



## Editorial

*ICTs for education and training – a good solution for learning?*

*Enabling distance learning (DL) is a frequent challenge in our projects, when learners simply cannot study together in conventional classroom-based situations. DL is meant to overcome this limitation since it facilitates learning for large numbers of people at reduced cost and reaches those located in dispersed or remote areas. Learners have access to information, opportunities to disseminate good practices, networking and exchange.*

*Even though DL often seem to be the only solution in many projects, the courses involve high start-up costs which imply expanded enrolment for effectiveness. They also have higher levels of student drop-out and lower completion rates than conventional courses. Web-based DL programs require access to the internet, information and communication technologies (ICT) hardware and technical support. Learners have to be computer-literate and able to interact in virtual environments.*

*Therefore, effective DL relies on a type of instructional design that is logistically feasible and pedagogically engaging, providing opportunities for discussion and support that help reduce learner isolation. This is yet another challenge for action learning and experiential learning, just as it is for C<sup>3</sup> classroom-based courses.*

*Please read more about GFA project experiences in recent years in the new factsheet Distance Learning and ICTs for Education and Training at [http://www.gfa-group.de/Distance\\_Learning\\_and\\_ICTs\\_for\\_education\\_and\\_training\\_3749915.html](http://www.gfa-group.de/Distance_Learning_and_ICTs_for_education_and_training_3749915.html).*

A handwritten signature in black ink, appearing to read 'Christine Kwon'.

Head of C<sup>3</sup> Training Unit  
GFA Consulting Group

## South Africa: C<sup>3</sup> training scheme on Administrative Justice and Access to Information

On behalf of GIZ and as a sub-component of the Governance Support Programme in South Africa, GFA is implementing a project that aims at applying two key pieces of constitutional legislation. A C<sup>3</sup> training-of-trainers scheme is complementing this project.

### New legislation to terminate Apartheid laws

After the end of Apartheid in 1994, the judicial and administrative system in South Africa had to change dramatically. Two key pieces of human rights legislation were passed in 2000: PAJA – Promotion of Administrative Justice Act and PAIA – Promotion of Access to Information Act. These acts give effect to the right to just administrative action and access to information as enshrined in the Bill of Rights of the 1996 constitution of South Africa that all public bodies must comply with. However, low compliance and the lack of information of citizens about their rights still are a reality throughout the country. People perceive administrative decision-making as unfair, arbitrary and opaque. This led to a rise in public protests on service delivery in recent years. In this context, the project aims at achieving greater procedural fairness and transparency by mainstreaming the two acts and by empowering com-

munities to make use of these laws more actively. Since February 2015, GFA developed the C<sup>3</sup> Training of Trainers scheme as part of its capacity development measures in the Eastern Cape Province.

### C<sup>3</sup>'s Training of Trainers scheme

The objective of the training is to deepen the understanding of administrative staff on the two laws, i.e. being able to apply the laws, regulations and its tools in their daily work. To this end, legal experts and C<sup>3</sup> training specialists developed comprehensive training manuals for trainers and participants. In order to achieve wider outreach within the Eastern Cape Province and to give local roots to the training course, a Training of Trainers (ToT) scheme was established. 'Champions' from different government departments were then trained as trainers. Local trainers accomplished two training steps. First, two groups of 37 trainers, half of them female, were trained in a five day ToT course in 2015. The course covered PAJA and PAIA as well as modern adult education techniques based on C<sup>3</sup> principles. Participants represented the Eastern Cape Office of the Premier, provincial departments, municipalities, and an NGO. Secondly, new trainers were



First group of PAJA-PAIA trainers trained in May 2015

coached when training PAJA/PAIA for the first time. This was to advance local training skills to ensure good quality related to PAJA/PAIA and adult education. During the roll-out phase, local champions continued their training within their respective departments and regions without direct project support.



The learning contract – signed by participants and trainers so as to increase commitment

**Mr. B. Madikila, Legal Advisor Human Settlements – Eastern Cape**, a participant in the Training of Trainer course, stated:

„On PAIA, we covered the constitutional concept of access to information, Section 14 Manuals, Section 15 voluntary disclosures, Section 32 Reports to the Human Rights Commission and principles of Record Management. On PAJA we were drilled on what is administrative action, different types of procedures and Judicial Review, and on every single topic we explored practical case studies and engaged in interactive group work.”

When Mr. Madikila was coached as PAJA/PAIA trainer by master trainers for the first time, he expressed:



“The second phase (...) was again a five day intensive training event where we were to showcase what we had learnt (...) by conducting our own training program for district officials from the Amathole region. What was exciting was that I was given the opportunity to hone my training skills by training other public officials on the PAJA and PAIA constitutional rights.

