



## Editorial

### C<sup>3</sup> Unit turns into "C<sup>3</sup> Unit for Better Learning"

*This year we have changed our name from "C<sup>3</sup> Training Unit" to "C<sup>3</sup> Unit for Better Learning". You may ask – what was wrong with training? The answer is: Nothing! However, we think the new name shows our shift in perspective - from training to learning – from the trainer to the learner. This new name is more representative for our general attitude towards our work: It's all about the participant and her or his perspective and needs!*

*Over the last years, we at GFA have expanded our services to include new learning formats such as e-learning or blended-learning scenarios. These activities go far beyond presence-based training formats, which are still common and frequently demanded, but not always what clients and participants ask for in order to learn best.*

*For this newsletter, we have chosen to elaborate on two very different learning settings. The country cases from Egypt and Peru show a range of formats available in our projects, from ICT-based learning platforms to presence-based training courses followed by intense coaching phases. Both settings aim to reach a large number of learners and establish long lasting and sustainable local expertise to eventually make donor interventions redundant.*

*I hope you enjoy reading these stories and would be happy to share learning experiences with you in the future.*

Christine Fröblich  
Head of C<sup>3</sup> Unit for Better Learning  
GFA Consulting Group

## Country report: Supervisory Skills Training Program for SMEs in Egypt

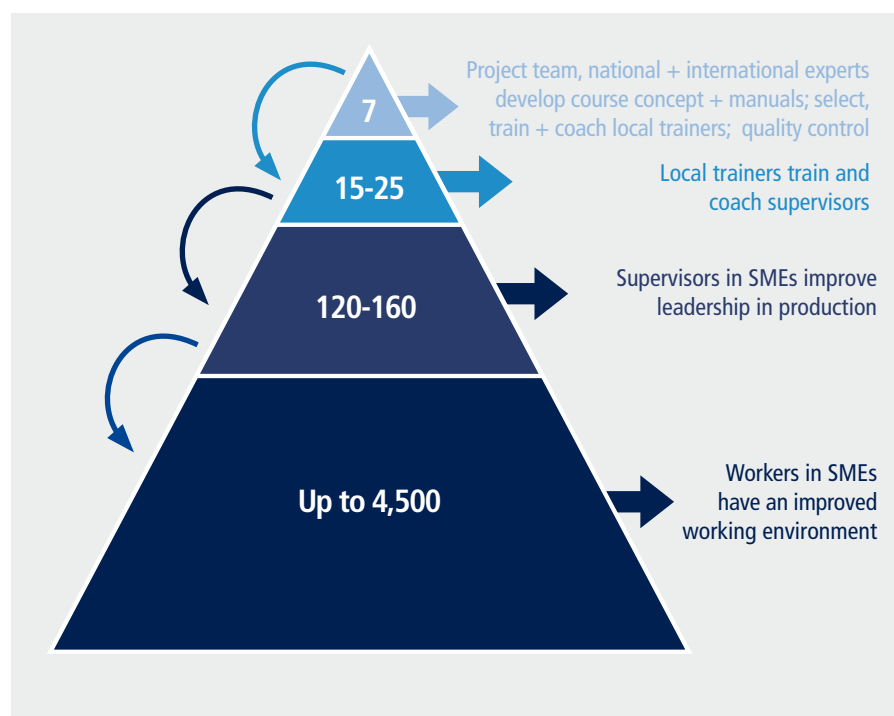
Increasing outreach and ensuring sustainability are two main challenges addressed when developing training schemes in our projects: **Enhancing better learning and developing cascading systems** are part of the solution, as the following example in Egypt illustrates.

The "Supervisory Skills Training Program" is part of GIZ's Labour Market Access Project (LMAP) to support the Federation for Economic Development Associations (FEDA) and its member associations to develop a sustainable service model. The scheme's overall purpose is to **improve job quality in small and medium-sized enterprises (SMEs)** of the manufacturing sector in the Suez Canal region. More specifically, it aims to help supervisors better understand their roles and responsibilities when leading production teams. Focus is on good communication and workplace dialogue that can eventually result in a changed organisational culture on the job floor and help prevent abuse and harassment of workers.

Ultimately this increases worker retention and productivity.

