

## EDITORIAL

In 2019, the global C<sup>3</sup> team was engaged in good learning in 21 countries. This often meant reaching large numbers of people, located in dispersed locations or even across country or language boundaries. In some cases e-learning scenarios were developed.

But: does the C<sup>3</sup> methodology “work” when communicating via a translator or when provided in an e-learning program? How do we overcome barriers? How do we manage to bring the C<sup>3</sup> message across from level to level when scaling up? I think the answer lies in people!

Us trainers, we need to understand the participant’s world to the maximum possible extent – plus, we need to be skilled enough to accompany technological innovation. In short, it is essential to develop constantly – learning never stops! Read in this newsletter two C<sup>3</sup> country stories from the health sector giving some answers to the questions above.

Christine Fröhlich  
Head of C<sup>3</sup> Unit for Better Learning

## WEST AFRICA: PANDEMIC PREVENTION THROUGH BLENDED LEARNING

**In recent years, we have perceived a growing demand for blended learning courses, which combine face-to-face sessions with e-learning features. GFA Medica and the C<sup>3</sup> Unit for Better Learning have gathered valuable experience of such a blended learning course for health professionals and risk communication experts dealing with pandemic prevention in ECOWAS countries.**

### PROJECT CONTEXT

West Africa has been the scene of many outbreaks of infectious diseases with epidemic potential. Especially the outbreak of the Ebola virus 2014-2016 raised international attention. It also revealed fundamental deficits in the health policies and strategies of the afflicted countries. Although regional agencies are in place, such as the ECOWAS Commission with the affiliated West Africa Health Organization (WAHO) and the newly established Regional Centre for Surveillance and Disease Control (RCSDC), their capacities have proven to be insufficient to cope with these health challenges.

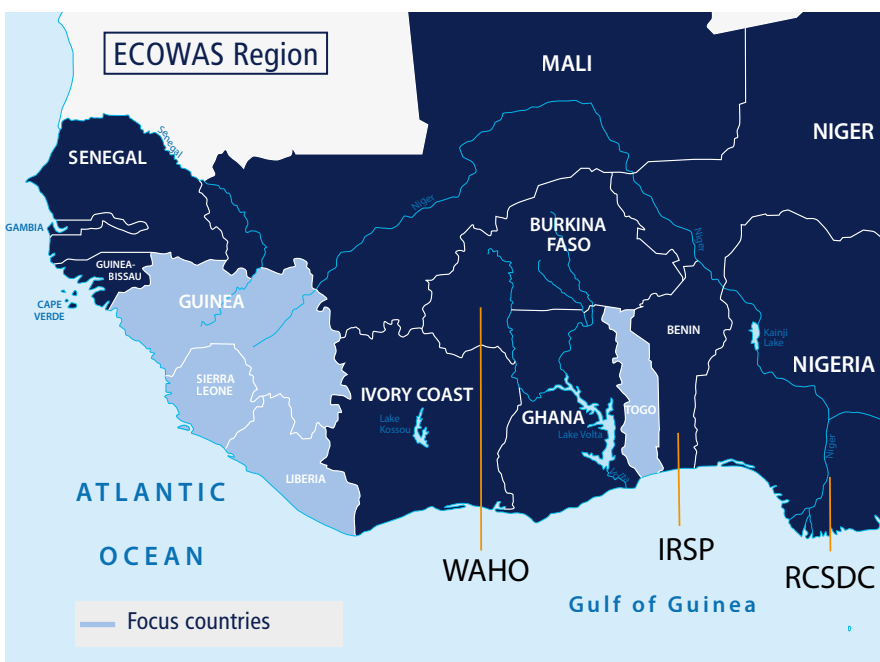
GIZ consequently launched the project “**Support to Pandemic Prevention in the ECOWAS Region**” (RPPP). A core deliverable of GFA’s service package was the design, implementation and roll-

out of blended learning courses in the topics of (i) inter-institutional communication and coordination as well as (ii) risk communication.

