

Editorial

Didactical reduction – a challenge in course design

In recent years C³ trainers have been developing increasingly specialized training manuals, often associated with train-the-trainer schemes. When doing so, our trainers usually team up with subject experts to select and prepare key content. Often, one of the main challenges faced while conceiving new courses is the fact that there is too much content for too little course time. Hence, 'didactical reduction' – the ability to cover essential content with limited space – is a skill required of an effective adult educator.

Professor Martin Lehner gives some useful hints on didactic reduction in his new book "Viel Stoff – wenig Zeit" or in his online "Reduction Toolbox". In a further article (see literature list), he also introduces a critical view on constructivist approaches to the main German discourse on "content" as a central aspect of adult education didactics.

I hope you enjoy exploring these articles, and I look forward to hearing your experiences with didactical reduction.



Christine Fröhlich
Head of C³ Training Unit
GFA Consulting Group

Literature

Lehner, Martin (2013): Viel Stoff – wenig Zeit; Wege aus der Vollständigkeitsfalle, 4. Aufl. Bern, Stuttgart, Wien.

Lehner, Martin (2012): Didaktische Reduktion. Bern, Stuttgart, Wien.

Lehner, M.: Toolbox der Reduktion; www.boku.ac.at/fileadmin/data/H05000/H11000/ZfL_aktuell/Tag_der_Lehre/Lehner_Vortrag_BOKU_12-05-2010.pdf
(6 November 2014)

C³ training for agricultural advisors in Brazil

Sustainable promotion of socio-biodiversity products

In Brazil, GFA piloted C³ training on approaches to the promotion of socio-biodiversity products to 40 technical advisors from the four states in the Amazon region and Brasilia. The training was delivered as part of the National Plan for Promotion of Socio-Biodiversity Product Chains. GFA, on behalf of GIZ and the Brazilian Ministry of Environment and Ministry of Agricultural Development, is working to support the promotion and strengthening of socio-biodiversity product chains, to ensure both environmental conservation and income generation.

Brazil's tropical forest – a worldwide heritage

Today, Brazilian forested areas serve as a stock of approximately 60 million tons of carbon contributing to mitigate climate change. However, besides representing an intangible heritage for environmental conservation and protection, this resource also presents a business opportunity associated with national and international markets in food, cosmetics, pharmaceuticals, fashion, furnishing, and with service providers such as ecotourism.

National plan for promotion of socio-biodiversity product chains

In order to capitalize on these opportunities, Brazil's National Plan for Promotion of Socio-Biodiversity Product Chains (PNPSB) has been put in place. The PNPSB is a joint coordination effort by the Brazilian Ministry of Agricultural Development, Ministry of the Environment, Ministry of Social Development and Fight Against Hunger and the National Supply Company. PNPSB is further supported by relevant public authorities, civil society, private sector, financial institutions and the German Development Cooperation GIZ.

This initiative's goal is to develop integrated actions for promoting and strengthening the role of socio-biodiversity product chains in building sustainable markets. It also seeks to ensure environmental conservation and income generation through the productive inclusion of traditional people and communities, as well as family farmers.



Adding value: Açai Berry (left) and Pará or Brazil Nut (right)

C³ training for agricultural advisors in Brazil (continued from page 1)

GFA project activities

In supporting the goals of the PNPSB, GFA's activities focus on the development of alternative and differentiated markets for socio-biodiversity products. This is undertaken through the promotion of public-private partnerships and the development of training tools such as the value links methodology, amongst others.

In addition, the project has helped define market opportunities, in form of value chains for several non-wood forest products (including, for example, the açai berry, the Pará or Brazil Nut, and copaíba oil). In support of this, GFA has developed several **practical C³ training** courses, and these were implemented as part of the recent pilot training sessions. The aim of these courses, which will be run as part of a **train-the-trainer program** at a later stage of the project, is to develop the competencies of local technical advisors to support local communities, cooperatives and small productive units (SMEs).

Topics covered during the C³ courses

Two main areas were focused on during the pilot courses delivered recently: “**understanding the market for socio-biodiversity products**” and “**up-scaling production and adding value**”. In both cases, the aim was to empower technical advisors to provide competent advisory services on these two areas to small productive units, such as small businesses and community cooperatives. As part of this, the pilot



Participants in Bragança (Pará) at agriculture training center U.D.B

training encouraged the participants to look at **behavioral aspects** of the technical advisors' role, such as professional self-reflection, attitudes to stakeholders, and “communication in advice”.

Application of course content to the real working environment

In their final evaluation and feedback, the 40 participants highlighted the **practical character** of the courses and emphasised the value of the **immediate application of tools** to their working environment. As

part of the course, this involved the participants in developing a small consumer survey in order to find out consumer preferences regarding three socio-biodiversity products. This task was designed in part to help participants better understand the market. In addition, during the production course, the participants also used taught techniques to advise two local cooperatives over approaches to production layout, production flow, costs for production up-scaling, and staff training needs, amongst others.



Role play: Getting prepared for the presentation of group work results to “client” cooperatives



Product life cycle model

Capacity development for local bodies in Nepal

As part of Germany's support to Good Urban Governance in Nepal under the Sub-national Governance Program (SUNAG), the GFA-MST Support Team contributed to the capacity development of municipalities through the delivery of several training-related activities. These activities were designed to enhance participants' knowledge and skills in key areas, enabling them to better respond to the growing complexity of their tasks.

