



D Didactics

# Models for Human Capacity Development

Didactics Concept of the Academy for International Cooperation

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# 1 | Introduction

Changing societies need strong, active, self-responsible people: individuals who are ready and able to contribute their personal experience, their rich knowledge, their specialist abilities and their creative impulses to complex processes of change at the level of their organisations and wider society. Competence development in this context means offering learning solutions which empower the participants to do precisely that: to contribute to sustainable results in their given field of activity.

It is a demanding standard that the outcomes of competence development are expected to meet. This is the standard that the Academy of the GIZ (AIZ) applies to its own training didactics. The present concept paper on didactics gives GIZ staff and their contracting partners guidance for their activities in consulting on, designing, delivering and evaluating learning processes.

Fundamental to an understanding of Human Capacity Development (HCD) is the idea that sustainable development begins with people as individuals. The learning done by individuals is the prerequisite for initiating and bringing about processes of change at the level of organisations and societies. For that reason, the AIZ does not confine itself to the individual level only, but always pays attention to the organisations, institutions and networks in which these individuals operate. This opens up or 'de-borders' the learning process. Learning is tied in as closely as possible with the specific living and working contexts of people operating internationally, in order to educate and train them not just as individuals but also as actors in the institutional and policy roles in which they are expected to generate results and accomplish change informed by the principles of sustainable development.

In the context of capacity development, HCD asks the questions: at which points in the overall process must learning, networking and the embedding of learning be implemented? For whom and for what purpose? Only once the target groups and each of their specific contributions to the overall process have been clarified does planning begin of the audience-appropriate learning pathways, comprising competence profiles (what?), format combinations and methods (how?).

This didactics concept is dedicated to the last two questions: WHAT individuals learn, HOW they learn and, derived on that basis, how a measure needs to be designed in order to facilitate sustainable learning and transformation.

## 2 | Self-conception

To ensure clarity of understanding for outsiders it is necessary to first define basic terminological concepts in the context of individual learning processes, to link them explicitly with Human Capacity Development and, building on that, to present their contribution to effective and efficient international cooperation comprehensibly.

### 2.1 Clarification of key terms

- **'Competence'** is an individual's ability to behave efficiently and effectively to deal with situations in a changing and inconsistent setting.
  - Competence develops in the course of a process of maturation: competences are acquired over an extended period of time through reflective and self-managed use.
  - Competences are stable: they are a person's deeply embedded abilities which enable him or her to shape situations in a flexible and goal-oriented manner in the professional context.
  - Competences are visible: competences are displayed in specific actions and in relation to other people or settings.
  - Competences need attitude and anchorage: they only contribute to sustainable impact if they are tied in with a fundamental value orientation.
- **'Human Capacity Development'** (German: **'Internationale Kompetenzentwicklung'**) focuses on development of the individual in the context of international cooperation. Human Capacity Development addresses the individual level and is a central component of professional career development for people working internationally. Being informed by a systemic understanding, competence-based personnel development is always tied into the organisational or institutional level in which the person is operating. All individual development is closely interlinked with the particular development goals of that organisation and its environment (capacity development).
- **'International Personnel Development'** focuses on the development of people within organisations: organisations represent the institutional and structural framework for shaping and supporting career development. International Personnel Development links the perspectives and strategies of globally operating organisations with the competences and perspectives of their staff members. International Personnel Development refers to

all measures and instruments (e.g. needs analysis, staff diagnostics, continuing education and training, international competence management ...) which develop the competence of staff members and at the same time effectively forge the right attitude to meet the special challenges and tasks of international cooperation.

- **'Continuing education and training'/'further training'** is an applied field and refers to the organisation of processes for the acquisition of an (extensive and often certified) additional qualification by people who have previously completed a vocational qualification or academic degree.
- **'Lifelong learning'** is a continuous process involving the constant, ongoing development of knowledge and abilities, laying a foundation for personal development and the establishment of relationships. This orientation brings the moral, personal and cultural dimensions of education and training (personality development) to the forefront.

## 2.2 Contribution of Human Capacity Development in international cooperation

As an institution the AIZ applies the values guiding international cooperation to itself and to its cooperation ventures: to be a place of shared learning and international exchange of knowledge and experience. This includes the following principles:

### ■ **Partner orientation**

As mediators of learning processes between Germany and its partner countries, for German staff working internationally and for participants from partner countries, Human Capacity Development programmes fulfil a bridging function in putting into practice the principle of learning from counterparts and seeing diversity as a wellspring of development. A culturally sensitive climate of openness and partnership fosters mutual understanding.

The AIZ communicates openly and transparently with all participants about their respective interests and about specifications of the goals, contents and conditions of cooperation. In doing so it is receptive to the world of experience of its clients, partners and participants. Respect, trust and appreciation as well as recognition of disparities without prejudice are elemental to its approach.

On this basis the participants function to a considerable extent as messengers and agents of this fundamental educational ideal.

### ■ **Acceptance of responsibility**

Associated with this is a shared responsibility between AIZ, the partner institutions and the participants for the envisaged processes of change, as regards both the form and the content of competence development. The AIZ advises on Human Capacity Development, devises complex continuing education and training services, carries out capacity development measures and reinforces learning by means of networking – but always under commission, in close consultation and with the clear mandate of a partner.

### ■ **Ownership**

Anyone who accepts shared responsibility also develops ownership for their own individual development process and for that of the institution, both processes being advanced by competent people.

### ■ **Sustainability through networking**

To enable people to behave competently they require an environment in which this is desired and nurtured. This is essential to lasting competence development. Competence development is also sustainable when it is pursued under self-management after the completion of a measure, i.e. when learning continues outside of a formally designated space and time. This is best accomplished in specialist or local/regional/global exchange networks which facilitate ongoing learning through peer-to-peer exchange. Added to these are the alumni approaches of the AIZ, which invest in long-term networking of former participants and nurture an emotional tie. This supports experts in working sustainably and independently to implement innovations and change processes jointly with others.

At the same time, the AIZ establishes cooperative relationships with continuing education and training establishments in Germany's partner countries. This form of networking with globally organised settings for learning not only gives rise to a unique learning portfolio but also supports and establishes structures for multiplication in the places where the newly acquired competences are being put into practice.

### ■ **Results orientation**

The AIZ has an eye to the impacts of competence development from the outset, because Human Capacity Development is not aimed primarily at helping participants to pass exams or gain certificates but above all at the contribution to change that participants will make thanks to their new competences.

In concrete terms this means that the AIZ's competence development measures are combined intelligently,

- on the one hand by bringing together the various programmes, approaches and formats of international continuing education and training. As a result, it is possible to achieve

gains in efficiency and effectiveness: examples of the diversity of learning opportunities and networking, exchange of experience and peer learning that are systematically developed and offered at the AIZ include joint learning by staff of the GIZ and training course participants from the partner countries; personnel development measures combined with preparation and support for secondments abroad; learning in Germany along with learning in the partner country; joint learning events for development cooperation professionals, business and industry managers and civil society staff posted abroad; integrated learning-process support in different phases; face-to-face trainings before and during missions abroad coupled with tailored versions of e-learning, distance communication and virtual exchange of experience.

- and on the other hand, with other GIZ services or strategic measures of the organisation – in such a way that these contribute to impacts on the individual, the organisational and the systemic level.

Accordingly the evaluation of quality also incorporates systematic results monitoring.

# 3 | Competence development in international cooperation

## 3.1 Producing competence frameworks

The complexity of systems of practice, high standards of communication and cooperation competence demanded from the actors involved, orientation in multiple and multi-layered systems, constantly changing constellations of partners and actors and complicated results chains characterise current international cooperation in the development policy setting as in the business environment.

