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METHODOLOGICAL GUIDE FOR C³ TRAINERS



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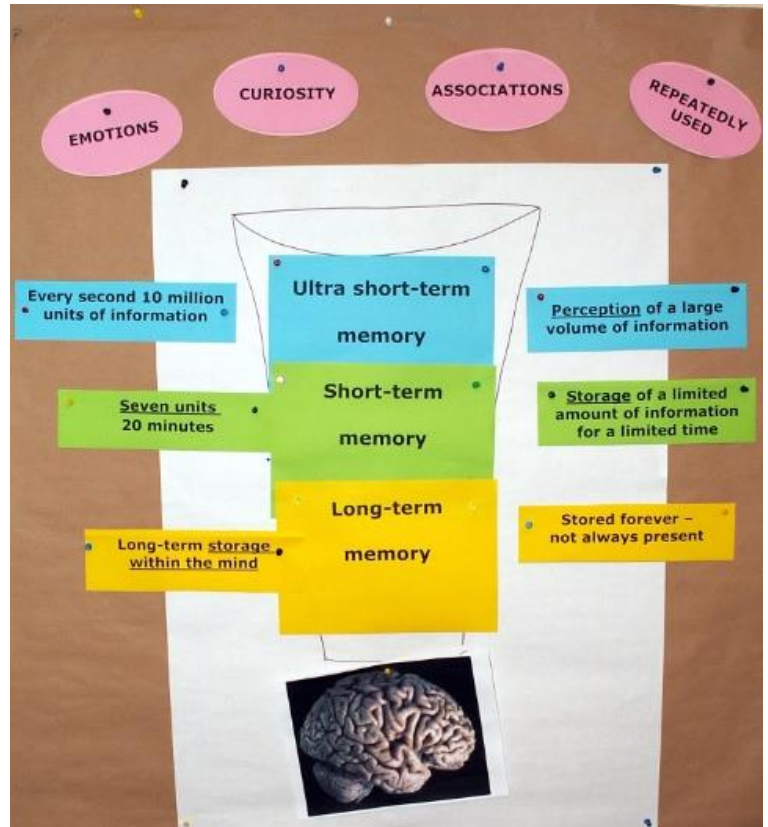
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HOW DO ADULTS LEARN?

When we forget something, generally this is because **too much information** was presented at once. The information then has not found its way into our long-term memory. It was obviously pushed aside by new information and/or experiences constantly stimulating our brain.

As a trainer, you can play an important role in ensuring that information reaches the long-term memory of your participants by helping them in their learning process: Create linkages to their world and to aspects which they can relate to (**associations**). Give them the opportunity to contemplate whatever is the subject and to explore their feelings (**emotions, curiosity**) towards the subject. Include regular phases of review and repetition in your lesson plans (**repeat, visualize**).



Note that:

- ✓ People absorb information from their environment through a number of different channels.
- ✓ But, not everybody absorbs information through the various channels with equal effectiveness or in the same way.
- ✓ For this reason, during C³ courses information is presented in such a way that it can be taken in through more than one channel. Tools used are diverse and relate to a variety of entry points to reach the learner.



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*“I hear and I forget.
I see and I remember.
I do and I understand”*
*Confucius, Chinese Scholar
5th century AD*

“

*“You cannot teach adults
but they can learn”*

*“The trainer provokes, stimulates and
accompanies”*
*R. Siebert, German Constructivist
21st century*

THREE STEPS OF LEARNING

Regardless of whether learning takes place within a structured learning event with a trainer or in a self-determined way with no trainer present, a successful learning process can be summarised in three steps:

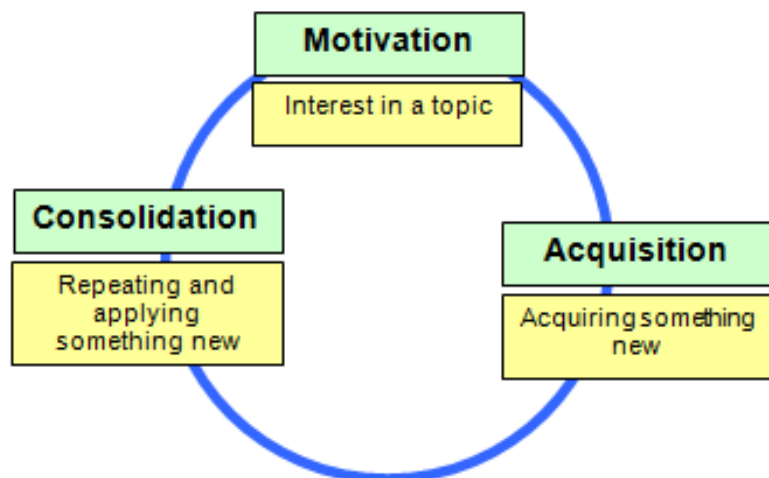
Motivation

Motivation is the interest, which brings a person to do something wanting to learn more (e.g. read a book; enrol in a course; to listen to a trainer). It is important to reach a moderate level of motivation so as to enable learning.