The C<sup>3</sup> Unit for Better Learning – together with a team of communication experts and an e-learning specialist – developed the respective face-to-face and e-learning modules after conducting a training needs analysis. In a second step, trainers were trained (ToT) in the blended learning format. As a third step, the new trainers replicated the courses in the program’s four focus countries, namely Liberia, Sierra Leone, Guinea and Togo.

Particular challenges arose from the regional focus of the project with **15 ECOWAS member states** and three official languages (English, French and Portuguese). This was especially true when it came to the logistics of bringing everyone in for the face-to-face sessions, which took place at the Regional Institute for Public Health (Institut Régional de Santé Publique – IRSP) in Ouidah, Benin.

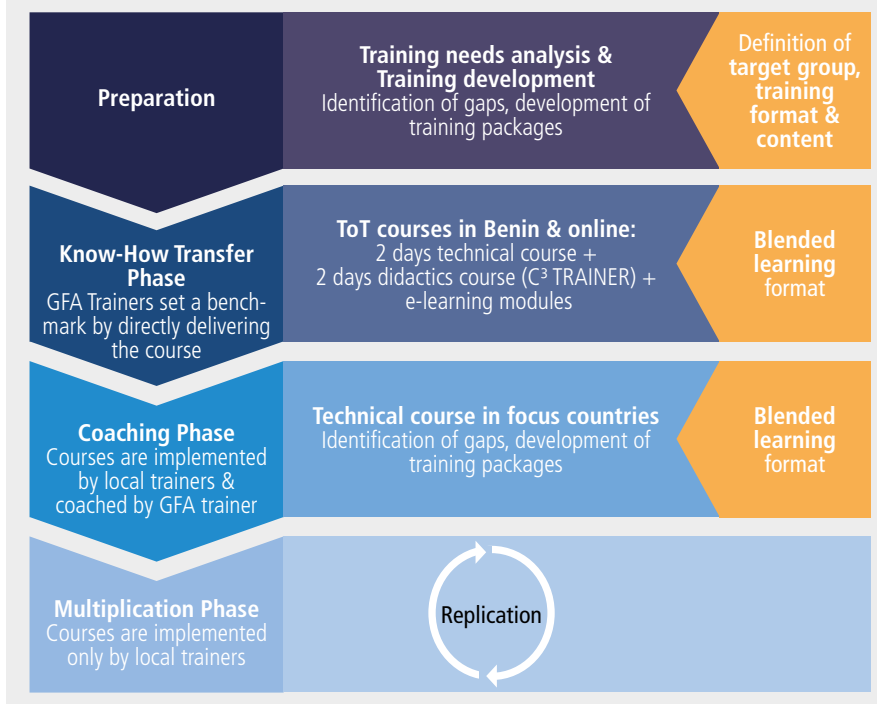
IRSP was the host institution for the training courses regarding both e-learning and face-to-face sessions. The institute was selected for its experience in regional training activities for African experts in public health subjects, plus its experience with e-learning training modules, based on the Moodle Learning Management System.



## PROJECT ACHIEVEMENTS OF 2019

- **276 PEOPLE TRAINED**  
Total number of civil servants trained in Communication & Coordination and Risk Communication
- **15 COUNTRIES COVERED**  
All 15 member states of the Economic Community of West African States (ECOWAS) were represented
- **12 NATIONAL TRAINING SESSIONS DELIVERED**  
Total number of national workshops run by newly formed local trainers in Togo, Guinea, Sierra Leone & Liberia
- **5 COURSES IN 2 LANGUAGES**  
Two e-learning courses & three face-to-face courses developed and delivered in two languages (French & English)

## BLENDED LEARNING TRAINING SCHEME



### WHAT EXPERIENCE HAVE WE GAINED?

The course evaluations revealed that the participants highly appreciated the face-to-face sessions for the relevance of the training content, the interactive and practice-oriented methods and the networking effect through the presence of ECOWAS health practitioners from 15 countries. The e-learning content on the Moodle platform was appreciated for the video clips, texts for further reading, internet links and as an opportunity to exchange with colleagues in the online forums.

Access to the e-learning platform was however associated with a number of challenges: weak internet connection, little experience with online learning and little time to complete learning assignments during office hours. Some participants grappled with limited technical know-how in downloading the Moodle App. More than once, we were asked why background information was not simply provided on a flash stick instead.

