

# INSIDE-OUT

## The Case of CEFE

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All along the ups and downs of fashions in technical Co-operation, *training* has without any doubt maintained its popularity and leading role within the nowadays highly diversified range of existing tools of Business Development Promotion. And although already decades ago innovative teaching methods have begun to revolutionise pedagogy, the resistance towards a more outreaching and sustainable introduction of dynamic and modern learning methodologies in adult education has been considerable in general, and particularly in the field of business development training. The reasons contributing to this process are manifold.

Some are external to the proposed technologies and some are “home-made”, especially *the “inventors” tendency and desire to control his creation*. But there exist others also which frequently limit significant spreading and lasting transfer of newly designed training methodologies towards local partners.

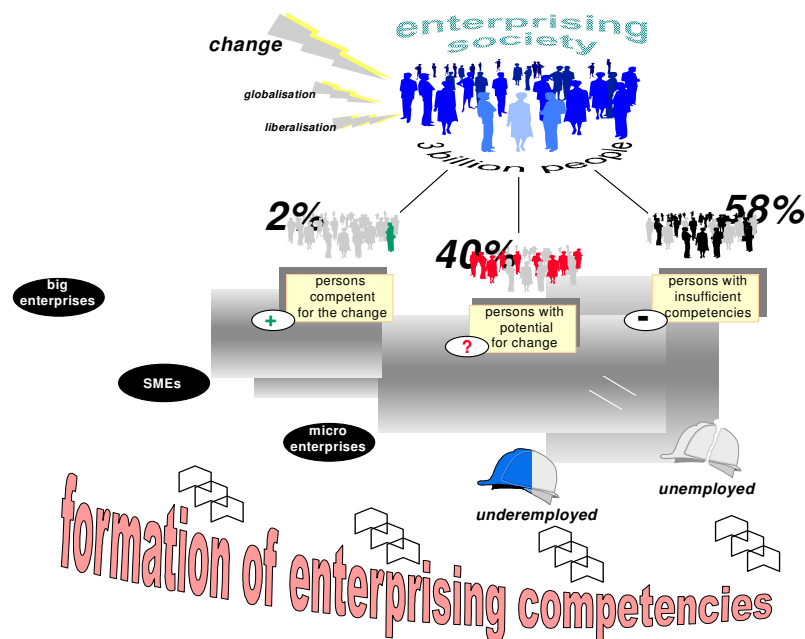
The case study of CEFE, which is a comprehensive set of training instruments designed to stimulate positive interventions in the small enterprise development process with the use of modern training technologies based on the cornerstones of experiential and action learning methods, shows that, if certain principles laid out later would be followed, sustainability and outreach could become in-built elements of a broad development strategy in training.

Why at all should we however bother about sustainability and outreach of training if for so many years business development training has been delivered in endless packages to improve the management know how of small business owners? Isn't enough enough?

The world is facing a process of economic globalisation which almost no country can avoid. While on the one hand cheap products from industrial mass production are flooding markets in developing countries, forcing traditional small producers out of the market, more and more products of the '3<sup>rd</sup> world' compete with local production in industrialised countries. While the growth rate of economic output is still increasing, the disparity of material wealth is accelerating. The world's social and political stability depends very much on developing successful strategies to deal with the growing social, economic and environmental problems. Our changing environment has created the need to add new elements to human skills. Training has to build up these new enterprising competencies needed by its clientele.

Business Development Training is not a self-fulfilling event, it has to cope with the pure enormity of the problem. It is not sufficient to scrap only the surface and train a few entrepreneurs and managers. What will happen with the rest of the people who are effected by the change, those 3 billion human beings of today? Will they then be better off or will they even suffer more? Business Development Training has to go far beyond mere economic issues, it has a very important function for business development, but also a societal role to play. Training thus has to be delivered by other vehicles also, may it be the educational sector or may there be the introduction of products, techniques, instruments or the use of modern communication media which do allow mass training approaches. And Business Development

Training has to give a same chance to employees as to employers for small businesses to grow and be successful in the globalised world of tomorrow.



But how can we achieve that Business Development Training covers them all?