The modus operandi was the same except for that this time our Master trainers took a back seat and watched us practice the skill of training other people. Besides grasping the training manuals, metaplan technics and conducting training, this part challenged us to develop other skills like preparation of training materials, cutting out the metaplan cards, planning the entire training program and of course time management. After five days, I personally felt rewarded by being able to impart knowledge on other public servants on these crucial constitutional rights. (...) On handing us the certificates, the Senior Legal Advisor in the Office of the Premier indicated that the provincial treasury lost over R180 million in litigation costs as a direct consequence of non-compliance matters pertaining to the application of these twine pieces of legislation. Only then did it dawn on me that the assistance rendered (...) in rolling out the PAJA and PAIA training goes beyond just the mere training of public servants on constitutional rights. It in fact saves the Provincial Treasury millions of Rands in public funds.”

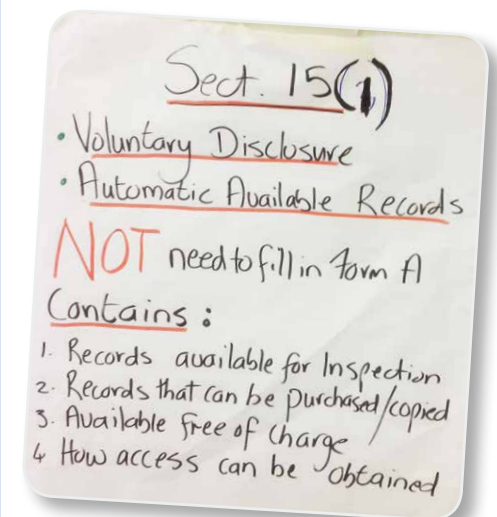
When Mr. Madikila as a trainer started rolling out PAJA/PAIA in the province, he stated:

“Equipped with a bottomless reservoir of knowledge and training skills obtained from world class master trainers (...) me and my team at the Eastern Cape Depart-

ment of Human Settlements did not sit on our laurels. We immediately set out to draw a comprehensive training plan for the six months period starting June 2015 to December 2015. The training plan covered six districts that were all successfully carried out with overwhelming attendances that averaged 40 public servants per training session who gave us tremendous positive feedback.”

The team mentioned trained a total of 225 public servants. Asked about his view on the future, Mr. Madikila said:

“The training session conducted so far have been well attended by a wide spectrum of public servants including personal assistants, managers and assistant managers, quantity surveyors, quality assurance practitioners, project managers and their regional heads. In the new year, our training net will spread to include MEC’s office staff, all regional directors, CFOs, COOs and even heads of departments. Only the sky is the limit to our commitment to reach 100% compliance with these two crucial constitutional imperatives.”



## Training modules to enhance multi-sectoral and spatial planning in Eastern Africa



*Test training courses were held at Regional Centre for Mapping of Resources for Development (RCMRD) in Nairobi*

Between November 2014 and December 2015, GFA developed, tested and revised training materials for a series of courses on the application of geographic information system (GIS) and remote sensing (RS) for spatial planning. The 14-month project was part of GIZ's capacity building efforts related to handling geoinformation for spatial planning in the context of the Drought Disaster Resilience and Sustainability Initiative (ICDP) at the Intergovernmental Agency for Development (IGAD), an eight-country trade bloc comprising Djibouti, Ethiopia, Eritrea, Somalia, Sudan, South Sudan, Uganda and Kenya.

In its project-related work, GFA combined the company's long-standing expertise in **land-use planning**, GIS and RS as well as adult education and learning concepts, the C<sup>3</sup> training method. The interventions were designed to enhance the practical capacity of technical and senior managers of various IGAD institutions in

using GIS and RS and related products for spatial planning, e.g. information in data banks, various data analysis tools, remote sensing products, aerial photos and maps. Within the IGAD region, land-use planning is particularly challenging because of frequent cross-border movements of refugees and seasonal migration of people with their livestock. For planning to be realistic and leading to sustainable results, multiple ecological and natural conditions, different types of livelihoods, existing and planned social and economic infrastructure as well as various interests and conflicts have to be taken into account. Climate change and recurrent drought conditions in the Horn of Africa add to these challenges.