Acquisition

Acquisition means that the individual learner internalizes something new or different.

The following activities are part of the acquisition phase: group discussions, reading an article or a chapter from a book and summarising the key points, listening to a presentation and asking questions afterwards, jointly evaluating an experience and drawing conclusions from it, or e.g. watching someone demonstrating something and then trying it out by oneself.



Consolidation

In the consolidation phase, whatever has been acquired is repeated and thereby transported into the long-term memory. Typical examples for this consolidation step are review questions and frequent application. As a result, whatever has been acquired is repeatedly recalled into consciousness and thereby consolidated. As a trainer, you can promote consolidation by presenting new exercises, which offer an opportunity to make use of competencies acquired through previous exercises. In this way competencies are further developed.

TRAINER COMPETENCE / COMPETENCY

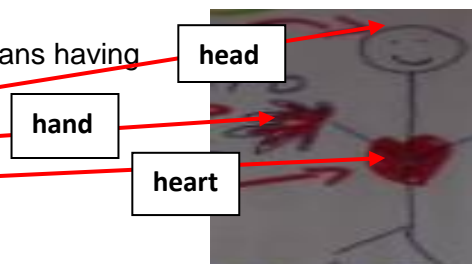
“Competence means the capability to choose and use an integrated combination of knowledge, skills and attitudes to realize a task or work function”

Model of a complete action

1. **Inform:** Based on the motive – which is a drive directed towards a goal – relevant information is collected. Where am I? Where do I want to go? Which obstacles exist? What can I use to reach my goal?
2. **Plan:** Usually parallel to the process of collecting relevant information, a process of planning starts. There may be different ways to achieve a goal, with different risks and efforts.
3. **Decide:** Out of these plans the best plan – according to present circumstances of the individual – will be selected.
4. **Implement:** The plan will be implemented, step by step, monitoring the progress, adapting the plan to unforeseen obstacles, bypassing problems. The goal will be the guiding element, which will re-orientate plans and actions for final achievement. This is why the arrow shuttles back and forth between 4 and 5.
5. **Check:** Once the goal is reached, there may be a check, comparing the goal that was to be reached and the actual result. Are they the same? Are they different?
6. **Evaluate:** A final evaluation will draw conclusions about the quality of result, usefulness of plans, adequate tools and instruments used, and feedback received from other persons.

⇒ Being competent to perform a complete action, means having (acquired) relevant:

- ✓ Knowledge (& concepts)
- ✓ Skills (& abilities)
- ✓ Attitudes (& values).



From: Through Competence-Based to Employment-Oriented Education and Training - A Guide for TVET Practitioners, GIZ / BMZ (April, 2013), pp. 12, 83, 86, 88-89