We consequently allocated extra time after training hours to support participants in logging onto the platform and extended the periods for finalizing the e-learning assignments. We clearly wanted to transfer the message that the learning platform was much more than just an archive for documents and was in fact manageable for all participants once they were introduced to it.

The **Moodle Learning Management System** has proven to be a good choice, mainly because

we could customize the site without a technician in the team. With the Moodle App, the course content was accessible offline from the smartphone which was an important asset in West Africa where stable internet connections and power supply are not guaranteed. Further advantages were that the main navigation could simply be switched into different languages – in our case into English and French.

### INSTITUTIONAL ARRANGEMENTS

Besides the design of relevant and accessible course content and an intensive ToT phase, a key factor for the sustainability of a training scheme is its **institutionalization in a training institute**

– for our project the IRSP in Benin. It has a large campus, which can host and accommodate several training groups in parallel and has very well organized catering facilities.

Project funds were used to upgrade the internet connection on the campus as well as the IRSP Moodle website. IT and academic staff at IRSP were trained in how to create and manage courses on the e-learning platform and some of the academic staff members participated in the ToT courses.

Although IRSP staff's attendance in the face-to-face training sessions and their presence on the Moodle platform remained low, their ownership increased over time – IRSP academic staff was actively involved in the rollout of the face-to-face courses in the focus countries. With very few English-speaking staff and only one person with the capacity to be Moodle Administrator, the future role of IRSP in the management of the training courses including the Moodle platform is however not yet clearly defined.

The project duration has now been extended by six months, which enables the project team to further refine institutional arrangements with IRSP and possibly with other institutions at the regional level.

### WHAT IS OUR CONCLUSION?

In a nutshell, we can conclude: the course was especially successful in **creating networks** between training participants which is demonstrated by the continued active exchange on the Moodle platform and in different groups created in the social media. It was also successful in making the newly capacitated trainers confident during the ToT and rollout experience in developing **better communication and coordination systems** in case of an epidemic outbreak.



For energizing participants the IRSP campus provided space even outside the training rooms

## CAMBODIA: PROMOTING BETTER NUTRITION FOR GROWTH

In Cambodia GFA's Medica Department in collaboration with the C<sup>3</sup> Unit for Better Learning developed the training and coaching scheme **PROMOTING BETTER NUTRITION FOR GROWTH** on behalf of GIZ and the Multisector Food and Nutrition Security Project (MUSEFO). The action-based course concept aims at capacity building of nurses and midwives in selected health centers from Kampong and Kampong Thom provinces in public health nutrition. Its focus lies on the approach of adequate nutrition during the first "1,000 days window of opportunity" – from conception to the end of the second year of life.

Although nurses and midwives are an important resource for health information and nutrition counselling, they are often poorly trained in nutrition. Mothers and caregivers of small children know and trust their local health staff, and visit health centres frequently for antenatal, delivery and postnatal care. There are many opportunities to engage health centre clients in a dialogue

on the importance of a diversified diet for pregnant and lactating women and of good feeding practices for infants and small children. This lays a good foundation for a healthy diet also in later life and for the whole family.

In order to strengthen nurses and midwives in delivering nutrition counselling, growth monitoring and health prevention, GFA developed a **Training of Trainers strategy**, following a cascading principle which is typical for C<sup>3</sup> training schemes. A key objective of the training program is to make nutrition communication part of daily service routines, including re-planning workflows and procedures with health centre managers. MUSEFO strengthens also nutrition programs at the community level by enabling health centre staff in community outreach and support of village level activities such as cooking demonstrations and village health support group or care group meetings. GFA experts developed the trainings with a small group of local master trainers and the provincial nutrition focal points. The goal of the **Training of Trainers** process is to give new trainer candidates the background

knowledge, facilitation skills and practical experience to pass the nutrition-counselling package to practitioners on a bigger scale.

Five Khmer speaking **master trainers** supported the training design and trained 27 local trainers to strengthen a rising number of health personnel. Those trainers trained 280 nurses and midwives in a four-day training course and a two-day refresher training. The courses provide updated content on nutrition, with a strong focus on capacity building in interpersonal communication.