The GFA team of four multi-national, long-term experts and a number of short-

term experts, including C<sup>3</sup> training specialists, elaborated core training modules that cover five prioritized topics and target technical and senior managers:

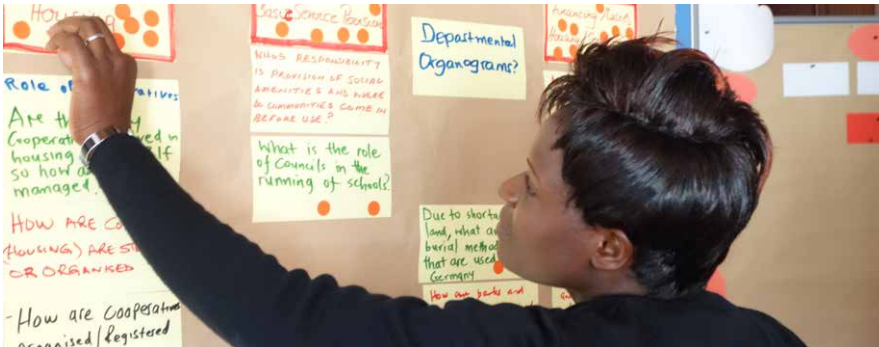
- **Module 1** – Agro-pastoral Production Systems and Natural Resource Management
- **Module 2** – Market access, trade and corridor development
- **Module 3** – Basis Social Services and Safety Nets
- **Module 4** – Disaster risk management, preparedness and effective response
- **Module 5** – Conflict prevention, resolution and peace building

Following C<sup>3</sup> quality standards, all training modules were **designed** according to up-to-date adult learning concepts, current spatial planning frameworks and practices, as well as novel geo-information data, tools and applications. The training approach and materials that combine theoretical and practical learning were **tested**. Based on comments and suggestions by participants of four training courses and contributions by technical observers, the manuals were **thoroughly revised**. The whole training package, five 5-day courses for technical staff and five 2-day courses for senior managers, was handed over to IGAD for further development and roll-out. At a later stage, IGAD envisages implementing a full-scale training-of-trainers program for its stakeholders at the international, national and sub-national level.



*Presentation of case study results*

## What's new? C<sup>3</sup> leadership program for the public sector



During their high-profile study tour to Germany in May and June 2015, mayors, town clerks, elected councilors and technical staff of Zimbabwean local authorities engaged in a **C<sup>3</sup> leadership training program** that aimed at strengthening good urban governance and management

for better service provision. Representatives from five selected cities – Bulawayo, Chinhoyi, Kadoma, Kariba and Norton – joined the program. On behalf of and with logistical preparation and support by the GIZ Academy for International Cooperation, GFA senior staff guided

and trained the group of 65 participants. Organized in small groups, the Zimbabwean local government officials visited cities and institutions in North Rhine-Westphalia, and focused on four sectors: finance, engineering, health and housing. All activities aimed at the elaboration of a **knowledge and learning transfer strategy** to be followed up at work in Zimbabwe. These efforts will be integrated into the Urban Water Supply and Sanitation Program financed by Australian Aid. The general spirit of the study tour can be summarized by two statements during the final round of feedback: “*Nobody was talking politics; everybody was talking development*”, and “*Exchange between council and management will have an impact on work at home.*”

## The People



**Carmen Langner** has been a C<sup>3</sup> trainer since 2004 and facilitated courses for private sector institutions in Ecuador, Viet Nam and Ghana. Specialized in organizational development, she is currently portfolio manager for private sector development at GFA's Latin America Department.

**Language:** German, English, Spanish, Portuguese



**Kurt Nieradtka** has been associated with GFA since 1995. His work focuses on private sector competitiveness as well as good governance in the public sector. Business Development Services, especially C<sup>3</sup> Training, are an integral component of the competitiveness enhancing efforts that Kurt Nieradtka manages in his various capacities as trainer, team leader or consultant.

**Languages:** German, English, Spanish, Portuguese

## Any time to read?

### Personal recognition and equality in adult education – more than a method?

Showing personal recognition and respect to the learner should be understood as a fundamental attitude of a professional involved in adult education. According to Prof. Müller-Commichau's concept of a pedagogy of recognition, this goes beyond the actual teaching-learning process. To him, equality and recognition are more than just a method. His theory is understood as a critique on the 'isolation' phenomenon he sees in coaching processes, as part of the constructivist approach to adult education. Mirroring each other and mutual respectful recognition makes all stakeholders involved in adult education turn into people that grow in their social and professional competencies. Read more in his new book “Anerkennung in der Pädagogik” (Schneider Verlag, 2014).

<http://www.paedagogik.de/index.php?m=wd&wid=2521>