### Planning of competence-based trainings

#### Step 1: Needs analysis

The desired strategic change and the associated challenges are analysed to derive the contribution that competence development can make to the solution. That is to say, who must be able and willing to behave differently tomorrow for the change process to succeed? From this emerge the different participant groups and the rationales for each. How does the participant group contribute to the causal structures, the organisational system, the economic outcome ...?

#### Step 2: Producing competence frameworks

The basis of all competence development is a precise definition of the competences required by each participant group in future. Competences are described both quantitatively and qualitatively on the basis of competence models.

#### Step 3: Time planning

#### Step 4: Outline plan – formats

#### Step 5: Detailed plan

The consequence of this is a huge rise in the competence requirements upon all parties involved. Some of the competences demanded are

- co-creative exchange of knowledge and skills
- productive, constructive and strategic handling of diversity
- achieving sustainable impacts in multi-layered and longer-term capacity development approaches
- working within a shared responsibility/ownership structure
- working in multinational (including virtual) operational and management teams
- shared, integrated production of innovative products and service offerings as well as many other context-specific competences.

To be able to meet these complex global requirements – whether in international cooperation or in the business world – it is no longer enough just to work through additional topics or adopt additional methods and techniques. It is rather a matter of progressively objectivising knowledge, being capable of acting constructively in the face of increasing complexity and relating to the surrounding world in ways which make collaborative innovations possible.

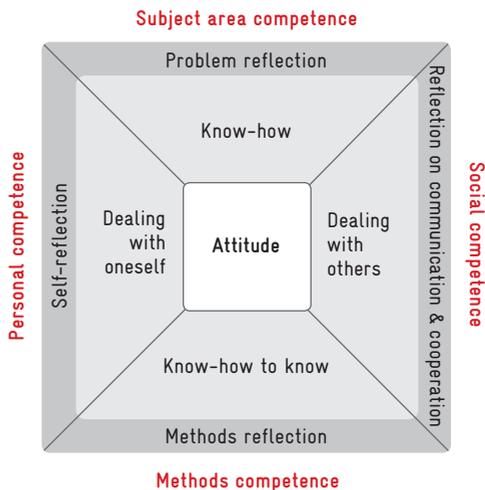
Therefore two generic competence models are the foundation for competence-based learning solutions: a Fields of Competence Model which lists the sub-competences that need to interact in the concrete behaviour, and a Stages in Competence Model which describes the incremental aspects of a competence. Both are documented specifically for every competence development measure in order to give interested parties, clients, customers and participants a clear view of ‘where the journey is leading’. Competences define the outcome of teaching and learning processes on the individual level.

### 3.1.1 The AIZ Fields of Competence Model

The AIZ is geared towards multifaceted competence development with regard to specialist, methodological, social and personal dimensions, aiming to broaden the personal repertoire of behaviours in terms of thinking, feeling, action and communication.

The four fields of competence are specifically stated for every measure by listing all sub-competences which contribute to competent action in a function.

The development of the sub-competences is a necessary but not a sufficient condition for successful and effective action in international contexts. Effective deployment of competences is accomplished via a central governing authority within every individual which is built up on a trans-situational and generalised basis, namely a core attitude that we locate at the very heart of international competence.



‘Attitude’ is the way in which a person deploys his or her competences (towards which goals and on the basis of which values). Attitude is not a constantly present and consistent character trait that always manifests in a predictable way; in fact, it is repeatedly actualised anew in a person’s behaviour. Attitude is the inner authority that directs a person’s actions when the challenges are new, the contexts unknown and there is no routine to fall back on. To that extent the AIZ equips its learners with the most important asset that experts and executives in international cooperation require: a stable orientation, an inner compass they can rely upon – regardless of how diverse the demands that they may face.

The central aspect of attitude, which runs like a common thread through all the AIZ's services, is 'appreciative comparison'.

The generic principle of appreciative comparison has a logical-cognitive and an affective dimension.

- **Logical-cognitive:** a comparison is a cognitive operation. Someone making a comparison can precisely register and articulate the divergence of another person's perspective. To do so, however, they must be clear about their own standpoint. Not so easy, when numerous different perspectives appear credible at the same time. Comparisons are made between individual perspectives as well as supra-individual systems of thought.
- **Affective:** someone who gives appreciation is empathetic. They have the ability to absorb and emotionally register external as well as their own perspectives. They also have respect for other people, themselves and systems, irrespective of which position they represent and irrespective of how a system functions.

The prerequisites for doing both – appreciating and comparing – at the same time are:

- a stable self that is not thrown off balance by the fact that a different truth can also be valid, and that a different system can simultaneously have legitimacy and supporters.
- the capacity for self-reflection, because disparity does not come from otherness but arises specifically from being able to observe oneself as 'an other'.

Appreciative comparison is hard work because one has to withstand disparity before one can overcome it. Appreciative comparison is also hard work because it is not a one-time operation. It is being able to question things constantly, including one's own values, an incessant state of inquiry. This is an essential foundation for the integrative and innovative development of options for action in international cooperation.

#### THE ADDED VALUE OF THE FIELDS OF COMPETENCE MODEL ...

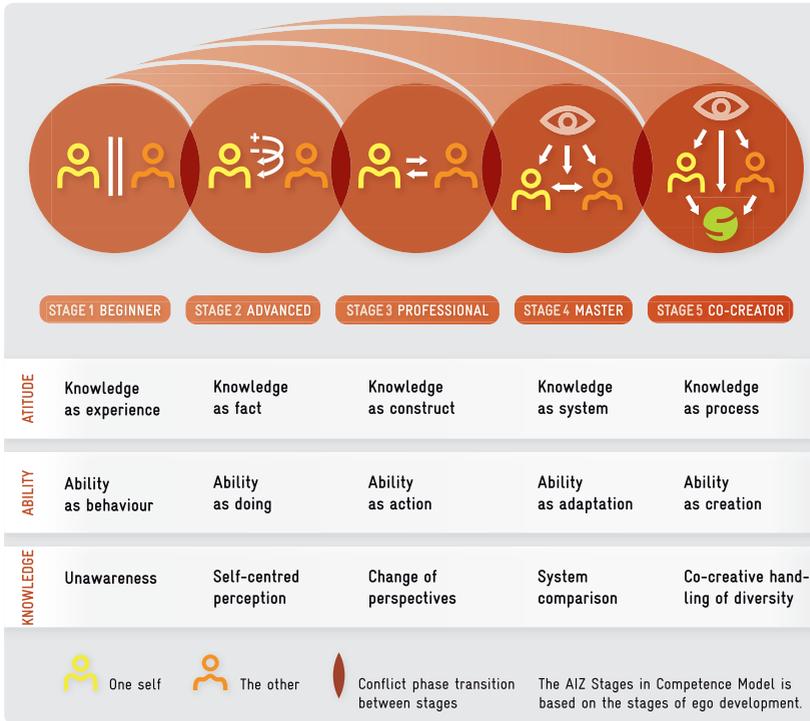
... for our clients:

- systemic competence consulting, with open tools for the joint creation of competence profiles and competence needs, e.g.
  - capacity scan
  - organisational capability scan
  - stronger integration and systematisation of processes: human resources planning, staff selection, personnel development

... for our participants:

- clarification of existing competence in dialogue, with open and semi-open tools for competence self-assessment and learning guidance:
  - competence profiling
  - competence benchmarking
  - competence development planning
  - recognition of informally acquired competences

### 3.1.2 The AIZ Stages in Competence Model



The AIZ Stages in Competence Model describes an ideal-typical progression of competence development and characterises each qualitative increment in competence with reference to knowledge, ability and attitude. It shows how personalities mature and people can ‘outgrow their limitations’ – in every thematic area. The basic assumption is that learning always takes place ‘through’ the ‘other’ (people, fields of knowledge, theoretical opinions, and options for action). ‘Novelty’ and ‘otherness’ provide the inspiration to learn. Sensing a disparity from oneself (often represented by people) and having to adopt a position towards it sets in train a learning process for the learner.