**Cascading pyramid:** Reaching out to a considerable number of beneficiaries is a goal of many training programs. In Egypt, this is done by selecting, training, and coaching change agents through a training-of-trainer's scheme. This process is accompanied by a structured development of training curricula and comprehensive manuals. The cascading approach enables multiplication of training content and a more efficient use of resources (see chart).

Since local trainers are involved, the training scheme is heavily adapted to the local context (for example in culture and language). When integrating local training providers into the scheme, outreach is even greater since sustainable training structures are tapped into and developed locally. Active involvement of FEDA and its member associations also enhances local acceptance and ownership. This not



Cascading pyramid – Reaching out to more beneficiaries through training-of-trainers schemes



Group work enables exchange

only applies during the project's lifespan – but also thereafter (sustainability).

**Better learning:** Adults learn best when training is immediately useful for them and activities are linked to their daily work and lives. Course structure and content for supervisors in Egypt was developed following this principle. The training plan for each group of participants is composed of three different types of training interventions (see chart):

- Off the job (face-to-face) training courses (Part I and Part II);
- A practical activity (task) to be used on the job by the trainee between the two parts of the course; and
- Follow-up and coaching on the job after the training courses

This C<sup>3</sup> training approach exposes participating supervisors to new and different concepts, encourages them to apply these concepts in their own work, and requires them to actively share and discuss their experiences and concerns with peers. This provides opportunities for ongoing learning and deeply anchors training goals into supervisors' behaviour and, hence in the company culture.

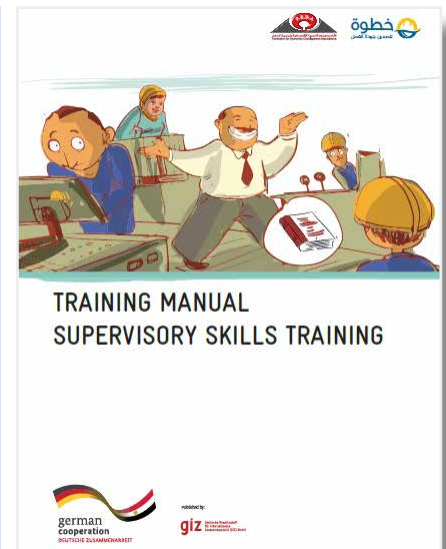
**Results:** After a three-month preparatory phase, the training scheme started in July 2016 with the first face-to-face courses. To date, six SMEs have been involved from the garment and pharmaceutical sectors in Ismailia, Port Said, and Suez. 52 supervisors, seven local trainers, and three FEDA association staff participated in three training cycles each composed of the three components described above.

Furthermore, eighteen selected local trainers and five lead supervisors participated in a tailor-made C<sup>3</sup> trainer course. These newly trained local trainers will be coached as they deliver an additional four training rounds, reaching another 80-90 supervisors. Thus, it is expected that by June 2017 the job quality of 4,000 to 4,500 workers in various SMEs will have been influenced. Hopefully, it will have improved – as the following quotes from participants suggest:

“The training affected us by improving our planning and truly the workers feel its impact.”

“At first, we were very stiff with our approach and feelings as supervisors. But now we realized that we have feelings that could change, behaviours that could change, and attitudes that could change. This change affected the workplace positively and motivated workers more.”

“What I have learned as Ahmed is that I need to start with myself first. I need to develop from within and not wait for the change to just happen. When a single unit changes we are all developing more as an entity.”



Extensive training manual for trainers and supervisors



Project logo: “a step to improve work quality”

#### TOPICS COVERED DURING THE TRAINING SCHEME

##### COURSE PART I (2 days)

Professional Supervision and building effective relationships

- Leadership and role of supervisor
- Characteristics of a competent supervisor
- Ineffective habits as supervisor
- Behaviour of a good supervisor
- Resolving conflicts in daily work life
- Professional on-boarding

##### LEARNING ON THE JOB (4-6 weeks)

- Working with the on-boarding checklist
- Resolving conflicts with follow-up sheet for supervisors

##### COURSE PART II (2 days)

- Managing and evaluating workers
- Motivating workers
- Assigning tasks and instructions effectively
- Appraising workers
- Becoming a successful supervisor

#### FOLLOW-UP AND COACHING ON THE JOB (4-6 months)

- Applying different course tools

## Developing capacity of public administration at sub-national level in Peru



*Group work to develop training curricula and manuals*

In Peru, GFA supported the National Civil Service Authority (SERVIR) and its School of Public Administration (ENAP – Escuela Nacional de Administración Pública) in developing a demand-oriented training scheme within the framework of a new decentralized training system for civil servants. In this setting, blended and e-learning modalities as well as a training of trainers approach were developed. The service package was implemented on behalf of GIZ’s “Good Governance” program between March 2013 and October 2016.