The case of CEFE has over time generated interesting insights and clues about some principles and mechanisms which can support sustainable and self-standing development in training, mechanisms of a self-driven movement of a steadily growing number of people and institutions with the inherent strive for self-development and self-regulation. The principle lesson we have learnt is that the design of a sustainable mass delivery system of Business Development Training should not only argue about a top-down or bottom-up approach or a demand- or offer-driven one, but also whether the **principle of inside-out** is being respected.

What do we mean by that? What are the most important mechanisms and results of the CEFE strategy to overcome several of the major and quite typical “home-made” obstacles which frequently limit significant spreading and lasting transfer of newly designed training methodologies towards local partners?

Taking into account both, the very intensive overall training of people looking into all aspects of their business life and also the various shorter courses which cover only certain technical or personal aspects in business, the now 200 institutions and 2000 'CEFistas' of the International CEFE Network in around 60 countries are trying to better the economic key competencies of roughly 100,000 people annually. This number is still low compared to the problems involved, but steadily growing without any additional and really only meagre funding of activities through GTZ or CEFE International (which is a supraregional programme funded by the German Government).

The CEFE Network is mainly based on the motivation, energy, creativity and enthusiasm which is inherent inside the network, the CEFistas. They themselves are the engine which cares for the spreading of the methodology. In this decentralised and liberalised network the market decides what the network institutions and the CEFistas can offer or are offering. It's in the self-interest of the CEFistas and their organisations that the engine keeps on running,

thus producing sustainability and outreach. In a world of change and very limited financial resources, donor-driven approaches do not survive. They are not appropriate 'to make it grow'. They rather should adopt a strategy to create favourable conditions 'to let it grow'.

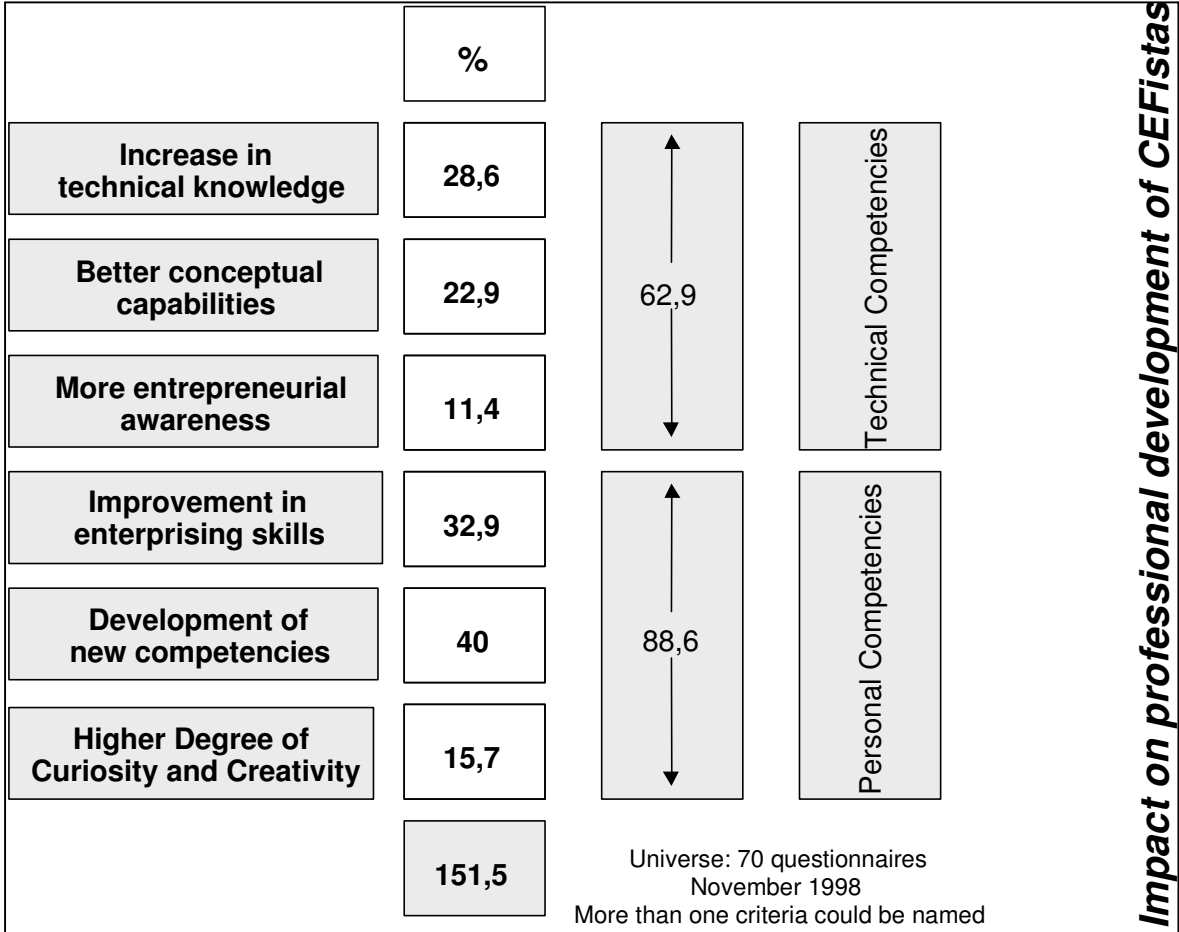
**1. The individual change: The impact of CEFE training on CEFistas**

