

## New Brochure available: C<sup>3</sup> PLAN & BUDGET

**C<sup>3</sup> PLAN & BUDGET – Linking stakeholders and project planning to budgets.**

Discrepancies between planning and budgeting in the provision of public services are a common constraint in many countries. Such “plan first, assess costs later” approaches may be seemingly easy, but they can lead to poor decision-making and underfunding. Planning and budgeting is about making choices based on realistic assumptions in a complex political and institutional environment. The course **C<sup>3</sup> PLAN & BUDGET** aims to impart planning and budgeting skills that, if put to use, will improve service delivery and results. It supports approaches that can help governments to become more transparent, and to increase their participative potential. Good planning and budgeting, while at the same time including public interaction, enhances accountability for results. Based on the methodological prin-

cipals of C<sup>3</sup>, **C<sup>3</sup> PLAN & BUDGET** uses highly participatory training approaches, action learning, simulation exercises, group work, discussions, debates and case studies. The program leaves room for guided field work, which consists of participant involvement in real world projects in conjunction with a group made up of provincial/local administrative members, representatives from the financial sector, as well as planning officers. Guided practical work can involve the design and development of an investment plan, an action plan for funds contingency, or a yearly development plan. The composition of the team is as relevant to the success of the training as the content. Successful participants will have learned to leave thinking in departments or sectors behind, and will have gained access to a network of fellow colleagues with a common vision and shared perspective.



C<sup>3</sup> brochures on [www.c3-training.de](http://www.c3-training.de)

## The People - from our Pool of International Trainers



**Katharina Graf** has been working for GFA since 2001 and is a C<sup>3</sup> trainer for almost ten years. She has facilitated numerous C<sup>3</sup> courses on different topics

in Africa, Latin America and Eastern Europe, one of which as team leader of a long-term training program. She also gives methodological C<sup>3</sup> TRAINER courses.

Recently, she was part of a trainer team to develop and introduce the new training module C<sup>3</sup> *Public Sector* on management skills for public administration officers, launched in the Ministry of Agriculture of Mozambique.

*Languages:* English, Spanish, Portuguese

**Lothar M. Willms** is a business economist with a focus on commercial banking. He is also specialized in moderation and participative adult learning.

During his assignments for GFA since 1996, he has given many C<sup>3</sup> training courses for different participants in the private sector (bankers, consultants, entrepreneurs). In addition he



has frequently been involved in Training of Trainers schemes, developing trainers and curricula, such as recently for a C<sup>3</sup> *Public Sector* training program in Vietnam.

*Languages:* English, Spanish, Portuguese



**Benjamin Hodick** is a Public Sector Management specialist with an expertise focusing on issues related to governance, decentralization and local

financial management. Working for GFA for more than five years, he has been a C<sup>3</sup> trainer since 2008, facilitating various C<sup>3</sup> training courses in Africa and Southeast Asia. As team leader of the GIZ project for Environmental Protection and Management of Natural Resources (EPMNR) in Vietnam's central highlands, he has just initiated the roll-out of two local C<sup>3</sup> *Public Sector* training programs for provincial and commune staff.

*Languages:* English, French



## Editorial

Initially C<sup>3</sup> was developed to serve trainees and trainers in the private sector. Today the C<sup>3</sup> methodology is also applied to capacity development of public sector stakeholders. The training package enhances participants' ability for decision making and for taking action in today's increasingly complex environment. In return, this secures a higher rate of administrative efficiency and improved governance. It also strengthens reciprocity between governments and their citizens. Ultimately better public services are provided. Based on GFAs long standing technical experience with projects in the public sector and the methodological and didactical principles of C<sup>3</sup>, several new modules and training of trainers schemes were developed and piloted for Vietnam, Mozambique, Ethiopia and South Africa in the last two years. Some of these experiences are presented in this newsletter.

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

### C<sup>3</sup> Public Sector Modules

- C<sup>3</sup> TRAINER – Training and Moderation Techniques
- C<sup>3</sup> PLAN & BUDGET – Linking Stakeholders & Project Planning to Budgets
- C<sup>3</sup> EXPENDITURE – Procurement and Financial Management
- C<sup>3</sup> RESULTS – Monitoring Policy in the Public Sector
- C<sup>3</sup> BALANCE – Matching Needs, Interests and Resources
- C<sup>3</sup> LOCAL – Facilitating Multi Stakeholder Processes for Local Economic Development
- C<sup>3</sup> HIV/AIDS – Responding to HIV/AIDS at Work
- C<sup>3</sup> SCHOOL – School Management

## C<sup>3</sup> Public Sector: Capacity Building in the Ministry of Agriculture in Mozambique

Adding to a long track record of experience in Mozambique, GFA is implementing the EU-funded program "Institutional Support to the Ministry of Agriculture (MINAG)". Overall the project contributes to the improvement of agricultural production in the country by strengthening capacity within three departments of the MINAG, namely the departments of Economics, Finance and Human Resources.

In this context, three new C<sup>3</sup> Public Sector courses, one for each department, were designed, developed and piloted in four training cycles throughout the country from July 2010 to March 2011.