CHARACTERISTICS OF GOOD TRAINERS

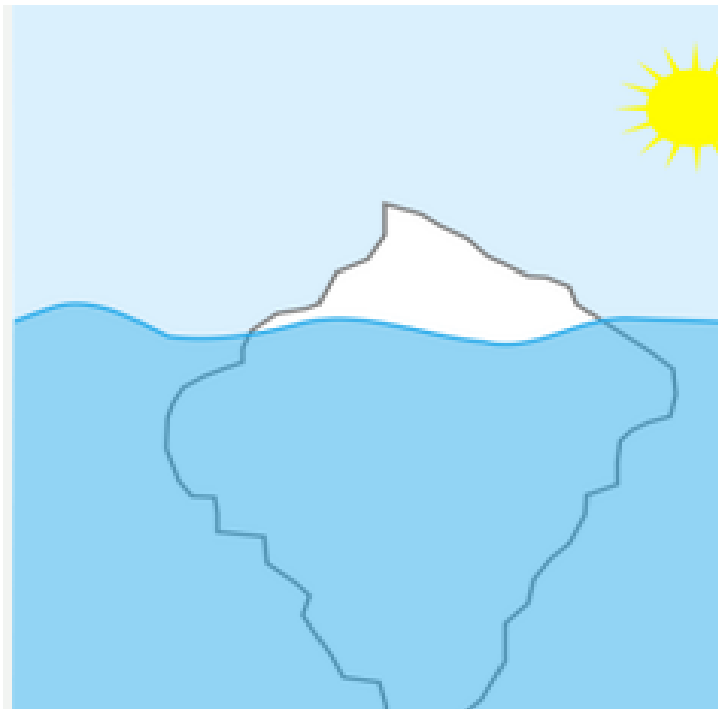
Personal (Heart)	Skills (Hand)	Knowledge (Head)
<ul style="list-style-type: none"> • objectivity • integrity, discretion • flexibility, openness to learn • patience • self-confidence • dynamism, propensity to take initiative • discipline • creativity • goal orientation • ability to work in a team 	<ul style="list-style-type: none"> • communication skills • rhetorical skills • negotiation skills • observation skills • assertiveness 	<ul style="list-style-type: none"> • general knowledge: economic, social, political and cultural processes • specialised sector and/or technical knowledge: e.g. nutrition, health, agronomy • training knowledge: methods, processes, instruments

TRAINER AS FACILITATOR

The methodology applied in C³ training courses encourages participants to take part actively. The trainer therefore adopts the **role of a facilitator** rather than a traditional-style lecturer. The aim is to enable participants to integrate theoretical concepts, techniques and methods into their daily work life. To achieve this, participants carry out simulated, practical exercises and they have room for a comprehensive practical part during the course.

For the training courses to be successful, it is particularly important to create a **positive learning environment**, since this enables the implementation of action-oriented training techniques from the start. It is vital for learners to be allowed to make mistakes, reflect upon their performance and subsequently get the chance to correct them. This learning process depends on a trusting atmosphere in which participants have respect for their fellow learners' strengths and weaknesses. Moreover, trainers foster the exchange of ideas, experiences and feedback among participants.

TRAINER AS GOOD COMMUNICATOR



A trainer needs good communication skills to establish good relationships with participants. Each communication process has **emotional** and **rational** aspects.

Even if the information is thought to be technical or unequivocal, emotional aspects play a significant role. The emotional level is normally unconscious. This is called the **iceberg principle** (see figure).

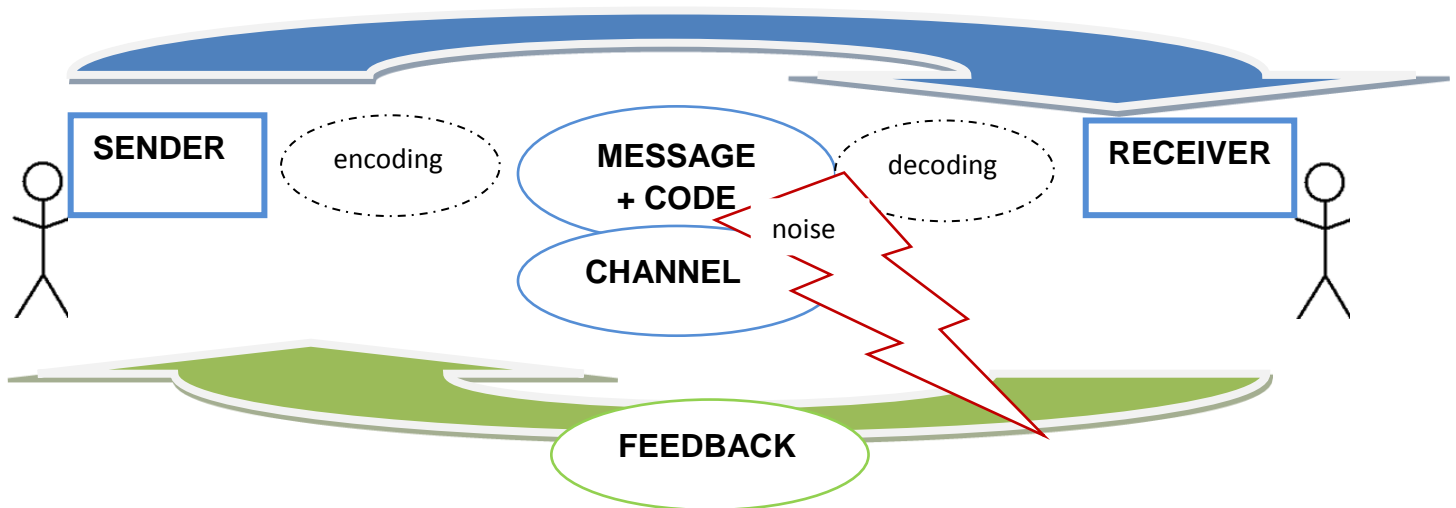
COMMUNICATION PROCESS

COMMUNICATION IS:

