



Can adults really be taught?

German constructivist Horst Siebert made a very good point when he stated, "adults cannot be taught but they can learn"! So how do we do that in C³ courses?

We focus on the participant. We offer a platform, stimulate exchange and encourage real world practice. This means offering participants a chance to apply what is new to them in their own context. We help each participant to reflect upon the learning processes.

Based on these methodological principles and on solid technical know-how of our trainers, we developed 15 different manuals over the last decade.

Over 3,000 C³ participants in 29 countries have had the chance to learn more than if they had participated in "conventional" lecture settings.

I do hope you agree!



Christine Fröhlich
Head of C³ Training Unit

C³ Public Sector – Public Service Capacity Building in the Ukrainian Water and Sanitation Sector

In the Ukraine, C³ Training activities are part of the "Improvement of Municipal Services" (IMS) project, which is financed by German International Cooperation (GIZ). IMS's objectives are to promote stakeholders at all levels of local government in order to enhance good governance, and to improve public service delivery. One of the four lines along which the project is working is implemented by GFA Consulting Group, and focuses on improving public finance and investment management.

Public Utilities in the Ukraine are usually indebted and highly dependent on subsidies to sustain current costs, even for the most urgent maintenance work. However, international funding institutions that could provide finance to the communal public utility sector are restricted due to rampant non-compliance in the sector, with standard application procedures for example. In order to address these shortcomings GFA, on behalf of GIZ, designed a training program to develop the capacity for investment planning.

To ensure sustainability and national anchorage of the training courses, this work began with a training of trainer's (ToT) scheme, developed based on C³ methods and principles.

The C³ ToT scheme was developed beginning at the end of 2011 and throughout 2012. This work included the development of training material, the selection and training of trainers, implementation of pilot courses and the finalization of training material.

Devel. of training material for the Water & Sanitation and Waste sectors

Two international experts (on training methods and the water & sanitation sector, respectively) developed the training concept for public utilities together with national partners. For the Water and Sanitation sector, three modules were finalized. Each manual is available in English and Russian and consists of participant's handouts and trainer material, facilitating the replication and subsequent multiplication.

The trainings thus include:

- **Module 1**, which covers specific topics on assets and their classification, management and planning, identification of present asset management practices, asset inventory, cost categories and revenues, funding sources and application processes.



Good asset management enables utilities to plan their investments more effectively

C³ Public Sector in Ukraine (continued from page 1)

- **Module 2**, which focuses on financial analysis, comparisons and benchmarks for key ratios. Also, internationally accepted and widely adopted methods for elaborating a water balance are introduced.
- **Module 3** aims to bring understanding in water balance calculation, performance indicators and monitoring. Methods of performance monitoring according to international standards in utilities are also discussed.

In addition, one international trainer developed course material for the Waste sector. Topics covered were general aspects of Municipal Waste Management Planning (solid household waste Management) including the system definition, cost calculation and strategy plan development.

Pilot courses and finalization of training material

The four newly developed course modules were tested in pilots throughout the year. After each training course, the manuals were finalized and handouts completed in Russian. Each seminar lasted three full days.

Participants of the four training courses worked for public utilities and public administrations in selected cities within Lugansk Oblast. Trainees participated in all three modules developed for the area. At the onset of the Water & Sanitation modules, participants' training needs were as-



Participants and trainers of the C³ TRAINER course in Donetsk, 2012

essed in the form of a tailor-made quiz. The module programs, which included lectures for focused technical input, were then continued with a range of interactive training methods with high involvement of attendees such as: experiential action-oriented simulation exercises, case studies, role plays, discussions and group-work based on C³ methodology. Energizers were also used to invigorate participants and to keep them physically and mentally alert.

Selection and training of trainers (ToT)

Following recommendations from seven training institutions and organizations from Lugansk Oblast, 22 potential trainers participated in a C³ TRAINER course at the beginning of 2012. During this seminar they were exposed to modern ac-

tion learning techniques and participatory adult learning methods, typical for C³. This method and the techniques it encourages helps participants to bring in their own experiences and includes behavioral and communication aspects.

The participants had worked as trainers and teachers at vocational schools and universities. After this first course, four local trainers were selected to continue with the ToT scheme. Depending on their background they then participated as co-facilitators in one of the following four pilot courses held by international trainers/experts. During and after the course they exchanged experiences, implemented a self assessment and received thorough feedback from the international trainers. They thus developed their personal practical training skills as well as their technical know-how in a professional manner.



One of the didactic challenges for good trainers is maintaining a good mix of the methods

GFA at Work – C³ in Afghanistan Turns Six



Around 20% of C³ participants in Afghanistan were women

C³ was introduced in Afghanistan in 2007. Since then numerous courses have been implemented, with over 250 participants in the public and private sector - around 20% of whom were women.

Trainees were exposed to C³ action- and experience-based learning methods, which were often new to them. In all of the C³ courses (C³ CREDIT, C³ GROWTH, C³ START or C³ TRAINER) participants learned eagerly and greatly appreciated the interactive and participant-oriented training method, which helped them to transfer new knowledge and skills to their daily job routines. The courses were financed by different donor agencies, including Development Alternatives Inc. (DAI) within its “Afghanistan Small and Medium Enterprise Development” (ASMED) program, German International Cooperation (GIZ) within its “Northern Afghanistan Economic Development Initiative” (NAWI) project and GIZ under its “Regional Capacity Development Fund” (RCDF) program.