During the first phase, the project’s focus lay on developing a **Massive Open**

**Online Course (MOOC)** to overcome distance and reach civil servants in local administrative structures across regions. This e-learning format runs on ENAP’s platform and addresses general subjects related to “Structure and Functions of the State” as well as “Basic Administrative Procedure Law” in three modules. Since its launch in early 2015, it has reached approximately 10,000 registered participants, mainly public servants or the general public, many of them from the regions.

While implementing the MOOC, it became clear that training demand varies considerably, for example between small

rural and large urban municipalities. In view of these and other differences, the second phase used a **blended learning approach** adding presence-based modules to the training scheme. Also, experience showed that local trainers were needed at the sub-national level; hence a **training-of-trainer’s scheme** was developed. In addition, the training content was simplified and modified, focusing on good service delivery in municipalities and on **practical application during the training course**.

Today, general topics on administrative systems (planning, budgeting, modernization) are provided through printed self-learning materials and interaction with ENAP’s Moodle-based open source e-learning platform. Procedural competencies (application of practical tools and case-based learning) and management skills are offered in **four practical, presence-based training courses**. Here, participants prioritize a specific service area for their own municipality, implement a weakpoint analysis for this service, and finally elaborate an improvement plan for that service in their municipality. In this framework, local trainers were selected and trained during the pilot training schemes run in Ayacucho and Trujillo. ENAP is now planning further replication in the rest of the country’s provinces by using newly prepared trainers and training new trainers in other provinces.

The training activities developed in this country clearly show typical challenges faced in settings where many beneficiaries need capacity development and these potential participants are vastly dispersed. This example shows that focusing on practical training content and real work-life applications is crucial for learning.

To achieve this, the following C<sup>3</sup> success factors clearly were: reducing and prioritizing training content; having participants work on authentic work issues during courses; building local trainer teams and working with strong training partners like ENAP.



*Access to the MOOC on ENAP’s webpage:*

<http://aulavirtual.enap.edu.pe/index.php/estructura-y-funcionamiento-del-estado-peruano>

## What's new? C<sup>3</sup> Unit for Better Learning broadens in-house learning and training expertise with e-learning competence

To expand the professional expertise provided to our clients, the C<sup>3</sup> Unit set up an additional position for ICT in learning and training for our projects. The C<sup>3</sup> Unit is now able to support development of simple e-learning self-study courses, facilitate e-learning courses, blended learning scenarios, face-to-face trainings, and all possible combinations.

### E-learning and blended learning activities in GFA Projects

Demand for ICT supported training approaches has greatly increased in recent years. GFA has offered e-learning and blended learning solutions all over the world since 2007 (e.g. Mexico, Peru, Brasilia, Ecuador, Chile, Cameroon, Kenya, Tanzania, Malawi, Pakistan, Indonesia). The courses developed for our partners and clients are tailored to their specific context (sector, region, etc.) and focus on experience-oriented training methods to secure content transfer and sustainability of the learning objectives.

Using best practices, e-learning and blended-learning scenarios in our projects vary considerably when addressing individual, course, contextual, and technological challenges found in local conditions. Overcoming technical constraints related to



*Nine principles of digital development*

hardware and software requirements and addressing individual competency levels (e-literacy) are crucial for course success and effective participant learning.

When planning and implementing technology-enabled programs, GFA follows the “nine principles of digital develop-

ment” (<http://digitalprinciples.org/about>) used by many ICT4D practitioners and donor organizations (see image).

### Selected links on e-learning

[www.ictworks.org](http://www.ictworks.org)

<https://elearningindustry.com>

[www.ong2zero.org](http://www.ong2zero.org)

## The People

**Vera Quitmann** is an educational expert and joined the C<sup>3</sup> Unit for Better Learning in 2016. As a consultant, she is responsible for the development and quality management of GFA's e-learning services in projects as well as the development and implementation of GFAs

C<sup>3</sup> training activities worldwide. Vera is well versed in training topics dealing with adult learning, environmental education, and sustainable development. Her methodological experience ranges from e-learning to face-to-face formats.