In order to **enable sustainability and further outreach** within the Ministry and country wide, a comprehensive Training of Trainers component was embedded in the training activities. Manuals were prepared with great attention to detail in order to help maintain their high standard when reproduced later by local MINAG trainers. Also the C<sup>3</sup> TRAINER course on training techniques was included as a component of all the courses, to ensure that the participant-oriented approach and experiential learning aspect become systemic to the methodology as a whole.

### Development of the Train-of-Trainers scheme

Missions were implemented in five steps: The development of the training courses started with an awareness raising and **training needs assessment (step 1)** campaign in all provinces, implemented by the project's team leader. This was followed by the elaboration of several studies on the specific capacity-building needs of the three departments, both at central and provincial level, implemented by technical experts.

The process then culminated in a one-week workshop in Maputo in November 2010, when 35 representatives of the respective MINAG departments were familiarized with the findings of the technical experts and gave their feedback. In addition the C<sup>3</sup> training methodology was introduced. As a result of the collective process during this intensive week, the **structure of the three standard courses**



*What is a system? Where is my position?*

**was defined (step 2)**, by taking important decisions concerning their duration (five days per course), the target groups (middle-management and technical staff) and the course content.

As a third step the **training manuals for trainers and participants were developed (step 3)** by the team of national and international training specialists. One of the challenges thereby was to tackle the different training needs between central, provincial and district level. Also, **training manuals** had to be designed so that they could be divided into several modules, to enable greater flexibility for the training courses.

Following C<sup>3</sup> principles and methodology, training content had to be constantly cross-checked with the final users (MINAG staff), in order to **ensure applicability**. These requirements led to a broad scope of different training sessions to be developed. Quality control and standardization was overseen by the C<sup>3</sup> Unit at GFA headquarters in Hamburg.

Our partner company in Mozambique *PROCESS Ltda. Consultoria e Formação* was finally responsible for the highly demanding task of creating the master hard-

**C<sup>3</sup> Public Sector in Mozambique** (continued from page 1)



*Iris Kubina, one of the trainers in Mozambique*

copy of all three manuals (approx. 1,350 pages for only one set of copies of all three courses), and to supervise reproduction. This included copies for the participants' manuals, trainers' manuals and annexes (laws, annual national plans, etc.).

The **implementation of the training courses** began in January 2011 and lasted for only six weeks. Beginning with **four pilot courses (step 4)** in Maputo for the Central MINAG level, training was con-

tinued in **three consecutive cycles (step 5)** in the main regions of the country for participants from provinces and districts (roll out).

**Course topics**

The three **C<sup>3</sup> Public Sector** courses covered different topics, depending on the department they were developed for:

For the Economic Department (**C<sup>3</sup> PLAN & BUDGET**): General planning process; planning and budgeting for MINAG activities; elaboration of government plans and budget; definition and design of indicators, monitoring and evaluation.

For the Finance Department (**C<sup>3</sup> EXPENDITURE**): Framework of public finance; planning and budgeting; public assets and procurement; financial execution and reporting.

For the Human Resources Department: Systemic approach; tools for management of human resources (e.g. planning tools); time management; communication; conflict management; key processes of HR department.

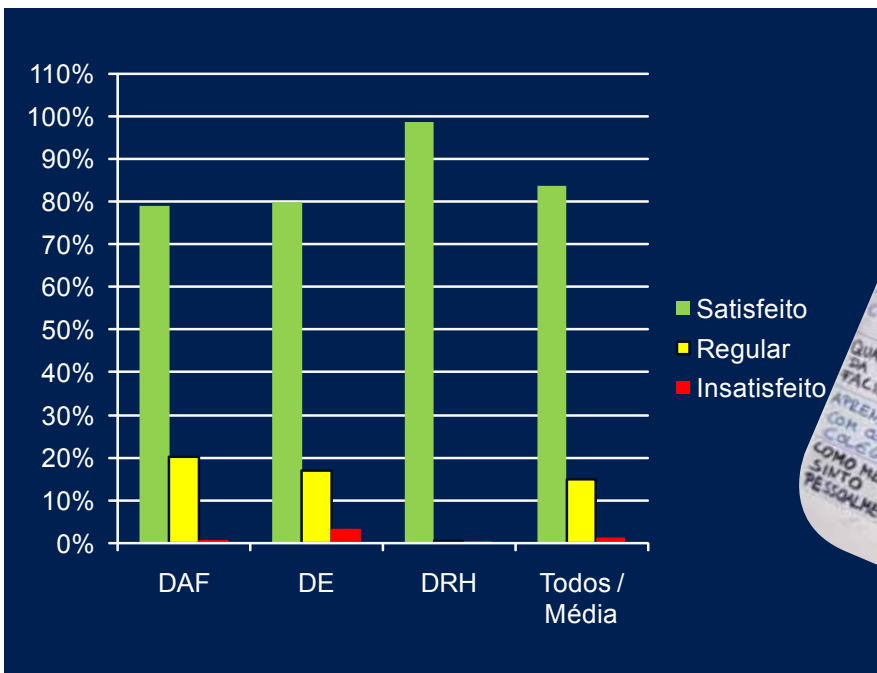
**Results and conclusions**

In this short period of time, the following results were achieved: Thirteen

training courses implemented; 193 participants trained – many with potential to be good multipliers or trainers; six MINAG trainers coached as co-trainers for further multiplication; three standard **C<sup>3</sup> Public Sector** manuals developed and readapted (in Portuguese).