A staged model is underpinned by core dimensions of development which can be used to give concrete descriptions of each increment in competence. These are

- **increasing objectivisation:** the knowledge, ability and attitude that differentiate a person (subject) become, with ever-increasing complexity, the focus (object) of observation and even, at Stage 5, the object of creative shaping.
- **increasing complexity:** reflection on fields of knowledge, situations and actors becomes ever more complex – from the concrete to the abstract to the systematic. To a growing extent, concrete action relates situatively to the context and the parties involved.

	Stage 1 BEGINNER	Stage 2 ADVANCED
<b>KNOWLEDGE</b>	<b>Knowledge as experience</b> Convictions which have been derived on the basis of personal experiences.	<b>Knowledge as fact</b> Experiential knowledge embedded in theoretical foundations.
<b>ABILITY</b>	<b>Ability as behaviour</b> Attention on self/on the method. Minimal perception of the 'other'.  Appears insecure or rigid to others.	<b>Ability as doing</b> Perception of the 'other', who is experienced as a help or hindrance to own goals.  Appears either naive, suggestible or opinionated, insensitive.
<b>ATTITUDE</b>	<b>Unawareness</b> Otherness is ignored; inferences about the 'other' are based on self.	<b>Self-centred perception</b> Otherness is perceived. Value-laden response either glorifying or denigrating.
	Belonging	Autonomy
	<hr style="border-top: 1px dotted red;"/> <hr style="border-top: 1px dotted red;"/>	

- increasingly mature integration of the two parallel human needs for autonomy and belonging: references to otherness (be it in people, themes, methods) are increasingly partnership-based.

This outlines a realistic, step-by-step progression towards the competences that international cooperation needs today: co-creative minds capable of shaping ownership as well as alignment with the development strategies of partners.

Stage 3 PROFESSIONAL	Stage 4 MASTER	Stage 5 CO-CREATOR
<p><b>Knowledge as construct</b> Awareness of the relativity of teachers' opinions, takes responsibility for own way of construing the world.</p>	<p><b>Knowledge as system</b> Knowledge is surveyed, questioned and structured from a meta-perspective.</p>	<p><b>Knowledge as process</b> Generation of new questions to be jointly answered through the synthesis of own knowledge with that of other parties involved.</p>
<p><b>Ability as action</b> Attaches value to the acceptability of action for the 'other'.</p> <p>Appears interested and friendly to others.</p>	<p><b>Ability as adaptation</b> Own action is varied to respond appropriately to situation and audience.</p> <p>Appears distanced, educated, professional to others.</p>	<p><b>Ability as creation</b> Development of next-practice with the 'other'.</p> <p>Appears approachable, encouraging to others.</p>
<p><b>Change of perspectives</b> Empathises with the 'other'. Possibly unnerved by the irreconcilability of contradictions.</p>	<p><b>System comparison</b> Compatibility of diverse perspectives through system understanding and self-reflection..</p>	<p><b>Co-creative handling of diversity</b> Derives a creative impulse from otherness, brings own contribution to an innovation process.</p>
<p>..... INCREASING OBJECTIVISATION .....&gt;</p>		
<p>..... INCREASING COMPLEXITY .....&gt;</p>		

This learning process focuses on the person him- or herself. Typical biographical experiences, responses, habits and certainties are reflected and possibly questioned as a means of practising new forms of communication and cooperation, new ways of applying methods or new problem-solving approaches. Again and again, new challenges need to be reflected upon and utilised as motivating conditions. Independent learning competence, problem-solving competence and reflection competence are the core elements for putting into practice the constant further development of one’s own capacity for action. With this in

	Stage 1 BEGINNER	Stage 2 ADVANCED
<b>KNOWLEDGE</b>	<b>Knowledge as experience</b> Has his own practical professional experience in hospital management.	<b>Knowledge as fact</b> Has analysed his professional experience against a backdrop of theoretical quality criteria and knows what good hospital management looks like by those standards.
<b>ABILITY</b>	<b>Ability as behaviour</b> Is in the consultancy situation with the attention on himself and on the correct use of the consultancy tools.	<b>Ability as doing</b> Has a specific quality management system in mind, which he would like to convince the hospital he is advising to choose.
<b>ATTITUDE</b>	<b>Unawareness</b> Cannot imagine that other hospitals mean something different by ‘quality management’ than he does himself.	<b>Self-centred perception</b> Evaluates quality management in hospitals based on his own criteria either as exemplary or inadequate.

mind, qualitative competence development makes use of challenges in international cooperation as a resource for self-responsible learning and as a driver of its own continuing development.

The **generic Stages in Competence Model** is completed in detail for each specific competence profile, in this case, for example, for the position of ‘consultant for quality management in hospitals’.

Stage 3 PROFESSIONAL	Stage 4 MASTER	Stage 5 CO-CREATOR
<p><b>Knowledge as construct</b> Has compared his own quality criteria with those of other quality systems/frameworks for hospitals.</p>	<p><b>Knowledge as system</b> Has a global vision of the field of quality management systems in health care, their tradition and fields of application. Can place his own preferences within it.</p>	<p><b>Knowledge as process</b> Co-authors publications which enrich the field of knowledge on quality management systems in health care.</p>
<p><b>Ability as action</b> Very interested in the reality in the specific hospital and considers what the realistic next steps for the institution might be</p>	<p><b>Ability as adaptation</b> Fully embraces the hospital's perspective throughout the consultancy and modifies all his approaches and tools to achieve a perfect fit.</p>	<p><b>Ability as creation</b> Contributes his expertise to a process in which he develops an innovative quality management system in collaboration with in-house competence in the hospital he is advising.</p>
<p><b>Change of perspectives</b> Empathises with and respects different hospital cultures and framework conditions, and understands them in terms of their own logic.</p>	<p><b>System comparison</b> Understands and appreciates that the hospital he is advising is part of a system. Is conscious of the results of his interventions and treads carefully in this regard.</p>	<p><b>Co-creative handling of diversity</b> Is inspired by deep understanding of the hospital he is advising, and wishes to inspire it with his expertise in return.</p>

#### THE ADDED VALUE OF THE AIZ STAGES OF COMPETENCE MODEL

- Transparency about the direction of any competence development and personality maturation
- Individually adapted learning arrangements
- Basis for self-coaching tools
- Basis for detailed didactics-based planning
- Basis for consultancy discussions
- Culturally fair development model
- Orientation and management of one's own profiling process
- Evidence of results

## 3.2 Formats

Meeting in a seminar context represents just one of many possible forms of successful personnel development.

The AIZ offers a diversity of learning suggestions and learning formats so that people engaged in learning can shape continuous learning under their own motivation and direction. Our portfolio comprises the following 15 formats, which incorporate not only content-specific fields of competence but also didactically appropriate learning environments (trainers, tutors, coaches, training rooms, learning, knowledge and networking platforms and materials).

### **Planning of competence-based trainings**

#### **Step 1: Needs analysis**

#### **Step 2: Producing competence frameworks**

#### **Step 3: Time planning**

Which group of participants is called upon when in the change process? Who needs to be ready and able to do what, by when, to ensure that the process goes smoothly? The start and length of phases of competence development are defined for the individual participant groups, and diverse competence aspects are located within those phases of the change process.

#### **Step 4: Outline plan – formats**

Which concrete measures are embarked upon and in which sequence depends on the given competence needs, the budget, and other conditioning factors. It is a matter of combining the How – the right formats – in such a way that the participants have had opportunities to acquire the desired competences by the time the training ends.

#### **Step 5: Detailed plan**

## FACE-TO-FACE MODULES, JOINT TRAININGS



The AIZ offers face-to-face training modules at its training centre in Bad Honnef and at other GIZ locations in Germany and worldwide – and, on request, on site at the clients' own premises.