In November 1998 we sent out a questionnaire to more than 140 CEFistas selected at random on a world-wide level. 70 of them replied giving a detailed picture on their motivations to support the spreading of CEFE in their respective countries. In brief the result was, that it was mainly the impact the methodology had produced on themselves which made them so supportive. Around 200 different impact criteria were mentioned by them.

Especially the training of trainers (CEFistas) showed a high impact both on the professional and also on the personal competencies of the people. Many different aspects were named by those who replied, it is however noteworthy that the people considered their experience with CEFE to have had a significant impact on their personality as a whole.

If one studies carefully the nature of the diverse responses, it becomes clear that there is nothing mysterious about the effects of CEFE training. And it also becomes clear that the specific training methodology applied obviously touches both, the brain and the heart of the people. For the respondents it was not only important that they increased their technical knowledge about what to teach their target group, rather improving their own enterprising skills or acquiring new competencies was considered by them to have had significantly more impact on their own life. Taking into account the 70 respondents, nearly 87 % found that they did increase their personal competencies through the CEFE training, 63 % their technical competencies with a better understanding of their target groups.

Figure 1.1

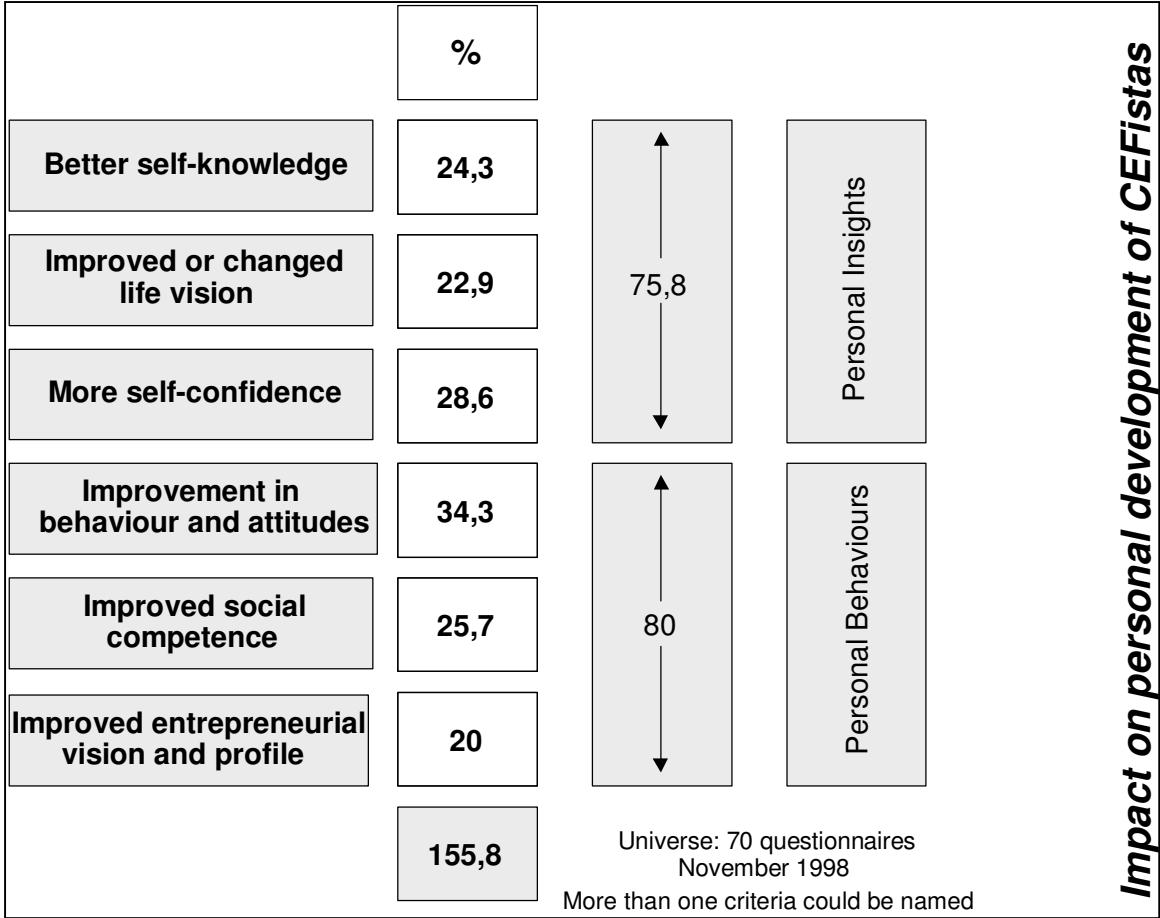


When looking at the impact their own CEFE training had had on their professional work the respondents came to the conclusion that the development of their working styles and abilities was more important than the upgrading of their technical know how. Their conclusion was that the teaching of only technical contents doesn't provide the ability to apply what one has learnt in one's job. Only the development of their enterprising competencies (planning, risk management, problem solving, creativity, effectiveness, strive for quality etc.) together with the increase in technical subjects made them better trainers and gave them more confidence and motivation in their work. Furthermore it is interesting to observe that the majority of them graduated in the course of time, i.e. when gaining experience with their target group, they graduated from being pure 'training technicians' to becoming 'training designers' or even 'training strategists'. Some of them finally made it to a level where they were able to develop their conceptual understanding and know how in more areas than just training.

This impact on their professional work shows that the training made them more enterprising, may be even more entrepreneurial, despite of the fact that practically all of them are employed by institutions of the CEFE network and not self-employed or freelance entrepreneurs.

What about their personal growth independent of their working place, but rather in their private life?