All in all, the level of satisfaction with the courses was very high. Both participants and trainers felt that contents and methodology matched the training needs and consequently were applicable at work. MINAG is now in a position to continue implementing the standard courses without technical assistance. We wish our MINAG colleagues in Mozambique all the best for their future **C<sup>3</sup>** activities.

Some conclusions drawn from this experience in Mozambique are important for future training schemes. A real challenge was constituted by the production and reproduction of the training manuals (large number of pages, resources), as well as by the logistics (pinboards, cards, training locations in provinces) and the timing (four consecutive cycles of three, five-day courses in parallel), especially as far as the national roll out was concerned. One of the key factors for success is a team of committed **C<sup>3</sup>** trainers. Further requirements are the right mix of national and international training expertise, good team spirit and also excellent individual communication skills, together with suitable technical background.



*High satisfaction level of participants – results of the daily evaluation by course type (13 courses)*



## C<sup>3</sup> for the Public Sector in Vietnam and South Africa



*Improving Commune Forestry Management*

### C<sup>3</sup> TRAINER in Vietnam

The GIZ funded Environmental Protection and Sustainable Management of Natural Resources (EPMNR) project is embedded in German development's focal area of environmental protection and sustainable management of natural resources.

Its aim is to introduce new innovative approaches and tools in two pilot districts in Vietnam's central highland province of Dak Nong. Experiences and lessons learnt have led to the elaboration of two guidelines: a Commune Socio-Economic Development Plan (SEDP) Guideline and a Commune Forestry Management (CFM) Guideline. These binding and standardized guidelines are to be institutionalized over the years to come.

The implementation of the C<sup>3</sup> Train-of-Trainers (ToT) scheme is one of the first steps towards this institutionalization. In order to **develop local capacity and to create a common understanding about the respective guidelines amongst stakeholders**, the ToT scheme was started

off by training individual experts and key administrative staff, working in fields of local development and investment planning or forest protection. Training courses lasted three days, during which the **C<sup>3</sup> training methodology was introduced**. During a fourth day, in order to support the project's team and individual trainees, relevant **training exercises were further developed** referring to the respective sector (decentralized planning or forestry) and the provincial guidelines concerned. All training material and manuals were prepared beforehand in English by international C<sup>3</sup> trainers and then translated into Vietnamese for the course.

ToT courses were held in English with simultaneous translation and all visualization in Vietnamese. This constituted a special challenge to the team, since action-oriented learning and trainer development cannot be achieved in theory or by reading, it must be 'felt' and 'seen'. Consecutive translation, however, takes away some of the dynamics which are developed when having direct interaction with trainees. This makes the careful selection, training and coaching of local trainers especially important.

As a second step towards an incremental institutionalization of the respective guidelines, standard training courses were further held by newly trained local trainers. Thereby local trainers were coached by two international long term experts from the project team who are themselves C<sup>3</sup> trainers. **For the forestry sector** newly trained local trainers implemented training courses for staff from the Provincial Forest Protection Department on the basis of the previously elaborated CFM and the C<sup>3</sup> training manuals. Based on the previously developed SEDP Guideline and the C<sup>3</sup> training manuals, local trainers provided C<sup>3</sup> training workshops for **commune planning teams and other sector relevant planners** at the beginning of the annual investment planning cycle.

In cooperation with IFAD and Oxfam, standardized training courses will be further promoted after completion of the EPMNR project as from the second half of 2011 onwards, in order to reach more stakeholders.

### Creating competence for urban renewal in South Africa

The EU-funded Technical Support Facility to the Urban Renewal Program (URP) supported the Department of Cooperative Governance and Traditional Affairs on national and provincial level as well as three selected municipalities in the Eastern Cape.

Within the program, a pilot training course "Creating Competence for Urban Renewal" was developed and conducted, giving one of the first examples for the successful application of the new generation of C<sup>3</sup> courses for the public sector. The eight day-seminar was implemented over a period of four weeks. It involved strategic managers from Eastern Cape provincial sector departments as well as managers of municipalities including those for procurement and development planning. This provincial "**Competence Team**" is responsible for the implementation of joint programs like the URP. Main topics covered by the course were: Articulating a common vision for marginalized areas (townships); area-based approach to strategic planning; linking local strategies and projects with integrated development; stakeholder analysis and mobilization; bottlenecks in capacity analysis and their improvement; project packaging and procurement; monitoring project implementation (balanced scorecard).

The course created a very positive atmosphere of **cross-sector collaboration** which reached out beyond the actual seminar. During the practical sessions, when participants were working on real examples, one could feel the positive effect of looking at urban development topics from different perspectives in order to find solutions for the benefit of the population.



*Area-based approach to planning*