- ✓ The exchange of information and the transmission of meaning (message).
- ✓ The transfer of information from the 'sender' to the 'receiver' with information being understood by the receiver.
- ✓ The effective transfer of information requires a 'message' and a 'code', which is understood by the one who delivers the information as well as by the information receiver.

Good communication leads to good relationships between trainers and participants.

ELEMENTS IN COMMUNICATION



EFFECTIVE COMMUNICATION

The sender of the message (information/idea) needs to provide an adequate environment to motivate the receiver of the message to receive the message. Avoid “noises”.

The receiver of the message gives feedback, which the sender needs to take up. Feedback evidences in which way the receiver has understood the message. Ideally, the message is understood in the way the sender had intended.

For effective communication a specific relationship between the communicating parties is necessary to ensure that both use the same code (language).

For effective communication the message must be: ACCURATE, BRIEF & CLEAR



VISUALISATION & LEARNING

WHY VISUALIZE?

Visualisation offers numerous advantages for the learning process and for the communication with the course participants:

- ✓ Various **channels** of perception are brought together, thereby increasing learning success.
- ✓ Information is **retained** rather than lost, and it can be accessed whenever it is needed.
- ✓ Information is placed within its **context**. Complex relationships can be comprehended at a glance.
- ✓ **Communication is improved**, for example, by visually capturing learning outcomes or group consensuses for all. Misunderstandings can be reduced and the information level of the participants brought up to the same level.

Remember that the preparation for visualisation also contributes to ensuring the smooth running of the training for you in your role as trainer: the decision to use the medium of visualisation and the concrete preparation force you to give detailed thought to the structure, the individual steps and the goal of a training sequence. This ensures that you are able to enter into the course well prepared and therefore preside with greater confidence and flexibility.

HOW VISUALIZE?

Visualisation means reducing, emphasising and transforming information. This can be done by means of:

- ✓ a few key words
- ✓ symbols
- ✓ links
- ✓ colours
- ✓ objects
- ✓ videos, e.g. showing seminar excerpt
- ✓ slides, photographs, pictures
- ✓ gestures or mime, e.g. in pantomime presentations

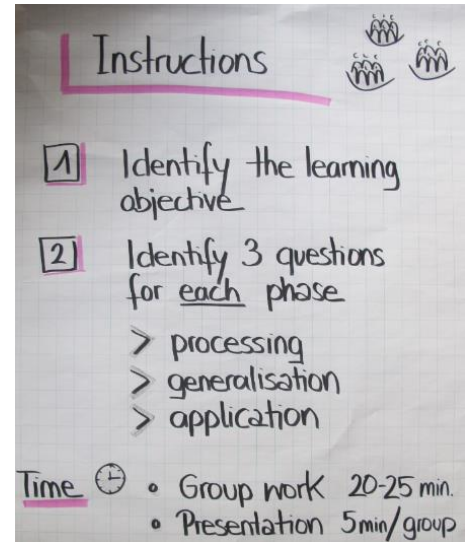
VISUALIZATION TOOLS (MEDIA)

- ✓ whiteboard
- ✓ **flipchart**
- ✓ **metaplan card technique**
- ✓ projector/beamer
- ✓ video

USING FLIPCHART

RECOMMENDATIONS

- ✓ Write in large and legible letters.
- ✓ Make use of arrows, circles and other pictures in order to bring your depiction to life, to emphasise important points and to demonstrate relationships.
- ✓ Use pens with a variety of colours.
- ✓ Do not write too much information onto the flipchart. Things which you as a trainer would like to deal with at a later point in time or which are of interest to you can be noted down on a metaplan card to avoid confusing the participants with too much information.
- ✓ Do not block the view of your participants: Stand next to the flipchart – if you are right-handed, stand on right side of the flipchart as seen by the participants; if you are left-handed, stand on the left side – writing in this position may require a bit of practice, but it makes it easier for you to direct your speech towards the group.
- ✓ Try to maintain eye contact with the group as much as possible, even while writing (and turning to the board). Only write down key points in abbreviated form – so as not to lose contact to the group when turning around to write.
- ✓ At the end of the day, all of the paper which has been written on should be removed if you are certain that it is not needed for other seminar units. You can and will be able to reuse other pages later; the repetitive aspect of this exercise aids in consolidating that which has been learned and serves as a good motivator when used as a starting point for a new learning situation.
- ✓ The paper should not be too thick or stiff to allow easy flipping over of pages.