A joint training is a face-to-face module for which a deliberately heterogeneous set of participants have been assembled. Learning becomes a cause to bring people together who

- are very different, and can therefore learn from one another – not least about dealing with diversity,
- already work together (or expect to be doing so in future) and want to establish common ground as a starting point,
- want to advance a common idea from within different positions or organisations.

## LEARNING WITH NEW AND SOCIAL MEDIA



The concept of 'Learning with New and Social Media' sums up a multitude of formats which are differentiated either by their detailed design or else by the end-device on which they are used.

On Global Campus 21, the GIZ's platform for learning and cooperation, the AIZ offers:

- **E-learning** – both self-directed and tutored
- **Webinars** – web-based seminars where a resource person organises an online seminar on some given content, to be attended by a fixed group of participants at a particular time. Appropriate software enables a range of auditorium-style activities.
- **MOOCS** – massive open online courses with unlimited participant numbers
- **Blended learning** – a coordinated combination of virtual offers and face-to-face modules for a longer term process of competence development, e.g. a summer/winter school, an in-depth exchange of knowledge and experience around the theme of management responsibility in a specialist field.
- **Scenario-based learning** – learners follow a fictional story set in a fictional world. By making decisions (based on information provided to them, coupled with their own prior knowledge) they generate new variations on the outset situation, which then require the next move. In this way diverse scenarios can be explored.
- **Mobile learning** – learning environments that are optimised for use with a mobile phone:  
[www.gc21-eacademy.org/mobile/](http://www.gc21-eacademy.org/mobile/)

## CONFERENCES, KNOWLEDGE SHARING AND EXPERT NETWORKS



The AIZ offers customised conferences worldwide and fosters the networking of experts. Its trademark is its didactics of (virtual and analogue) conferencing, which facilitates an exchange that is self-managed and based on experience.

The AIZ brings experts together in thematic networks for knowledge sharing and co-creative knowledge generation. This consolidates the initiated competence development process.

- > [www.alumniportal-deutschland.org](http://www.alumniportal-deutschland.org)
- > [www.giz.de/leadership-lab](http://www.giz.de/leadership-lab)
- > [www.tvet-portal.net](http://www.tvet-portal.net)

## SUPPORTED SELF-STUDY



The AIZ creates spaces worldwide for self-managed learning processes, and supports learners in taking structured control of their own learning process. The support comprises research and supply of tailor-made materials packages as well as reflection on the learning pathway: the learning biography, appropriate learning methods, and self management.

The AIZ's infrastructure for supported self-study is located at its training centre in Bad Honnef. This award-winning learning landscape encompasses over 40,000 media items in 15 themed rooms including some unique self-developed learning materials.

The AIZ supports long-term learning processes. It fosters learning from experience by providing coaching during the learning process and encouraging reflection on practice.

Reflective 360° Spots are especially suitable as a recurring element in longer-term programmes. This format strengthens the participants' ownership of their learning process, supports individual ideas for implementation and links one-off measures into a coherent overall process.

## COACHING AND CONSULTING



The AIZ offers coaching and consulting for individuals or groups, face-to-face or virtually, on all the thematic areas of international cooperation.

## OPEN INNOVATION



'Open Innovation' is AIZ's approach to moderating innovation processes.

The Innovation Lab is an 'un-conference' format, cf. Open Spaces/Bar Camp, which provides an open space in which participating experts from all over the world can design the contents and processes autonomously. Self-managed peer-learning processes thus foster mutual professional support for the first steps in implementing a vision.

## LEARNING TOURS AND PROFESSIONAL STUDY TOURS



GIZ organises learning tours, i.e. for specific learning projects it identifies locations, companies and organisations which facilitate experiential learning, and combines them with preparation and follow-up to ensure an optimal learning process.

Leadership journeys are tailored learning tours with a focus on leadership development in the context of a sector specialisation, e.g. climate change, good governance, health.

This format is particularly suitable for gathering inspiration for one's own sphere of responsibility within a timeframe of one to two weeks. On request the AIZ can complement these activities by moderating the processes of transfer and innovative implementation.

Germany has particular appeal as a learning location in thematic areas in which Germany is an international leader. Within a thematic area, it is possible to choose varied aspects of emphasis individually.

## LEARNING OF THEORY AND PRACTICE



The AIZ provides the opportunity to combine the learning of theory and practice. In cooperation with partners from industry, research and administration it coordinates the acquisition of specialist know-how along with internships and access to networks in various sectors worldwide.

The power of this format comes into its own from durations of two weeks up to one year, given a suitable learning venue and sufficient time for learning. The AIZ supports participants in applying what they have learned within their own organisations/institutions by means of transfer projects extending beyond the practical learning period.

Germany has particular appeal as a learning location in thematic areas in which Germany is an international leader. Within a thematic area, there is the flexibility to choose areas of emphasis individually.

Any planned competence development must be analysed with the utmost precision to determine which learning format or combination of formats is suitable: How much personal presentation and explanation, self disclosure, exchange, trying things out, making mistakes, social feedback, joint application or problem-solving etc. are necessary in order to initiate, practice and develop the desired competences to a genuinely sustainable degree?

Nowadays people no longer need to gather at one learning venue in order to partake of knowledge; provided that they are equipped with the competences for independent learning and cooperation, they can access it themselves. Continuing education informed by didactically sound principles therefore makes use of the additional opportunities – from the viewpoint of learning economy and learning theory – for learning, networking and communicating by means of new and social media and making use of open content. On the other hand, for everything that touches on attitudinal learning, the transformation of long-established modes of interpretation and points of view, or on emotional competences, a face-to-face approach is seen as indispensable. This is implemented in a variety of formats such as training sessions, workshops or coaching.

The primary focus is on the blended learning approach – in other words, an **integrated strategy**, which combines the effectiveness and flexibility of electronic forms of learning with the social aspects of face-to-face communication.

### 3.3 Detailed didactics-based planning

The format combination provides the framework for specifying a detailed didactics-based plan for the measure. Now attention is focused entirely on the learners. What kind of learning process will they undergo? What will they experience or try out? What will they

acquire, and what will they think about? What enabling conditions will they need to have in place? In order to answer these questions, it is worth taking an excursus into the theory and history of didactics.

#### Planning of competence-based training

**Step 1: Needs analysis**

**Step 2: Producing competence frameworks**

**Step 3: Time planning**

**Step 4: Outline plan – formats**

**Step 5: Detailed plan**

Formats need to be fleshed out. What will be learned in each step, what key lines of questioning should be raised when? Which methods and materials will be used? Which resource people and trainers/ learning-process coaches should adopt which role and when? Which learning venues are appropriate when?

#### 3.3.1 Excursus: Theory and history of didactics

Didactics (from the Greek: *didáskein* ‘to teach’) deals broadly with the theory and practice of teaching and learning. It supports individual competence development through the design of training and learning processes.

The AIZ’s understanding of didactics is aligned with constructivist didactics approaches, where the basic assumption is that the process of perception does not reproduce reality but rather creates (constructs) a relative and subjective reality. From this it follows that knowledge cannot be ‘transmitted’ from one person to another, that one person cannot ‘teach’ another. People have to construct their own knowledge for themselves.

Thus, learning is understood as a process involving the self-organisation of knowledge, which is accomplished on the basis of each individual learner’s construction of reality and meaning. Hence it is always individual and only minimally predictable, i.e. the ultimate content of learning is constituted by the participants themselves. It turns out to be a – sometimes very idiosyncratic – mixture of the specified teaching contents, personal experience, experience reported by other learners, and the learner’s own insights. As a ‘teacher’, therefore, one should ideally create maximally rich, multimodal, interesting and communication-oriented environments which appeal to subjective areas of experience and at the

same time contain new ‘puzzles’ which invite learners pragmatically, interactively and creatively to a ‘new’ self-orientation. Cooperation, communication and interaction are helpful in defining and solving problems, as part of which the negotiation of meaning is of considerable importance.

