

C³ UNIT FOR BETTER LEARNING



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 adult 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-uiJLSLQ>

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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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