USING METAPLAN CARDS

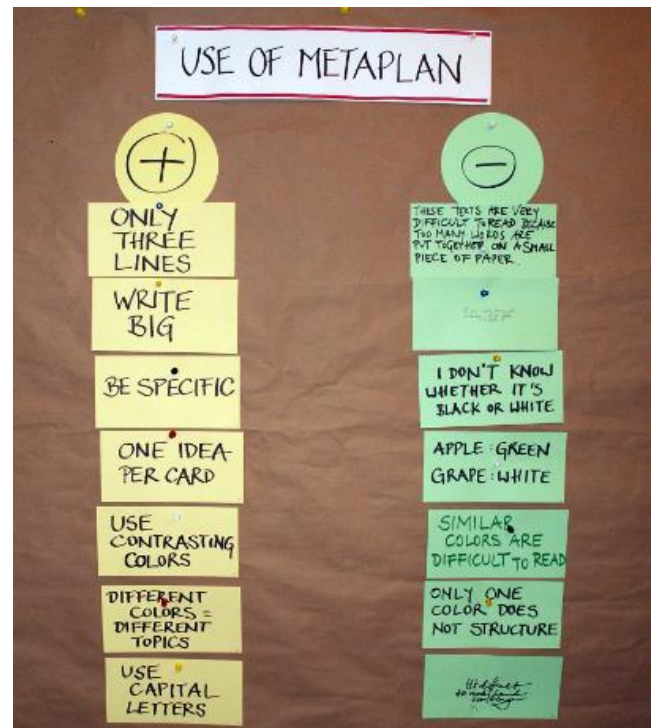
ADVANTAGES

- ✓ maximise participation
- ✓ attain contributions from all participants
- ✓ give every idea a chance
- ✓ visualise ideas, in order to enhance understanding and memory
- ✓ not forget ideas during a discussion
- ✓ keep the results visible over a period of time, being able to refer to it during class-work (e.g. by sticking the posters against the walls of the training venue)



HOW TO USE METAPLAN CARDS

- ✓ one idea per card
- ✓ a maximum of three lines per card (if possible, not more than 7 words)
- ✓ the card has to be self-explanatory
- ✓ be SPECIFIC
- ✓ colour combination, e.g. white against black, not green against green
- ✓ size of letters: use printed letters
- ✓ use the same type of cards for functional elements, in order to visualise the structure of a presentation (e.g. orange cards for headings, white cards for ideas, oval green cards for explanations, etc.)



LIMITATIONS

- ✓ too many cards lead to a long processing time
- ✓ it does not allow the display of drawings or diagrams
- ✓ complex or sophisticated ideas do not fit on a single card
- ✓ lack of clarity in certain cases where there is need for a detailed elaboration
- ✓ challenging material requirements (boards, cards, pins)

PARTICIPATORY TOOLS

A hybrid of the following **tools** is used to enhance learner's participation while facilitating training courses:

- ✓ Simulation exercises
- ✓ Role plays
- ✓ Case studies
- ✓ Group work
- ✓ Brainstorming
- ✓ Communication Exercises (Energizers)
- ✓ Daily report on previous day results (news show)
- ✓ Volunteer routines by participants (time keeper, logistic team)
- ✓ Evaluation and monitoring tools
- ✓ Brief and visualized presentations followed by plenary discussions

TRAINER CENTERED VS. PARTICIPATORY METHODS

	Trainer-centred methods	Participant-oriented methods		
Description of method	Whole-class teaching, seminar discussion	Role-play, simulation exercise	Case study	Reconnaissance, questioning (e.g. market analyses)
Description of procedures	Presentations, descriptive and knowledge-oriented	Simulations	Analytical	Real-life
Involvement of participants	Procedures which are receptive, information and knowledge-oriented	Active learning procedures, which are decision-making, action and work-oriented; related to behaviour and information		

FUNCTIONS OF ENERGISERS

During a training course, despite the application of group dynamics and an active experiential learning approach, there are times when participants feel tired, exhausted or even sleepy. This is quite a normal reaction in view of the participatory and ambitious daily program! The trainer can then choose to apply a so called “energiser”. These short exercises are used to energize participants, i.e., to invigorate them, to make them physically and mentally alert.