Training was an integral part of the project from its onset until it ended in June this year. As first steps, a [Training Needs Assessment](#) was conducted in all municipalities participating in the project. The assessment reviewed the municipal administration, including the capacities of different sections and individual staff members. It took into consideration job descriptions, qualifications, training received, and the scope of future tasks and anticipated challenges. This process helped the team to identify specific training needs and develop a concept and work plan for training.

The approach to addressing the wider training needs of other stakeholders commenced in October 2012 with a workshop on [Training Curriculum Development](#) for Municipalities, during which the current status of capacity development in urban Nepal was discussed. As one of the outcomes of this meeting, it was agreed that there was a need to share

experience and better coordinate the large amount of training already available to local bodies. The participants agreed to prepare a joint training matrix, and to improve the urban training curriculum by using a modular structure.

The October 2012 workshop was also used to introduce participants to the interactive and participatory training method C³ (Creation of Competence for Competition). This included presenting the method's general principles and quality criteria used for session design, manual development and monitoring. Also, in order to familiarize trainers and technical experts from Nepal's central training institutions to action-based teaching and learning methods, it was decided to conduct a comprehensive Training of Trainers (ToT) through the [C³ TRAINER](#) course.

This ToT was conducted in February 2013 and was complemented by the development of three technical training modules, based on the C³ method, which allowed participants to apply their newly acquired skills to the creation of materials of direct relevance to their daily training activities. The modules developed included the topics:

- Revenue Enhancement Action Plan
- Local Economic Development
- Project Management

All newly developed modules were piloted in several municipalities as part of the training, before being revised and finalized.

Training series for local bodies in Nepal

GENERAL TRAINER'S HANDBOOK

Infrastructure

- Sub-project implementation
- Operation and maintenance
- Social safeguards
- Environmental safeguards
- Technical training

Finance

- Procurement plan
- Procurement of services
- Procurement of works (incl. e-bidding)
- Revenue improvement action plan
- Financial management

Governance

- Good governance vol 1
- Participatory planning and budgeting
- Civic oversight and social accountability

13 thematic modules were systematized

Towards the end of the project, GFA-MST was requested to systematize all training materials developed under SUNAG, in order to ensure the dissemination and utilization of all training materials beyond the lifetime of the SUNAG initiative. The final product is a comprehensive "[Training Series for Local Bodies in Nepal](#)". This comprises a C³-inspired General Trainer's Handbook, plus [13 thematic modules](#) covering the three core areas - Infrastructure, Finance and Governance. Since the series is a compilation of materials developed by different institutions, the contents and presentation style has been systematized and standardized to allow for better orientation. However, they still comprise of a wide range of methods, including action-oriented methods practiced in C³.



Group work result in Lekhnath (Pokhara valley): "Local economic development" in the region

New training course: C³ CAREER – from orientation to placement



Effective career guidance systems are a decisive part of making lifelong learning a reality for everyone. They can help to make the

best use of human resources in the labour market as well as in education by enabling better matches between individual skills and interests and available opportunities for work and learning. Career guidance is also a key element in active labour market policies. Career guidance services are often provided by a range of professionals, such as teachers, job or placement counsellors and social workers. The new training course **C³ CAREER** is designed to improve the skills of these professionals. It empowers them to assist job-seekers in exploring employment

or entrepreneurship opportunities and in identifying options for further education and training. By providing professional support, oriented to both the job-seekers' own strengths and interests as well as the local labour market situation, this training course covers all steps from occupational orientation to career counselling and job placement.

The tools presented in the manual are adapted to the fact that career counselling professionals might deal with both groups and single individuals during their work. The tools also take into account the fact that the counselling intervention could only involve a single counselling session, or could stretch over a longer period.

Following the C³ principles of applied and experiential learning – a considerable part of the training is spent with practical work – the participants are encouraged to directly apply new or improved tools during the course. For example, tasks include developing CVs together with job-seekers, conducting mock-interviews, and preparing and carrying out company visits in order to discuss possible job profiles or job offers. The course draws on participants' personal experience to encourage peer-to-peer learning and also to sustain the impact of learning on individual practices. Since the start of 2014, **C³ CAREER** pilot courses have been run in Egypt, Mongolia and Pakistan.

www.c3-training.de/C3_Content_2013_3701884.html

The People



Chris Joynes recently joined the C³ trainer network and works for GFA since 2012 as a freelance education expert. His areas of specialist knowledge include teacher training, open and distance learning, and materials design. Based in the UK, during the last 20 years Chris has lived and worked on projects across Africa, South Asia and Oceania.

Language: English



Barbara Oehm-Guyomarch joined the C³ Training Unit in Hamburg as communications officer in 2014. She provides general support to C³ with respect to seminar logistics, manual development and networking.

Languages: French, English, Spanish, German

Any time to read?

Watch this interesting video clip from US-American educational psychologist Peter Doolittle detailing the importance and limitations of our **working memory** at (7/11/2014):

www.ted.com/talks/peter_doolittle_how_your_working_memory_makes_sense_of_the_world#t-2779

A selection of thought-provoking publications are available at www.giga-hamburg.de/giga-focus, such as the article by S. Prediger and G. Gut questioning the **effectiveness of microcredit and business-training programs** as a strategy for micro- and small enterprise growth (6/11/2014):

www.giga-hamburg.de/de/system/files/publications/gf_international_1403.pdf

Read more about our activities 2014 in the **C³ country reports** (Peru, Indonesia, Germany) at “C³ news” on our webpage www.c3-training.de.

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