The underlying line of enquiry for didactics, then, is the question of how we can develop environments and a learning culture with which we motivate learners to engage in their own learning activity, to reflect on it and to develop.

This question has been answered in various ways over the past few decades. Let us look into the historical sequence of basic theories of didactics – in which everyone will also be able to recognise their own learning biography.

	<b>First-degree didactics</b> Education theory didactics	<b>Second-degree didactics</b> Teaching & learning theory didactics	<b>Third-degree didactics</b> Enabling didactics
<b>Focus of the learning process</b>	on content	on methods	on the learner’s personality development
<b>Key question</b>	What should learners learn?	How should learners learn?	How do competences arise? Who is learning? In which context, with whom can learning take place?
<b>Intervention</b>	transmit	arrange	enable

**First-degree didactics: Content is central**

Until the modern day, didactics always talked about the ‘primacy of content’, thereby making it clear where, in this view, the real focus of training-course preparation and planning ought to lie. Even today the practice of many trainers and lecturers is pervaded by this content-oriented view. It followed something given. The question of whether and to what extent the learner could understand and effectively acquire this learning was not debated. It further implied that linear ‘transmission’ of the content to learners was possible, and that the success of teaching depended on the clarity, the vividness and the motivational strength of the teaching input and its methodological presentation – an expectation which, in practice, repeatedly led to disappointment. Moreover, there were also negative side-effects to the content- and teacher-centred construction of teaching and learning processes: passivity and ‘learned helplessness’ in the learner.

## **Second-degree didactics: The learning method is central**

‘The teacher, trainer, lecturer – the ‘owner’ of knowledge, competence and truth – instructs the pupil.’ This basic constellation is at odds with today’s reality, and is particularly outdated in the light of advances in learning psychology.

In the cognitive sciences, teaching today is no longer seen as an activity exclusive to the teacher but is conceptualised as a joint process by the teacher and learners, in which complex, differentiated learning incentives are ‘co-constructed’, challenging people to learn.

It is for this reason that the question of methods is clearly coming to the forefront today. A method is only an effective setting for learning if it

- fundamentally activates the learners,
- gives them space to pursue their own lines of inquiry,
- instigates cooperation between them,
- helps them to become ‘ship’s captain’ of their own learning ability,
- calls upon their problem-solving abilities, and
- gives individual learners a sense of self-efficacy.

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*Methods are not ‘ways’ to the destination as the Greek origin of the word would have us believe, but spaces for experiential learning. This is because the choice of methods determines which experiences learners will be granted: are they merely permitted to understand, follow and document, or are they invited to beat their own paths and tackle their own research, problem-solving and cooperating?*

(Paraphrased from Rolf Arnold)

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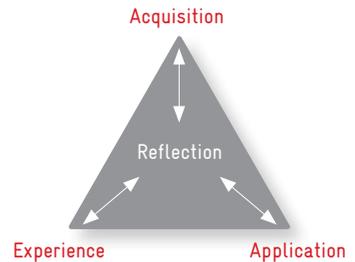
## **Third-degree didactics: Competence development**

The didactics of any learning solution which claims to be competence-based must give an answer to one central question: how do competences arise? This is fundamentally different from the question as to the What (the content) and the How (the method) of learning, because it is not addressed to the outwardly visible characteristics of learning but to the learner’s inner process, the context of learning and the people with whom and from whom learning takes place. So cognitive and developmental psychology gains in significance as a reference science. At the centre of the learning process is the learner’s selfhood and the development of his or her personality.

### 3.3.2. Model for sustainable adult learning

Accordingly, in order to formulate a master plan for a modern, competence-oriented, didactics-based approach, it is necessary to concentrate on an approach to adult learning which has departed from a teaching and learning process with a predominantly content-based orientation, since it is quite possible to know a great deal without actually being capable of doing very much. To facilitate a really credible realisation of competence and attitude development, a four-dimensional model is appropriate (based on Arnold, 2008), which assumes that people

- acquire new knowledge and, in particular, specialist and methodological competences themselves – in formal and informal contexts – and that these cannot be ‘transmitted’ (acquisition dimension),
- only see themselves as capable of learning with real effects on behaviour and transforming old – biographically ‘tried and tested’ – patterns of interpretation and emotional responses after having experienced their effectiveness during supported learning processes (experience dimension),
- can only improve or transform their competences sustainably when they have the opportunity to try them out in situations (application dimension),
- create under self-management – through their own reflection on their active experiences in the modes of acquisition, experience and application – new incentives for development (reflection dimension).



A training programme or an individual learning process may start out from any corner of the triangle:

- Possibly someone learns a method theoretically in a training session (acquisition), follows up by discussing it with a colleague (reflection), puts what they have learned into practice (application) at the next opportunity and later considers whether the outcome was actually satisfactory (reflection)...
- Or someone is confronted with something unknown on a study visit (experience), which causes them to think about it later (reflection), and subsequently they decide they themselves will try out what they saw at some point (application)...
- Or else someone is defeated by a professional challenge (application), hires a coach (reflection), who recommends a reading (acquisition) which makes it possible to see the original defeat in a new light (reflection)...

The potential combinations are endless. Sustainable competence development is oriented to these natural combinations which adults adopt for sustainable learning.

Reflection is pivotal to all these dimensions, for without conscious deliberation, a reading, an incident or transfer project will not yield lasting stimulation for learning.

As a methodological reference for the concrete implementation of this didactics-based reflective learning approach, differentiation into four levels of reflection is helpful: 'self reflection', 'group reflection', 'problem reflection' and 'methods reflection':

**Self reflection:** training the skill of observation and the self-reflective view of one's own rigidities, 'self-conceptions' and judgemental tendencies. Self-reflection includes self-criticism and is aimed at developing the skill of decentring, i.e. distancing oneself from personal involvement and from automatic cognitive and sensory routines. It comprises the ability to be mindful of one's own rational interests and learning objectives, recognise one's own learning styles and learning difficulties, and be aware of one's own mental blocks, repressed feelings and prejudices.

**Group reflection:** since learning from and with others is of central importance, be they peers, resource people or learning-process coaches, this also amounts to reflection about the group process, i.e. meta-communication about learning processes within a group, taking account of the content aspects and the dimension of social relationships. In order to facilitate satisfactory learning progress, perceptions of dominance, insinuations, anxieties and rivalries must be voiced; and likewise, misunderstandings based on different expectations, language patterns, views of problems, relevance criteria etc. Social feedback is the main vehicle of social reflection.

**Problem reflection:** practice in handling the perspectival nature of knowledge, the generation and substance of which should always be assessed with reference to criteria. So this degree of reflection comprises an extension of problem awareness and a broadening of new, content-related interests.

**Methods reflection:** this involves questioning methods of instrumental problem-solving and social conflict resolution which have been previously learned, tried and tested in one's own familiar work environment. Methods reflection permits reconstruction of the genesis and development of methodological approaches and tools right back to the original question or constellation that prompted development of the method. The learning objective is self-responsible production and use of methodological tools which can be employed context-appropriately and flexibly.

**Reflective learning**, then, refers to perceiving, as an observer, how perceptions and value judgements are dealt with. To a certain extent it supports the training of an observing and comparing eye.

Reflective adult learning is also a self-directed form of learning. The learners are not dealing solely with knowledge on the content level; they are also developing greater flexibility in relation to themselves and their learning. They discover new forms

of acquiring, experiencing and applying solutions to problems. Rather than clinging to familiar certainties, letting go of them opens the eyes to the specific potential that the counterpart has to offer. This ‘thinking, feeling and acting from the other’s perspective’ is the core of successful work, and not only in the international context.