Figure 1.2

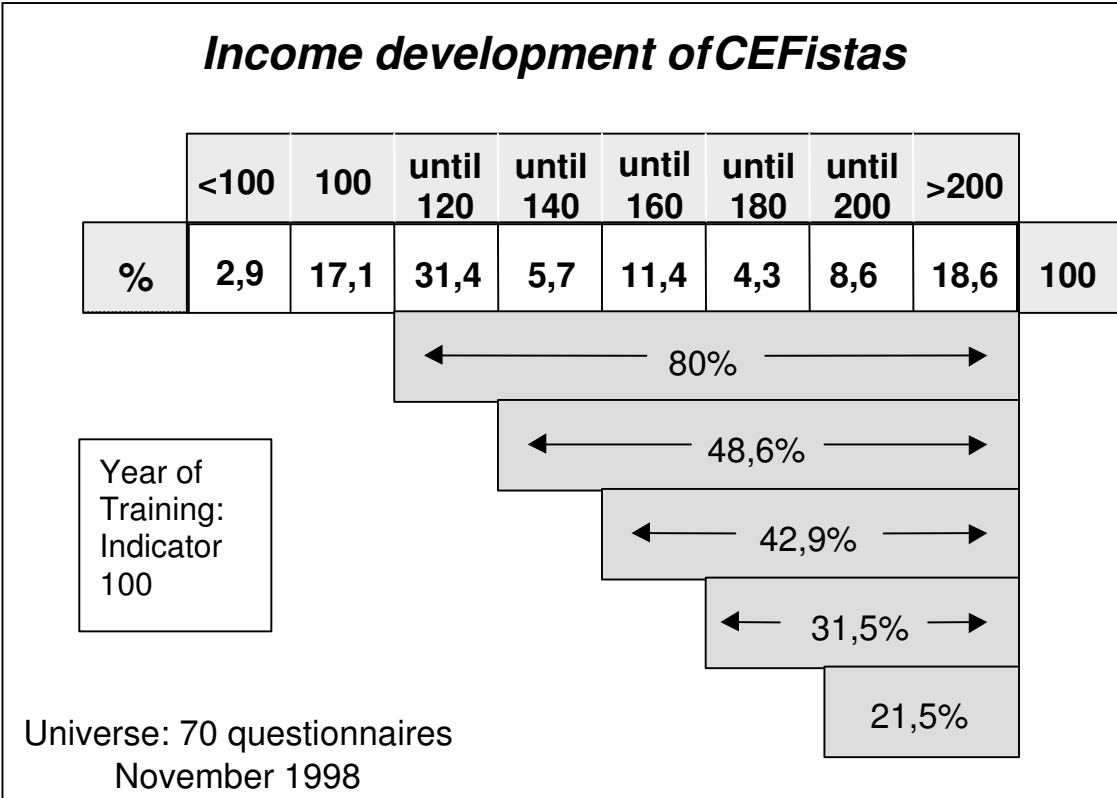


Respondents argued that their CEFE training improved some key life competencies which can be categorised under the headings of 'I know myself better' (76 %) and 'I can better deal with my environment' (80 %), which gave them an additional push or motivation to practise their newly acquired competencies in all aspects of their life. From the viewpoint of CEFE International this aspect is caused by three basic training ingredients:

- 'Experiential Learning', which allows trainees to experience and 'live' new and still unknown real-life situations, or confront situations already known in the class-room and see them in a new way through the results they achieved with their action.
- 'Action Learning', which means you are working on your own life case during the training and thus are able to directly transfer your newly acquired competencies to your own life.
- 'Learning to be more enterprising', which is far more than being a better businessman and includes to see and do things from a different, more competent perspective and which covers your whole personality.

Arguably all these positive impacts of the CEFE training should be reflected in your professional career and personal earnings. We therefore asked the CEFistas to give us an indication on how their personal income developed after the CEFE training, dividing it in the two categories 'before CEFE training' with the indicator 100 and 'after CEFE training'.

Figure 1.4



Whilst in 20% of the individual cases nothing very much happened with the personal income after the CEFE training, in the other 80% the income increased, in half of the cases substantially at more than 40%. Some 20% even reported an increase of their income between 200 and 600% which gives us another indicator of their changed professional life.

Approaches and methodologies that are able to integrate qualities which turn the multipliers into beneficiaries by enabling them to profit intensely from the tools while using them, do create considerable energy for sustainability and outreach from within the multiplier: **The principle of inside-out!**

## 2. The business change: The impact of CEFE training on the target groups

Professional motivation however does not stem only from making more money, motivation is directly linked also to your satisfaction in what you are doing.

In 1994 CEFE International was scrutinised by an internationally renowned team of independent experts in an evaluation of the impact CEFE has on its different target groups. The team was commissioned by the Federal Ministry of Economic Co-operation (BMZ), the funding ministry of CEFE International. The team used a methodological mix of instruments to find out about CEFEs relevance for the different target groups (for details see the WebPages of CEFE International <http://www.gtz.de/cefe/>).

This team came to the conclusion that the CEFE approach in training can be in general evaluated as unlimitedly positive under educational aspects and positive with some minor limitations under development aspects (at that time some questions were raised regarding outreach and sustainability). A few of the major findings are shown in the figures 2.1 to 2.3 (see annexe). The figures speak for themselves.