During the various steps of a course, **energisers can be used:**

- ✓ for warming-up at the very beginning of the program;
- ✓ as ice-breakers to stimulate interaction at the beginning of an exercise;
- ✓ as openers to introduce a new topic;
- ✓ to prepare the group for the following tasks;
- ✓ to form groups if needed for the following exercise;
- ✓ to prepare for a long exercise or to overcome tiredness during a long exercise before starting the next round;
- ✓ to create or maintain a positive learning atmosphere, as they provide fun and laughter, warmth and closeness.

Their charming and humorous ways help to activate the participants mentally, while movements during execution of some energisers activate physically. Energisers can be employed not only in the morning, after lunch or tea/coffee breaks, when level of attention is low, but also in other moments of a working day. They draw the participants’ attention back to the subject matter and, thus, contribute a lot to the success of the C³ approach.

As a good trainer, you should have a rich repertoire of energisers to choose the most suitable one for your specific session and target group. And also, there are situations when you need an energiser immediately, so be prepared in advance! **Do not forget to adapt any energiser to the group’s situation and cultural context.**

Conducting energisers follows certain **rules**, which are similar to those of brainstorming. Fun and laughter during the energiser is a very important; do not criticise participants for the level of noise they make during the energiser, but make sure the energiser does not disrupt people located in the surrounding of the training venue.

When choosing an energiser, please do consider:

- ✓ all participants should be involved. Energisers focussing too much on competition while excluding individuals or sub-groups only reach the objective partially.
- ✓ the level of confidence between the participants.
- ✓ the age and physical fitness of the participants. Elder persons or those with physical deficiencies possibly face difficulties when following physically lively activities.
- ✓ no group is the same. **Carefully chose and adapt the energisers you use!**

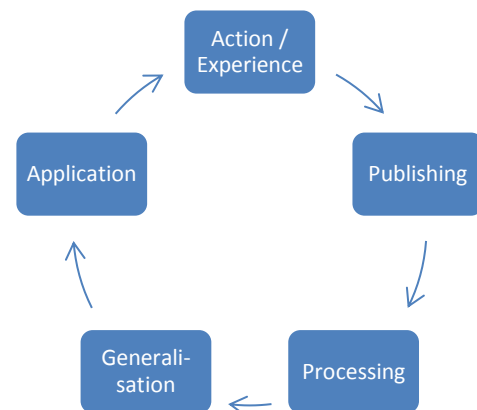
ACTION-ORIENTED LEARNING CYCLE

GFA's C³ training approach and methodology is based on knowledge and principles of modern adult learning and recognises that adults learn best by reflecting their own action and sharing experiences with other participants. This methodology does not perceive the participant solely as a recipient and consumer of information but puts him/her rather in the centre of all activities. Working in groups and learning from others is encouraged, also with respect to future cooperation and networking of the participants in their day-to-day work.

The essence of the C³ concept is to strengthen the ability of the participants to apply concepts, techniques and methods to complex real life situations. This happens through practical exercises based on simulations and practical work under the assistance of the facilitators, who broaden the participants' horizons by stimulating and guiding the learning process. By having to take on other roles and reflecting on them afterwards, the learners get to know different perspectives. In this way, the method integrates a broad spectrum of experience, including behavioural aspects and communication structures. In addition, the method strongly builds on the exchange of ideas and constructive feedback amongst the learners, which can only be achieved in an open, positive learning atmosphere. The courses content is conveyed according to the '**experiential and action-oriented learning cycle**' which is described in the figure below. This concept was first developed by David Kolb and has been further modified in the last 20 years.

The cycle is usually started with a brief introduction of the topic/session, followed by a group experience in a pre-defined exercises or activities (*Action*). The results of the group work are then presented and exchanged in plenary (*Presentation*). As a next step processes which lead to group results are jointly analysed and discussed (*Processing*). Then, all participants discuss the relevance of the topic they have dealt with in relation to their daily work life. The group tries to draw a line between theory and practice (*Generalisation*). To conclude, learners actively reflect and discuss, on how to apply learning points in the future in their own (work) life (*Application*).