The health personnel is supported additionally through a coaching program. **Coaching** is an important tool for strengthening skills development and confidence in new practitioners after the training. Experience shows that a leap in quality can be achieved accompanying practitioners during an in-service application phase. The continuous coaching activities throughout the whole learning process helped stakeholders acquire an adequate level of quality in delivering the training sessions and in monitoring the effectiveness of nutrition communication.

### DEVELOPED TRAINING MATERIAL

#### TRAINING OF TRAINERS GUIDE

The guide covers the methodological approach adopted for new local trainers and focuses on communication, facilitation, moderation and coaching techniques.

#### TRAINER MANUAL

The manual is guiding the trainers on how to apply participatory learning techniques and facilitate action learning from peer to peer, while imparting the nutrition related technical knowledge.

#### PARTICIPANT'S FOLDER

The folder is destined for the training participants and contains all the handouts supporting health centre staff in nutrition counselling to mothers, fathers and other family caretakers.

Training of Trainers Guide  
**PROMOTING BETTER NUTRITION FOR GROWTH**

Trainer Manual  
**PROMOTING BETTER NUTRITION FOR GROWTH**

Participants' Folder  
**PROMOTING BETTER NUTRITION FOR GROWTH**

## THE PEOPLE

### C<sup>3</sup> TRAINER TEAM FOR PUBLIC FINANCE MANAGEMENT

The C<sup>3</sup> Unit for Better Learning and the Public Finance Department at GFA jointly developed a set of standardized training modules focusing on public fund management and good financial governance. This was done in the context of GFA's Fiscal Agent Services for the **Global Fund to Fight AIDS, Tuberculosis and Malaria** as well as more recently for GFA's service contracts with **Gavi – The Vaccine Alliance** and the **German Cooperation GIZ**.

Since 2017, overall 17 courses have been developed and implemented in seven countries (Ethiopia, East Timor, Nigeria, Germany, Solomon Islands, Sudan) with over 450 participants by our dedicated in-house C<sup>3</sup> trainers (see picture).



C<sup>3</sup> Trainer-Team from GFA's PFM Department

### ANNA WEBER...



...is trainer and consultant in the areas of sustainability, economic development and "all things agriculture". Anna became a C<sup>3</sup> trainer in 2014 and supported the C<sup>3</sup> Unit in conceptualizing capacity development

schemes in GFA projects in the past. She has recently supported the methodological development of training courses on several topics around agricultural production, resource management and climate smart agriculture in Ethiopia (SURED/GIZ). Anna is a yoga instructor too and always available for impromptu office yoga sessions.

Languages: German, English, Spanish

### THOMAS KHATAL...



...has more than 20 years of experience as trainer, facilitator and consultant. He has been working for GFA since 2010 as a specialist in private sector development, particularly for the promotion of small enterprises.

Thomas has also been occupying several long-term positions for GFA as coordinator and Team Leader in North Africa for GIZ- and EU-funded projects. He has joined the C<sup>3</sup> family in September 2019 for the Training of Trainers didactics course in Benin in the context of the ECOWAS Pandemic Prevention project.

Languages: French, Arabic, English, German

### C<sup>3</sup> SENIOR TRAINER DEVELOPMENT

The C<sup>3</sup> Unit for Better Learning is happy to host the exclusively designed **Professional Trainer Course (Univ.)** taking place in spring of 2020. The blended learning course is developed in cooperation with the University of Witten/Herdecke and the Institut für Berufliche Hochschulbildung and will be awarded with six credit points (ECTS). After the completion of the online part in February and March 2020, the participants meet at our headquarters in Hamburg for a three-day face-to-face training in early April 2020.

Content wise the course focuses on the results of the "**Hattie-Study**" which provides insights into different training concepts and approaches and their respective outcomes for learners. Participants hence receive an overview of state of the art research in the fields of learning and teaching in different contexts. The applicability of the presented concepts in the C<sup>3</sup> training context is elaborated and discussed during the face-to-face module.

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