

A NOTE TO THE TRAINER

German adult education specialist Rolf Arnold, Professor at the TU Kaiserslautern, published a book in 2017 with the subtitle *escaping the mania of completeness* (see below). His ten statements on how people learn are highly thought provoking for me as a trainer. My two favorites, confirming the C³ didactical principles, are:

- "Self-organized learning (*Selbstlernen*) needs stimulating arrangements, esteem, orientation and companionship", and
- "We learn from others, but with lonely brains".

For me to take these into consideration is, in sum, the most puzzling and challenging job of a good trainer when designing courses and certainly during *delivery*. We need to trust in the learner's ability to learn from within – based on her/his own world and context!



Christine Fröhlich
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MORE INFO...

On this topic I further highly recommend Arnold's and John Erpenbeck's elaboration on *knowledge is no competency* in an interview at:

<https://www.youtube.com/watch?v=6OZqtEgJ87c>

(unfortunately also in German)

Arnold, Rolf (2017):

Entlehrt Euch! Ausbruch aus dem Vollständigkeitswahn, hep Verlag Bern

Find a German summary here:

<https://blendedsolutions.wordpress.com/2017/10/22/entlehrt-euch-aus-bruch-aus-dem-vollstaendigkeitswahn/>

NIGERIA: C³ TRAINING SCHEME ON ENTREPRENEURSHIP IN AGRICULTURE AND CONSTRUCTION

In 2017 the C³ Unit developed and implemented two train-the-trainer (ToT) schemes for farmers and students of TVET schools, on behalf of GIZ and as a sub-component of the program „Promotion of Demand Oriented Vocational Qualification“. The overall objective of the GIZ program is to provide demand-oriented training and further qualification in the selected value chains of potato, cassava and the construction sector, for young job seekers, young farmers and workers in MSMEs of the formal and informal sectors, in particular unemployed young women.

Both ToT schemes aimed at introducing learning modules for fields identified as relevant with regard to the needs of the labour market. Enhanced entrepreneurship skills had been identified as fundamental to improve the target group's options for gainful employment in agriculture and construction. Focus for the courses was further put on the topics related to "Market Analysis and Marketing", as one of the funda-

mental subjects relevant for entrepreneurship development. Regionally the training schemes were based in Ogun State, with case studies developed also for Plateau State (potato value chain). They were both implemented in Abeokuta and hosted by Peter Akinola Foundation (PAF) TVET School.

TRAINING OF TRAINERS SCHEME = CASCADING APPROACH

In order to reach out and to develop local know how and skills, a cascading approach was chosen. The first ToT scheme aimed at developing and testing training material for a course for TVET students as end users. The assignment also aimed at training and coaching TVET teachers in a train-the-trainer course and during their first implementation of six one-day courses for students in a second step. This laid the ground for good training quality with respect to action-oriented didactics and the subject matter (market and marketing) after the completion of the assignment, so that teachers can continue teaching the subject with new students at a later stage. The second ToT scheme followed the same



Local trainers from the agricultural sector and their trainers and coaches during the ToT in Abeokuta, Nigeria



► NIGERIA: C³ TRAINING SCHEME ON ENTREPRENEURSHIP IN AGRICULTURE AND CONSTRUCTION

PROGRAM 9:00 - 17:00		
HOURS	TIME	SESSION
9:00-10:00	60 min.	OPENING + INTRODUCTION
10:00-11:00	60 min.	MARKET ANALYSIS
11:00-11:15	15 min.	break ☕
11:15-12:45	90 min.	MARKETING MIX
12:45-13:30	45 min.	lunch 🍽️
13:30-13:40	10 min.	ENERGIZER
13:40-15:10	90 min.	MARKETING COST
15:10-15:25	15 min.	break ☕
15:25-16:00	35 min.	SELF-EVALUATION (QUIZ)
16:00-17:00	60 min.	EVALUATION + CLOSURE

Course program for students and farmers

approach but focused on the agricultural sector (cassava and potato) and trained to-be-trainers with agricultural background. Four one-day-courses were attended by farmers.

TRAINING AND PREPARING TEACHERS AND TRAINERS (THREE DAYS)

There were three learning objectives during the three-day preparation time for trainers and teachers:

- to further develop personal trainer skills, mainly by applying action and experienced-based methods and tools;
- to get exposed and use the Trainer's Manual for the one-day course "introduction to market analysis and marketing" for students/farmers; and
- to get prepared for the roll out, i.e. delivery of training courses for students or farmers to follow.