Obviously CEFE is not only meant to create more competence, personal satisfaction and more income in the trainers, the CEFistas, but also in their target groups for whom the methodology has been designed. You, being a better trainer, can train others to become more enterprising, it's you who can initiate this process: **The principle of inside-out** functions again! And it functions not only for you, because now your clients create benefits for themselves and for others from inside-out.

Both parties, the CEFistas as well as their clients, grow personally and professionally, subsequently are more successful, and develop a desire to share what they have experienced: sustainability and outreach are strengthened. Being a better and 'convinced' trainer by experiencing the impact of the training yourself, gives you and your message more credibility and adds to the effectiveness of the methodology.

One of the manifestation of the principle of inside-out and the desire to share is the birth and the maintenance of self-generated networks, both by the target group and also by the trainers. The case of the trained CEFE trainers in the Philippines who initiated and gathered themselves in the CEFEnet Foundation, a not-for-profit organisation which experiments in the application of CEFE in the educational sector and in farmers' activities, is just one of the many local initiatives of CEFistas around the world.

## 3. The institutional change: The impact of CEFE at the meso level

The principle of inside-out becomes even more visible once we look at the developments in many countries at the institutional level. While all organisations, including those presented in this conference, had to react to the tendencies created by the global change during the last decade, this reaction seems to have been more pronounced for institutions using CEFE.

Driven by the motivation, enthusiasm and new competencies of their staff as well as of their clients these institutions often were facing a push from inside in order to become a learning organisation, from the CEFistas themselves, if the right organisations are involved. A carefully slow but steady 'contamination' of the organisations took place through the increased competencies of their staff. It doesn't take the organisations long to recognise that training others in enterprising competencies is forcing you as organisation that you yourself become more enterprising, especially when automatic funding from donors becomes scarce.

In some countries we can observe the development of very promising initiatives to develop a market for Business Development Training, especially in Latin America. The examples of

Paraguay where a training voucher system was introduced with the support of the Inter-American Development Bank or of Brazil, where aside others the national Small Business Development Organisation SEBRAE offers vast opportunities for training specialists to sell their products in the market may serve as examples that high quality training can develop when there is a market for Business Development Training. The case of Paraguay is of particular interest as the voucher system will open up a competitive situation in which only the good institutions in the long run will survive. Those many countries which were not able to promote the development of a market for Business Development Training should carefully analyse that system. With this question we come directly to the institutional side of CEFE and its network of partner organisations.

Let us have a look at some of the CEFE network institutions and the way how they reacted to the fact that the money they got or didn't get at all from the German government was so meagre that they couldn't survive on it.

### **3.1 The case of Fundasol, Uruguay: Sustainability and Outreach through Product Development**

Initially Fundasol came into contact with the CEFE approach when a bilateral project was started in 1988. Fundasol thus became the first partner institution of CEFE International in Latin America and it was still not yet clear if the whole methodological CEFE approach would function there given the totally different socio-economic and cultural environment compared to where CEFE originally was developed<sup>1</sup>.

History-wise the first CEFE activities of Fundasol started in 1989 with a business starter course and a training of trainers which were designed more or less the same way known and practised in Asia.

However with Uruguay being such a small market for new ventures, it soon became obvious that there was not enough interest on the part of potential clients for these types of courses, which needed a very intensive four-weeks/160 hours attendance of participants and were later charged at a fee of 150.- US\$ per participants. Positive however was that the initial doubts about CEFEs cultural or socio-economic acceptance proved to be unfounded.

After a thorough analysis of the market in 1990, it was therefore decided to move into three directions, (first) to modularise the existing business starter course into four subsequent one-week modules which could be more easily attended and paid for by the potential clients, (second) to use the CEFE methodology in the design of shorter courses (20 hours) on specific subjects for existing entrepreneurs, which initially concentrated in subjects like 'Financial Management, Financial Analysis, Entrepreneurial Competence, Productivity Management and Growth Management' (each module was 'sold' at 50,- US\$ per participant), and (third) to pioneer the CEFE approach in other countries in Latin America through the training of trainers of neighbouring countries, which was identified as an additional source of income also.