**The experiential learning cycle
(adapted from David Kolb)**



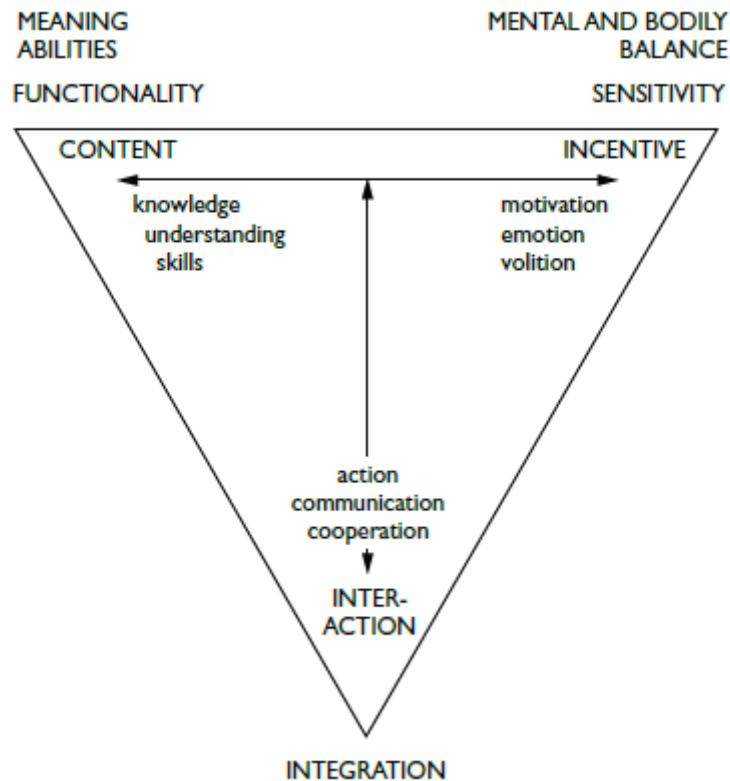
The core of the C³ courses is the **practical part of the course**. During this part of the course learners further apply new knowledge or skills acquired to an employment-related individual or group task. During this phase, participants work on a joint project. Working groups typically consist of 3-4 participants. All groups exchange experiences, discuss findings, compile final results and share this experience by presenting in plenary to their fellow participants or even externals. This is an integral part of the course and is closely accompanied by the trainers.

EXPERIENTIAL LEARNING

- ✓ “....*Experiential learning can primarily be understood as learning in which the learning dimensions of **content, incentive, and interaction** are involved in a subjectively balanced and substantial way.*
- ✓ *In addition, the **more complex the type of individual acquisition**, the more likely we would be to characterize the learning as experiential.*
- ✓ *Furthermore, defence against learning tends to prohibit experiential learning, whereas **resistance** toward learning tends to trigger experiential learning*”

(p.94 in Illeris, Knud: *What do we actually mean by „experiential learning“*. *Human Resource Development Review* 2007; 6;
<http://hrd.sagepub.com/cgi/content/abstract/6/1/84>)

The three dimensions of learning “Content-Incentive-Interaction” (Knud Illeris)





THEORETICAL BACKGROUND OF THE C³ METHODOLOGY

English-speaking authors: „experiential learning“; „transformative learning“; „expansive learning“; „reflexive facilitation“

Illeris, Knud (Editor) (2009): Contemporary Theories of Learning - Learning theorists ...in their own words. (K.ILLERIS • P.JARVIS • R.KEGAN • Y.ENGESTRÖM • B.ELKJAER • J.MEZIROW • H.GARDNER • P.ALHEIT • J.HERON • M.TENNANT • J.BRUNER • R.USHER • T.ZIEHE • J.LAVE • E.WENGER • D.WILDEMEERSCH • V.STROOBANTS)

<https://pdfs.semanticscholar.org/1085/b8aaeee9d65dccbe930dca5fe6034bbaeb4d.pdf> (3.5.2017)

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Kolb, D.A. (1984): Experiential learning: experience as the source of learning and development. Englewood Cliffs, NJ: Prentice Hall.

https://www.researchgate.net/publication/235701029_Experiential_Learning_Experience_As_The_Source_Of_Learning_And_Development (20.06.2018)