TRAINING OF TVET STUDENTS AND FARMERS

The one-day training course "introduction to market analysis and marketing" developed for students and farmers comprises the parts specified in the overview program (see chart). Main learning objectives were:

- to expose participants with the main terminology and concepts with respect to market analysis through a simulation exercise;
- to make participants aware about different elements of marketing (Ps of Marketing) by simulating a market situation; and
- to calculate and discuss types of costs for marketing activities and their level with respect to business turnover, based on a case study.

During the course participants were always encouraged to relate new learning points to their own reality / business and to discuss experiences made in the past. Case studies used were adapted to the respective sector (construction, cassava, potato). Each course was designed for a duration of 8 hours, including a 45 minutes lunch break and two tea breaks of 15 minutes. Further several energizers were integrated into the program.

ACHIEVEMENTS AND SUCCESS FACTORS

Through these two training schemes 146 students, 84 farmers and their 39 respective teachers

or trainers were trained and coached during first training delivery – all this within two months. Trainer/teacher manuals with detailed instructions, background material and visualization examples (50 pages) were developed and adapted around one month before the training. These also included 17 pages to be handed out to participants. In order to allow a close monitoring of local teachers and trainers during their first implementation, GFA provided a trainer team composed of three senior trainers and three sector experts. C³'s participatory method was very well accepted and manuals and materials adequate for their recipients – as two participants put it on their anonymous feedback forms: *"I love the way we learn today and I enjoyed it"* and *"You shed more light to my own business strategies. More grace to your elbow. Thanks."*

The following aspects are crucial for a smooth implementation of a scheme of such a scale and time frame:

- excellent relationship with hosting institutions (schools) and engaged associations and networks (participant's mobilization);
- excellent logistical preparation and support (training venue, manuals and equipment);
- experienced senior trainers (two national, one international lead trainer);
- standardized monitoring and reporting;
- high motivation of all parties involved.



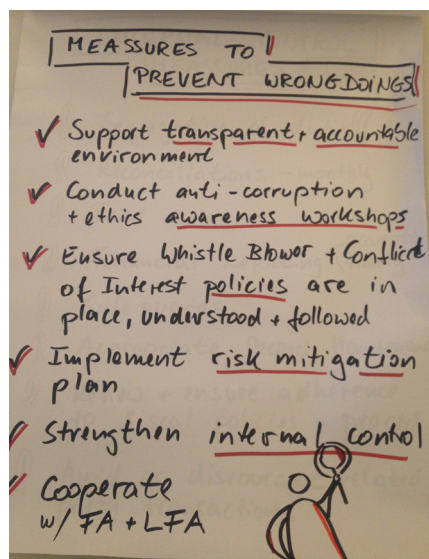
Making business with potatoes and cassava

MULTICOUNTRY: C³ TRAINING MODULES FOR THE GLOBAL FUND TO FIGHT AIDS, TUBERCULOSES AND MALARIA

During the last year, the C³ Unit for Better Learning and the Public Finance Department at GFA jointly developed a set of standardized training modules focusing on public fund management. This was done in the context of GFA's Fiscal Agent Services for the Global Fund to Fight AIDS, Tuberculosis and Malaria (The Global Fund). In 2017 GFA provided services for ten of The Global Fund projects (see map page 4).

In The Global Fund projects capacity building measures on accounting and financial management for involved stakeholders are key, so as to mitigate the risk of fraud or misuse of grant funds. Hence, accountability, transparency and operational efficiency in the financial management of the funds are crucial to foster sustainability. Therefore, it is a common goal to strengthen the understanding of The Global Fund's requirements and the professionalism in the financial execution of The Global Fund grants.

GFA's concept for capacity building is based on continuous accompaniment and improvement of the national entities' capabilities, tailored to the national entities specific needs. To complement the daily coaching on the job, training modules covering key topics were developed and course prototypes tested in Nigeria and East Timor throughout the year.