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*‘The educated person is one who knows about himself and knows about the difficulties of this knowledge. He is one whose self-image can be held in the balance with sceptical vigilance. One who knows about his unstable inner diversity and does not take social identity at face value.’*

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(Paraphrased from Peter Bieri)

### 3.3.3 Detailed didactics-based design of learning processes – examples

The continuing education and training portfolio offered by the AIZ addresses knowledge, ability and attitude equally. It facilitates the participants’ acquisition, experiencing, application and reflection. Suitable infrastructure, learning materials and methods for every purpose are always ready at the AIZ.

	ACQUISITION	EXPERIENCE	APPLICATION	REFLECTION
<b>KNOWLEDGE</b>	<ul style="list-style-type: none"> <li>Independent learning materials (digital and print)</li> <li>Comprehensive media holdings combined with research services</li> </ul>	<ul style="list-style-type: none"> <li>Learning landscape</li> <li>Scenario-based learning</li> </ul>	<ul style="list-style-type: none"> <li>Sector networks</li> <li>Other networks</li> </ul>	<ul style="list-style-type: none"> <li>Learning guidance</li> </ul>
<b>ABILITY</b>	<ul style="list-style-type: none"> <li>Case studies</li> <li>Co-production of open knowledge</li> <li>Toolboxes</li> </ul>	<ul style="list-style-type: none"> <li>Lernreisen</li> <li>Study-Tours</li> </ul>	<ul style="list-style-type: none"> <li>Training modules (using new media or face-to-face)</li> <li>Transfer projects</li> <li>Simulations</li> <li>Interaction via communities and social media</li> </ul>	<ul style="list-style-type: none"> <li>Debriefing</li> <li>Collegial consulting</li> <li>Expert consulting</li> </ul>
<b>ATTITUDE</b>	<ul style="list-style-type: none"> <li>Self-assessment-Tools</li> </ul>	<ul style="list-style-type: none"> <li>Coaching</li> </ul>	<ul style="list-style-type: none"> <li>Feedback</li> </ul>	<ul style="list-style-type: none"> <li>Learning-process coaching</li> </ul>

Examples from the wealth of innovative AIZ developments for sustainable learning solutions:

### SUPPORTED LEARNING

For the preparation, consolidation or follow-up of self-directed learning activities, it is extremely valuable to read relevant sources. The AIZ makes relevant sources available to participants in ideally manageable quantities.

An advisory discussion is held beforehand to clarify the assignment and plan the learning pathway. Thanks to professional research in internal and external databases, on the Internet and in the GIZ's extensive archive holdings, processing of the results, professional aggregation, evaluation and comparison of sources, the AIZ ensures that the information comes packaged as requested.

### CO-PRODUCTION OF OPEN KNOWLEDGE

Following the model of Wikipedia, experts enable the collective generation of knowledge across and beyond national borders. The AIZ knows the answers to questions about methods, motivation, self-organisation, technology, licenses and copyright. This kind of open and distributed co-production of knowledge is faster and better suited to the more rapid discovery and dissemination of social and technological innovations. This applies particularly in relation to complex mega-problems (e.g. adaptation to climate change). At the same time, implicit knowledge can be rendered usable for content-creators worldwide: people, their organisations and entire policy sectors are given the chance to 'figure out' potential solutions and learn how they themselves can take part.

### CULTURE CASES

Culture Cases are independent learning materials. Four case studies per volume take a balanced look at the learning that precedes the outward journey to a specific country and – by means of field assignments – the learning that takes place in situ.

Culture Cases place the reader in situations that could arise in the destination country. The situations are narrated as (exciting, humorous, sad ...) cases without a resolution. They provide training in asking relevant questions, accessing sources of information and finding (one's own) solutions in intercultural settings. During the analysis tasks at the end of every case history, readers rehearse the cognitive operations that make up international diversity competence. Examples of these are: perception, change of perspectives, system comparison and co-construction, and the standard elements of self-knowledge and lateral thinking.

Culture Cases thereby enable a practice-oriented introduction to complex approaches from cultural studies, communication psychology and linguistics. They are theoretically underpinned and have survey chapters providing an introduction to country-specific characteristics and models for intercultural communication.

## LEADERSHIP-TOOLBOX

The Leadership for Global Responsibility toolbox is a dynamic and freely accessible document that grants an insight into the theory and practice of conscientious leadership. It provides an introduction to the AIZ leadership approach, the design and implementation of Leadership Journeys and a selection of practical leadership tools for learners' own use.

The document is freely accessible here:

> [www.giz.de/akademie/de/downloads/giz2013-de-aiz-toolbox-leadership-development.pdf](http://www.giz.de/akademie/de/downloads/giz2013-de-aiz-toolbox-leadership-development.pdf)

## COMPETENCE REFLECTION ON INTERNATIONAL DIVERSITY

For learners to be able to set their own learning objectives, putting them in a position to take charge of managing their own learning process, as a prerequisite they need to have gained an overview of the topic area and a realistic self-assessment of their current level of competence. This is the purpose of the 'Competence reflection on international diversity' tool which is part of the preparation programme for assignments abroad. The participants watch a short movie clip, after which they answer questions on their knowledge, ability and attitude relating to their self-competence and social competences in work situations characterised by diversity. After a guided reflection session about their answers, the participants complete a self-assessment form.

## LEARNING LANDSCAPE

The Learning Landscape is a facilitation space for self-directed learning processes. Multimedia reflection stations are set up across an area of 800m<sup>2</sup>, which serve to raise key questions. Answers are on hand in the ~40,000 media items, organised in themed self-study rooms.

The Learning Landscape enables reflection on key themes of international competence. At the same time, as a room for self-directed learning it is a place of self-knowledge: how do I deal with the unfamiliar? How do I use open spaces? What helps me be a good learner?

Finally, the Learning Landscape is a place in which the principles informing the didactics of good continuing education are made visible so as to facilitate reflection.

## LEADERSHIP-JOURNEYS

Leadership Journeys are tailored learning tours with a focus on leadership development in the context of a sector specialisation, e.g. climate change, good governance, health. They are adapted to the needs of participants, organisations and their sociocultural contexts, and mindful of the main characteristics of this sector. Depending on clients' requirements they can vary from a few days to several weeks, and can also be offered over a longer time-period with modular workshop sequences.

## ALUMNI – MAINTAINING TIES AND NETWORKING

To keep alumni in contact with issues and organisations, the AIZ turns learners into cooperating networkers who retain emotional and professional ties with each other and with the GIZ even after their programmes are over.

> [www.alumniportal-deutschland.de](http://www.alumniportal-deutschland.de)

## LEARNING AND COOPERATING WITH NEW MEDIA: GLOBAL CAMPUS 21®

For people who are responsible for processes of change, to facilitate lifelong learning from and with other like-minded individuals.

> [www.gc21.de](http://www.gc21.de)

## SOCIAL MEDIA TO ENHANCE (LEARNING) IMPACT

How can online social media be used to achieve greater impacts (for both learning and cooperation) within development cooperation? Our consultancy services on the use of social media in programme work answer questions on all aspects of the following themes: how can a network be turned into a community? How do social media communities self-manage? How can social media be used for joint learning with partners or for targeted knowledge acquisition and exchange?

## COMMUNITY AND NETWORK MANAGEMENT

In order to attract experts and executives willing to engage in networks for sustainable development at local, regional and/or global level and to strengthen their self-organisation.

## COLLEGIAL CONSULTING ONLINE

When it comes to solving concrete questions and difficult situations in everyday professional life, the method of collegial consulting provides a structured sequence of consultancy sessions in small groups. The AIZ also provides a tool that enables collegial consulting to be put into practice virtually, for the eventuality that advice-seekers and consultants cannot get together in one location at the same time. Using various communication tools, members of virtual teams can join in an interactive consultancy process, contributing their life experience and professional experience.