Three C³ CREDIT training courses on SME loan appraisal and monitoring were held in Kabul and Mazar-i-Sharif. Trainees were bank staff and local business consultants in the field of small commercial credit and small business consulting. The courses covered all relevant aspects necessary to appraise an investment project including entrepreneurial competencies, market analysis and marketing, and technical and financial viability. They also

focused on the important aspects of lending activities such as the role of the loan officer, lending policies & procedures and credit monitoring. Thereby they contributed to banks’ improved capacity to assess and monitor micro- and small-scale loans.

Seeking to promote the economic development in the north of the country, three different types of C³ modules have been introduced since 2007.

- The C³ GROWTH package improves consultants’ capabilities in advisory services and general business skills. Three courses lasting ten days each have been held covering the following topics: consulting MSMEs and the role of a consultant, selling consulting services, diagnostic tools, financial analysis, writing a consulting report and presentation of findings to the respective clients. A shorter module on business development services (BDS) was later developed to complement this module with respect to subjects like service quality, market orientation and sustainability of business service providers.
- The C³ START training course lasts ten days and introduces participants to business planning, focussing on market potential, marketing, organization, management, production and financials. This course also enhances basic business skills and entrepreneurial behaviour.

- In order to improve sustainability, the program also promoted the development of trainers and leaders in the sector. Therefore, several C³ TRAINER courses were held covering training methods and communication skills. During these courses local trainers were exposed to action-oriented training and the participatory training approach characteristic of C³. They used and thereby practiced the implementation of different training methods and tools, such as simulation exercises, case studies, role plays, energizers, lectures and moderated discussions. They thus had the chance to actively reflect upon their performance and training skills and receive feedback from fellow participants and international trainers.

Recently C³ was introduced in the public sector of Baghlan Province. The training course was aimed at participants responsible for implementing capacity building activities targeted at public sector civil servants on the provincial and district level, and other government agencies in the region. The nine day training session implemented enabled participants to take a structured approach to training design. The course provided the basic skills and knowledge needed to identify training needs, structure training content, develop training material and define the evaluation process. Twenty pre-selected national trainers thus first participated in a C³ TRAINER course and then jointly developed training materials and standards for reporting, monitoring and evaluation. During the first part of the workshop, C³ training methods and the experience-based learning cycle were introduced, and the personal moderation and presentation skills of participating local trainers were addressed. The training then continued with a focus on the development of training exercises. This training material was developed on topics such as project cycle management, leadership and budgeting. It was structured following the action-learning cycle. Methodologically, it followed action-oriented and participatory training principles – thus eventually enabling better learning.

What's new? C³ SCHOOL Trainer Manual and Brochure

Education is a basic human right for all, and every child should have access to quality education in schools. But what makes a school good and who influences quality? Besides parents' involvement and teachers' performance a lot depends on good school leadership. How can management's performance be assessed? Is the school managed appropriately? How can quality be assured?

Aiming to guide school management teams through these questions, GFA professionals have developed C³ SCHOOL – a training course on sound school management. This training package is designed to facilitate and provide the skills, knowledge and tools needed to develop a successful school leadership team. The manual was first introduced in Belize in 2012. For 2013, GFA plans to replicate further courses adapted to the respective national context in Ghana and Pakistan.

The C³ SCHOOL manual, training modules, and background material cover topics such as leadership, change management, human resource development, and financial planning & budgeting. During the practical section of the training course, staff members of the participating schools and other institutions have the opportunity to assess their school's strengths, weaknesses, opportunities and the risks they face.

Based on the main findings and their priorities, they then elaborate a School Action Plan. School management not only involves school principals, but also members of middle management, school board members and representatives of the Ministry of Education. The course facilitates a platform for all these stakeholders to work together, helping them to find practical answers on how to improve their schools.



The People



Inke Hase has worked for GFA since 1994. She has facilitated C³ courses on various topics in numerous countries. Specialized in the education sector, Inke recently played a significant role in the design and implementation of the new C³ SCHOOL course on School Management.

Language: English



Anja Hornig joined GFA in 2010 and has since coordinated and implemented a series of C³ training courses. She has also been closely involved in the development of the C³ Public Sector manuals. Ms. Hornig works in GFA's Asia department and is currently based in Indonesia.

Languages: English, Portuguese, Spanish, French

Any Time to Read?

We recommend the Knowledge Solution Series published online by the Asian Development Bank (ADB). The Series aims to build competencies in the areas of strategic development, management techniques, collaboration mechanisms, knowledge sharing and learning, and knowledge management.

Interesting articles on "Learning in Conferences" (No. 110, December 2011), on "Innovation in the Public Sector" (No. 117, June 2012), "On Decision Making" (No. 118, July 2012), on "Knowledge Behavior" in large organizations (No. 119, August 2012) and many more are available.

www.adb.org/site/knowledge-management/knowledge-solutions

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