Discussing measures on how to prevent wrongdoings in fund management



Group work fosters eager exchange amongst participants, Lagos/Nigeria

CHOOSING THE "RIGHT" LEARNING METHODS AND FORMATS

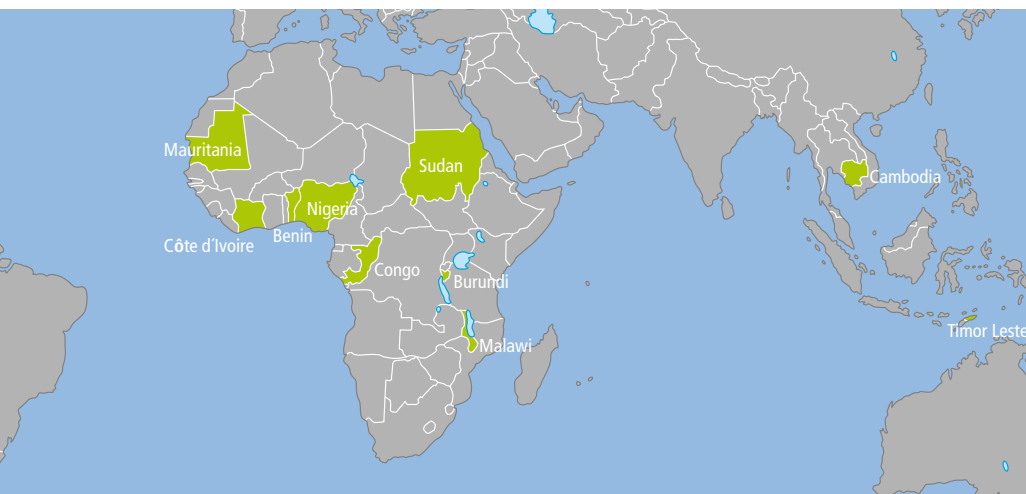
It is a major challenge in training design not just to focus on the right content, but also to select adequate training formats and delivery methods. By using the C³ methodology when developing the tailor-made training modules, focus was laid on defining and selecting job-related processes and tools (such as policy manuals, financial reporting templates, activity time lines, workplans). Participants were encouraged to use these tools, to get aware of the processes involved and to discuss in order to optimize their daily work. Action-oriented adult learning is stimulated by involving participants from the first second on and by avoiding long frontal presentations given by the trainer. The trainer's role is to give orientation and to moderate and foster the learning process.

Overall, the training modules GFA developed for Global Fund specific contents ensure sustainability as the content trained is directly used on the job and further deepened by individual training by the Fiscal Agent teams in place. Courses also foster **team building** within the national entity, as participants from different departments within the national entities (e.g. procurement, program)

or from different entities (e.g. Sub-Recipients and Principal Recipients) usually attend. This not only creates a better understanding of the importance of financial management but the training sessions also offer an opportunity for the **exchange of experiences among colleagues** and to improve performance all together.

TODAY EIGHT ONE-DAY COURSE PROTOTYPES ARE AVAILABLE, COVERING THE FOLLOWING TOPICS

1. Strengthening the Global Fund Grant Management
2. Detection and Prevention of Wrongdoings
3. Quarterly Financial Report
4. Progress Update/ Disbursement Request
5. Sub-Recipient Accounting and Reporting
6. Budgeting and Budget Adjustments (to be piloted)
7. Audit and Compliance (to be piloted)
8. Grant Closure



Countries where GFA provided fiscal agent services to The Global Fund in 2017

WHAT'S NEW?

C³ UNIT LAUNCHES VIDEO CLIP

In the last years the C³ Unit has expanded its services by including new formats such as e-learning and designing blended learning scenarios. This, in response to an increasingly digitalized world of participants, projects and clients. Video clips are one mean to enable better learning and transmit information. Have a look at our clip which describes the services we offer!

<https://vimeo.com/228182694>



C³ UNIT SUPPORTS ACTION-LEARNING INHOUSE

GFA strongly supports staff development, both technically as well as with respect to personal and social skills. Attending training courses is one way to develop capacity. In average over 130-150 different courses are visited by GFA staff members per year. These training courses are not only offered by external providers, in some cases, training courses are developed by GFA staff members and/or tailor made by external trainers to GFA staff's special need.

For the last 11 years, the C³ Unit has been offering the **C³ TRAINER** course on didactics bi-annually to staff members and external trainers. In addition to this, in 2017, the C³ Unit supported the HR department in streamlining the onboarding learning process for new staff members. Also, the Unit developed three internal courses together with technical experts. The following courses are now being offered as a standard on a regular basis: "Conflict Management in Backstopping", "How to Write a Winning EU Proposal" and "Quality Management & Core Processes at GFA".

THE PEOPLE



FRANK FRANCIS

... is a Senior Consultant in the field of financial management.

For over a decade he has worked for GFA on various leadership positions in fund management projects world-wide.

Having become a certified C³ trainer in February this year he has put those skills to use in assisting to develop five C³ training modules on fund management specifically for the donor The Global Fund, and to conduct four trainings himself as a lead trainer in three countries.

Languages: English, Hindi



VICTORIA GONSIOR

... has been a C³ trainer since 2016.

Her work focuses on public financial management with a particular emphasis on finance, accounting, auditing and procurement. Within this context Victoria develops C³ training curricula and facilitates workshops worldwide in The Global Fund projects implemented by GFA.

Specific courses trained are *Detection and Prevention of Wrongdoings*, *Accounting and Reporting for Recipients and Sub-Recipients of Global Fund Grants* and *Grant Closure*.

Languages: German, English, Spanish

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