### 3.3.4 Competence development by incorporating reflective learning mechanisms – didactics-based principles

From what has already been outlined of our understanding of reflective didactics and the objectives of learning with an international emphasis, three features of the didactics-based approach emerge:

- Self-reflective management of a continuous learning process by learners.
- Learning in self-constructed learning contexts.
- Collaborative learning from and with others in reciprocal social interaction.

From the above, nine principles of didactics can be derived which we think are indispensable for sustainable learning outcomes in an international context. These principles, which are to be seen as complementary rather than separate from one another, represent the normative framework for the detailed design of specific competence development measures.

#### 1. Ownership and self-organisation

Every form of training also represents a process in which demands are made not only upon the training establishment and its resources but, above all, upon the learner as a person. For the training institution, this means creating enabling conditions in which learners can take responsibility for their own current learning process – as part of their personal educational biography. Facilitating ownership of people's own learning process presupposes transparency and insight into learning objectives and learning methods. The aim is not merely to provide opportunities for acquiring ready-made solutions, but rather to empower learners to develop their own lines of inquiry and bring their personal development goals to the learning process. A new question is often more valuable than an oversimplifying answer; a puzzle stimulates more learning than a solution. The basic idea is to give learners the greatest possible autonomy to manage their learning processes. Learning processes are structured and organised so that the managing impulses of trainers or learning coaches can increasingly be reined in, making way for self-initiated activity and self-responsibility on the part of learners. Fully self-directed learners set their learning objectives independently and carry out learning activities in order to attain them. Which activities learners accomplish when, where and in what sequence, is a matter for them to decide themselves.

#### AIZ didactics-based principles

1. Ownership and self-organisation
2. Learning coaching/guidance
3. Attitude as the core
4. Experiential learning spaces
5. Reflection
6. Diversity and change of perspectives
7. System comparison
8. Learning as co-construction
9. Networking

## **2. Learning coaching/guidance**

For all sub-sectors of the continuing education and training system, there must be sufficient incentives for learners to take up offers of learning and individual help with orientation. Therefore diverse forms of support need to be firmly established. These include the roles of 'learning coaches', 'learning advisors' or 'process coaches'. It is their task to consult individually with the interested learner so that the best possible and most effective form of provision can be made available. Through systematic coaching and consulting, learners are helped to reflect on their own competence profile, analyse their individual learning strategies and processes, and discover which pace, pathways and environments are appropriate for the participants and how these criteria can best be met.

## **3. Attitude as the core**

To ensure that its services have a sustained impact, the core aim of the AIZ is to establish a fundamental attitude. The attitude of mutual respect and appreciative comparison is the basis and prerequisite for long-term and successful improvement of competence in the international context. Only individuals who know and can utilise their own strengths and weaknesses as well as those of their partners are in a position to develop new ideas and competences from the diversity of perspectives and apply them creatively. In this sense, being 'educated' means knowing about diversity, respecting what the other person brings and what is one's own, and the constant search for new, external viewpoints and paths.

## **4. Experiential learning spaces**

Attitude is not easy to transmit or teach in the classic sense. It develops when suitable spaces are available for experiential learning. Learning spaces are offered which make it possible to have new experiences, putting people in a position to look at themselves and others with new eyes, to experience themselves as people behaving in novel ways and to extend their own reflection competence. The triad of knowledge, ability and attitude only develops fully when appropriate learning environments exist as incentives for the 'interested and motivated' learner.

## **5. Reflection**

For the success of complex international projects it is essential to maintain continuous critical observation of the effectiveness of one's own behaviour. This calls for a momentary pause to look inward, a comparison of the actual with the desired state, an assessment of the available resources, the development need and, where necessary, reorientation – in short: it calls for reflection. The ability to question one's own behaviour, to keep a critical eye on one's own strengths and weaknesses and to use the conclusions to guide future action – taking account of external assessments and different perspectives – is a pivotal component of competence development. Reflection can be practised in numerous ways, each with a

different emphasis. It can be designed as an individual or a group reflection, restricted to one particular aspect or several, or take an all-round view of the situation, and it can be carried out regularly at certain times or sporadically as a follow-up to special situations.

## **6. Diversity and change of perspectives**

The trainer or learning coach also ‘intervenes’, for example, by establishing a diversity of perspectives and defamiliarisation of perspectives, i.e. by proposing other overlooked, provocative, challenging or questioning points of view. Contact and comparison with others, including people who think very differently, results in the perception of new perspectives, enlarging the spectrum of possibilities. A wellspring of learning is making comparisons with others and other world views, and perceiving ‘disparity’. Relevant personality-forming learning is built on a foundation of ‘sensing disparity’, the perception that other people make different observations, that another way of thinking makes sense, that there are more possibilities than were previously registered. Different perspectives can do more to stimulate learning than hasty agreements – learning groups or international alumni and sector networks with the greatest possible heterogeneity of perspectives play an important part in ‘sensing disparity’ in this way.

## **7. System comparison**

The trainer supports the learners in adopting the meta-perspective. In concrete terms, this means: placing individual positions into systems of thought, gaining an overview of the totality of conceptual approaches to an issue area, reflecting on one’s own role in the social system and one’s own effect on a foreign system. In this way participants manage to stop embodying their own position, allowing it to become a distanced object of analysis and thereby gaining more sovereignty.

## **8. Learning as co-construction**

The principle of co-construction in learning comes into effect where people are in dialogue with each other and interact in the course of collectively seeking, experimenting and thinking. Above all it is about allowing detours that take in the counterpart’s thinking, and jointly arriving at answers that are not rigidly determined in advance. But the principle of co-construction also brings learners and teachers into a new relationship. The teacher is no longer the exclusive expert. In a learning community of teachers and learners, the participants learn to shape the world collectively. This means being inventive, formulating and verifying hypotheses, solving problems, negotiating about the meaning of things, and verbalising their understanding of the world. The keys to co-construction are relationship, dialogue, communication and solution-oriented cooperation between learners and teachers, in which the roles of novices and experts can vary depending on the situation and topic.

## 9. Networking

The networking of AIZ participants and partners is a crucial feature of the service portfolio. The AIZ's systematic use of methods and instruments to support networking safeguards the sustainable impact of its continuing education and training services in three fields:

- **Continuous learning and advanced learning** in networks or communities – in a self-organised and supported form – after participation in the different continuing education and training programmes
- **Knowledge exchange, knowledge sharing and co-production of knowledge** among AIZ participants for the development of new solutions across borders (cross-organisational and international networks)
- **Multiplication** of the training portfolio to a wider circle of potential users (e.g. in trainer networks, continuing education networks and multiplier networks)

In this context, networked learning and change always means organising people in networks suitable for them, purposefully activating their creative capacity and putting it to effective use for important processes of change.

The sustainable impacts of this approach extend to...

- ... the person as an individual: through continuous competence development, emotional and professional ties, and the enhanced effectiveness of multipliers,
- ... the organisation: by letting networks take responsibility for processes of change, faster and more innovative use of knowledge and problem-solving competence through knowledge co-production, network effects as scaling-up of the results of smaller programmes, (supra)organisational learning as longer-term cooperation involving ever more 'co-creators',
- ... the societal sphere: through new and more effective solutions to global challenges in technology, the economy, ecology and society, and more rapid generation and distribution of innovations, technologies and knowledge for sustainability.

### 3.3.5 Specific design of the formats according to didactics-based principles

When they are integrated into the detailed design of a format, these didactics-based principles are manifested in an array of features. A few examples follow:

A format fosters **ownership and self-organisation**, for example, if participants have been asked about their individual focuses of interest beforehand, set personal learning objectives on the basis of competence self-assessment, and repeatedly been able to choose personal

points of emphasis in the course of the measure. In e-learning this implies the technical functionality to select individual chapters and save partially completed sections.

