both the participants and trainers.

In 2013 over 300 participants took part in the **C³ TRAINER** module alone. These

courses were held in countries across the world: Germany, Serbia, Turkey, Chile, Nepal, Bangladesh, Indonesia, Mongolia and Ghana. Also, together with technical experts and based on the C³ action-oriented and experience-based training method, we developed training manuals with wide-ranging content and target groups. Examples include school management for school staff in Ghana, blood-safety for hospital staff in Turkey, fire safety for compliance officers in Bangladesh, and marketing for micro-entrepreneurs in Mongolia.

This breadth of content, target groups, and geographical location shows that action-oriented and experience-based training and learning methods are universally accepted.

www.c3-training.de/C3_Content_2013_3671123.html

The People



Iris Kubina has been working for GFA since 2006. She was responsible for developing and running several C³ training courses in the private and public sector, not only in Southern Africa (Angola, Mozambique) but also worldwide (recently in Afghanistan and Bangladesh).

Language: English, Portuguese, Spanish



Johanna Willems has been working for GFA since 2008. She works globally as a consultant and trainer and within German institutions on a variety of issues such as project management, leadership, gender, peace, and security. She is based in Hamburg.

Languages: English, Spanish

Photo Contest 2014



Please send us your favorite training photo of the year – and tell us the story behind the photo – how did it contribute to good training?

This year my favorite photo is the C³ cake taken by Esteban Salinas during a training of trainer's course in Chittagong-Bangladesh. The story behind the photo: Participants decided to introduce fines for late comers and other "rule breakers". A self-elected sheriff collected money and in the end bought this marvelous chocolate cake which everybody shared during the closing ceremony. Setting common rules and regulations is often neglected. However, especially in longer seminars, establishing a common understanding about the "dos and don'ts" substantially contributes to a good learning environment.

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