While all these three strategies did contribute to Fundasols earnings, especially the second strategy generated enough interest and income in the upcoming market for training to encourage Fundasol to further diversify the then existing training product range in the light of a predictable phasing out of the bilateral project. Project money and expertise was still used to develop training packages (20 hours) for existing entrepreneurs on 'Entrepreneurial Management and Creativity', 'Marketing' (1991) and 'Personnel Management' (1993) and to design information packages on 'Marketing, Sales and Formalisation' (1991), 'Business Start-Up and Registration Procedures' (1992).

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<sup>1</sup> CEFE originally was developed in a bilateral integrated urban development project in Bhaktapur, Nepal under the aspect of promoting business starters.

It was interesting to see that these new courses were also designed in the light of the upcoming of the strong, however subsidised training competitor Empretec which partly operates with a comparable training technology, but didn't charge the clients at that time and neither was 'allowed' to move into product diversification. Obviously this competition stimulated Fundasol's creativity to use to the full extent the flexibility of the CEFE method to design more courses for target groups where Empretec couldn't compete or where Fundasol had a competitive advantage or which were not attended for at all.

In due course of time new target groups were explored. Modules for rural entrepreneurs (20 - 50 hours) were developed for Horticulture, Dairies, Apiculture (1994), Cattle-breeding, Cattle-trade and for Associative Enterprises (1996), further modules for the existing clients (48 hours) concentrated on Total Quality Management (1995) Macro Business-Prospects (1996) and Post-Training Follow-Up (1996). Also new developments came to upgrade and consolidate the competencies and skills of the CEFE trainers in these various thematic fields. Finally a board-game was introduced with the brokerage of CEFE International to upgrade the economic competencies of farmers (1997).

It may be recalled that since long time the bilateral project has ended and that since then all new developments were created by Fundasol itself, all development costs were born from its own funds.

This case shows that the original institution has dramatically changed from a donor fund-spending NGO into a dynamic entrepreneurial organisation operating successfully in the market of business development training. The way the principle of inside-out worked at the institutional level was: The user of the tool (CEFE) became a beneficiary, a training approach thought of as a tool became an integral part of the institutional structure.

### **3.2 The case of Fundación Kittl, Bariloche, Argentina: Sustainability and Outreach through market penetration and expansion**

Kittl came into contact with CEFE in 1994 through Fundasol, which did use its excellent contacts in Argentina to market CEFE beyond the Uruguayan borders. Kittl and Fundasol never received any German funding for their joint activities, furthermore within Kittl's own CEFE activities they never have been financed by the German side.

After their initial training and organisational advice given by Fundasol, Kittl started their first two pilot CEFE courses with 58 participants in July, 1995 in the city of Bariloche experimenting from the very beginning not only with existing entrepreneurs but also to introduce CEFE in the educational sector at secondary level. They were paid for this by the municipal authorities and a private secondary school.

In 1996 the total number of people trained by Kittl rose to 242 trainees, who were mostly covered through a programme of the National Ministry of Social Development. However one more experiment was conducted by training of employees of a company which paid for this experiment.

In 1997 the total amount of trainees rose again to a level of 440 participants living in various towns of the region of Patagonia, paid for by the various municipal authorities, and in 1998 to a total of 966 trainees which now were covered through different sources like again these municipal authorities, but also through the above Ministry, through the private secondary school and through two associations of micro-entrepreneurs.

This expansion was achieved both, by spreading geographically and also sector-wise. In 1998 Kittl operated at an average distance of 800 km away from their own office in Bariloche,

training a multiple range of different target groups (entrepreneurs in agro-based industries, civil servants, youth, employees, association members). One necessary pre-condition for this expansion towards different target groups was the flexibility of the CEFE approach to develop tailor-made training products based on a target group analysis and a subsequent combination of general methodological training principles and a toolbox of facilitation techniques and simulation exercises.

The future strategy of Kittl encompasses the following activities:

- Build-up of local expertise through the training of more trainers
- Professionalisation of the existing trainers through working in changing interdisciplinary trainer teams with the objective that everybody can substitute everybody
- Market analysis to further explore new opportunities to be exploited with yet to be developed products
- Permanent upgrading of human resources

What were the reasons for this rapid expansion of activities in the past, all initiated by Kittl itself and financed by various national, regional or local sources?