**Learning coaching and guidance** can be offered as an independent service or in the course of a measure. Alongside them learning journals, for example, can be a good support for participants. In e-learning the tutorial support can also be supplemented with technical and organisational support.

Learning does not necessarily take place in a seminar room. Depending on the type of competence development, all manner of different **experiential learning spaces** can come into play: outdoor spaces, excursions, study visits, project studies, museums or a learning landscape. In scenarios, experiential learning spaces can also be created virtually.

Incorporating didactics into the detailed design of a format in a way that facilitates the development of **attitude** is a challenge. Aligning learning processes to the stages of the AIZ Stages in Competence Model is a viable route and can be supported, for example, by reflection on values, appreciative feedback, coaching, and also by the personal example set by the trainers.

For **reflection** to take place, on the one hand it is necessary to schedule time for it – which may be entire reflection days, reflection units or moments of reflection. On the other hand, suitable methods for self-managed and guided reflection need to be offered. For example, paper & pencil or a dialogue based on prompt questions foster focused thought processes.

**Diversity of perspectives** is part of a format when it incorporates, for example, heterogeneous composition of the group of participants, heterogeneous trainer tandems, or literature from different schools of thought and disciplines. For participants to embrace the opportunity for a **change of perspective**, appropriate elements include simulations, critical incidents, and dispensing with model solutions.

To give participants the chance to carry out a **system comparison**, the trainer himself must have a global view of the system as a whole and make reference to it in inputs, interventions and in his visualisation. Learning is supported by methods for looking from the meta-perspective and for locating oneself within the system as a whole.

Learning as **co-construction** is realised in a format by incorporating partner and group assignments with open-ended outcomes. It is helpful to form groups in which the members contribute a varied range of expertise and to set 'real' assignments, the results of which will actually be used afterwards. Further-reaching questions and ideas that have arisen in the

process are picked up. The trainer himself models co-construction in his own behaviour. Contributing to Wikis is an example of co-construction in the virtual world.

Whether participants begin networking during a measure and whether such networks last beyond the end of the measure can be supported by the detailed design of the format.

**Networking** happens, for example, when participants have space for it, when they find common goals, when they have clear accountability in the group. It must be easy for participants to stay in contact after the event, for example in an online group, a sector network or another network.

### 3.3.6 The roles and competences of learning coaches and trainers

Implementation of the strategy on didactics entails modified roles for all parties involved in the learning process: for the training institution, the trainers and the participants. Learning according to the didactics-based principles will only be successful if there is complete role clarity and transparency for everyone involved. The new role of trainers as learning coaches is described below.

Purposeful competence development requires a conscious choice of direction. In an increasingly confusing world full of possibilities, however, that sense of orientation can easily be lost. This gives rise to an increasing need for coaching and guidance, be it to obtain basic assistance with personal orientation, to be shown the training pathways within a field of work, or to make a very specific choice of continuing education. Competence development relies not only on systematic recording of competence but just as much on guidance as part of the process.

In line with the understanding of Human Capacity Development and the didactics-based approach, contractors of the AIZ are bound by the following standards for professional learning coaching and learning guidance:

Learning coaches and trainers ...

... essentially enter into a consultancy-style relationship with the participants by, among other things, specifically clarifying the parameters of the collaboration and defining individual expectations and development objectives in dialogue.

... focus on the emerging key themes, key concepts and concerns as the starting point and specify each learner's particular concern inductively, so to speak.

- ... in collaboration with participants seek a suitable didactics-based strategy for addressing the personal competence development concern without bringing their own stock suggestions for solutions into play too quickly.
- ... only give impulses for self-managed learning, as a matter of principle, and remain available as learning and competence development consultants.
- ... support participants in extending their ‘reflection framework’, e.g. through competence benchmarking, feedback, coaching, planning learning objectives and identifying development paths.
- ... conclude the guidance process in such a way as to ensure that the self-managed learning is of high quality and sustainable.

Accordingly the role of the ‘teachers’, the external service providers in their function as trainers, tutors or lecturers, has changed. Now as much as ever they still need to be at home in ‘their’ subject, but the AIZ also expects them to do more than merely present and transmit their subject knowledge. They must now structure this knowledge for ready accessibility. What this means is that they can no longer content themselves with elucidating subject matter and insights for the benefit of participants – ‘on their behalf’, as it were; they must endeavour to initiate, stimulate and support the learners’ own engagement with the material and its active acquisition and application.

In that regard and in summary, the following reference points are significant for trainers and learning coaches involved in designing and advancing the training portfolio, so that they can ensure highly successful learning outcomes for the participants:

- **Biographical relevance:** systematically taking into consideration the unique life story of an individual.
- **Competence orientation:** shifting from deficit orientation to competence orientation so as to create experiences of success and to foster motivation by focusing on an individual’s existing knowledge, abilities and willingness.
- **Reflection orientation:** reflecting on one’s own abilities and competences, thereby linking the past, present and future, and realising the relationships between the various ‘world references’ such as the ‘self’, the ‘context’ and the ‘social environment’.
- **Independent learning orientation:** guiding and motivating the self-managed acquisition of new aspects of competence by making use of available learning incentives outside the training situation (virtual learning environments, learning landscape, anticipated workplace and life contexts).

- **Exchange of experience and collegial learning:** establishing and using social networks for the ongoing development of one's own competences.
- **Learning-interest orientation:** as a starting point and orientation for designing further steps in learning, so that exactly the right learning process is stimulated for individual learners, who will then keep pursuing it in future because they consider it important for themselves personally.
- **Ensuring continuity with the personal and learning biography:** linking new knowledge to existing knowledge structures which have taken shape over the course of life. These represent a unique construct based on individual life experience. Training and consulting must tap into these and derive coherent and congruent perspectives.
- **Diversity:** in the sense of a learning culture that builds on the 'looking through others' principle of learning from others and understands (cultural) diversity as a source of individual development.

## GUIDANCE FOR TRAINERS AND LECTURERS

- Give participants time to gain clarity about what they themselves really want to learn.
- Define 'learning projects' and get used to supporting several learning projects simultaneously.
- Observe the learning of participants and try to foster their learning techniques.
- Let participants discover as much as possible for themselves.
- Prepare learning materials, texts and applied tasks for them from which they can figure out the key insights themselves.
- Give them guidance in cooperating with each other and assessing each other's outcomes.
- Gather targeted information about the life world of your participants.
- Try to gain an understanding of their everyday professional and personal life.
- Have the participants report on their own experience with the topic or the object of learning.
- Try to avoid 'being right'; validate other experiences, interpretations and evaluations.
- Get used to the role of learning coach and learning advisor.
- Avoid excessive teaching.
- Try to understand what forms of help the learners need to apply the new material in their contexts.
- Adults do not need 'teaching'; they are capable of reading and understanding independently.
- Confine yourself to designing tasks and applied cases that are typical of their living and working situation.
- Tutors are responsible for 'situating', i.e. for embedding the new material in the learners' situations.
- Just because you have worked with a particular target group for a long time does not mean that you no longer need to inquire again and again about the concrete conditions.

## 4 | Closing remarks

You have read about the didactics-based models and principles of the AIZ, and the background and consequences of this approach.

Now it is over to you to follow your train of thought ... entirely in keeping with the principle of co-construction: what interests you, what puzzles you and what inspires you?



## 5 | Suggested further reading

**Arnold, R. (2010):** Selbstbildung. Schneider Verlag: Baltmannsweiler.

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**McLean, G. & Wang, X. (2007):** Defining International Human Resource Development: A Proposal (<http://www.eric.ed.gov/PDFS/ED504353.pdf>).

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**Schwuchow, K. (2010):** Perspektiven internationaler Personalentwicklung. in: Schwuchow, K. & Gutmann J. (Hrsg.): Jahrbuch Personalentwicklung 2010. Köln.

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