In those years 'before CEFE' Kittl was able to generate training expertise in management and in technical training of labourers, however didn't target at entrepreneurs at all. Because of the insufficient local and regional demand in these fields they identified small entrepreneurs as being a major source of income for them, however they were lacking a suitable training technology which would offer various characteristics deemed to be necessary as prerequisites. These were described to be

- Professional attractiveness for the existing freelance trainers
- Opportunity to maximise the interdisciplinary background of these trainers
- Non-academic training as the existing university-style teaching wasn't appreciated at all by entrepreneurs
- Flexibility for adaptation
- Potential for the design of new products for new target groups

When encountered with CEFE they found that the methodology met their requirements.

After carefully studying the market of entrepreneurship training and observing the type of training which was offered Kittl from the very beginning developed their training products under the implicit assumption that they, being newcomers, only could penetrate the market successfully on the basis of satisfied clients, that even only one bad experience would lead to the failure of the whole strategy, that however the satisfaction of clients would create more clients.

A second strategic choice was taken when Kittl decided not to start their initial CEFE activities with the training of entrepreneurs but instead to concentrate on the training of multipliers, assigned by the various local townships to promote small businesses in their communities. These multipliers were civil servants who had already been pre-trained but were still lacking professionalism in their work. The reason for this decision was that in Patagonia there exist huge distances between the various municipalities and that covering the whole of Patagonia would necessitate local promoters in each place, with Kittl not having this capacity and also not wanting to build this up. Over a period of one year these people were trained with small modules on different topics. They are now the fundament on which Kittl is building its 'Green House of the CEFE methodology' and they were the ones who made Kittl's work with entrepreneurs possible. They organised the first batch of entrepreneur-trainees and they cared for more opportunities in this region of vast distances.

Finally with the growth of experience with their target groups and careful observation of the movements in the market a third strategic decision was taken in 1997 to liaise with the Training Centre of the ILO in Turin in order to establish a distance learning system which could bridge the prevailing distances in Patagonia.

After only three years of experience with CEFE Kittl wants to tell us about their learning points:

- Take an entrepreneurial attitude yourself: What I tell others I also should do
- Most important in training is what success the participant can achieve for himself
- Define a human resource policy for your institution
- Develop an internal permanent innovation attitude, but don't innovate unless you haven't
- As model and methodology CEFE has distinct advantages compared with others, most important however are the level of development and professionalism, the grade of flexibility, and the fact that CEFE doesn't separate feeling from thinking in the courses
- Work with the method, don't try to invent the wheel again
- Investigate the market carefully to develop appropriate strategies and a plan of action, a permanent SWOT-analysis is mandatory
- Your clients are never the ones which you think they could be
- The impact of training is much better if it is embedded in local promotion policies
- sufficiently (and a little bit more) experimented with what is already existing
- It is very difficult to stay in the market for Business Development Training without some external funding

### **3.3 The case of Sri Lanka: Sustainability and Outreach by introducing and spreading a training methodology through the creation of an institutional network**

One of the early countries for CEFE has been Sri Lanka. Already in 1989 two pilot courses were run on a test basis with a very positive outcome and high acceptance by the target clientele. As one of the results the Sri Lanka Business Development Centre (SLBDC), a not-for-profit foundation with public and private sector representation on the board, requested for a long-term bilateral project which despite some reluctance on the side of the German and Sri Lankan Governments finally took off the ground in 1995.

From the very beginning of the project it was clear that SLBDCs position in the market of 'non-financial assistance to small business development' meanwhile had suffered because of policy changes and a general shortage of funds. In order to not to weaken the early phase of introduction of CEFE into this country and because of the interest of its management, also the Industrial Services Bureau (ISB), a parastatal organisation, was supported to build up CEFE capacity. Partly this was caused also by the positive experience of the case of South Africa, where CEFE had been introduced through a network of NGOs.

In 1997, when it became obvious that the project strategy to expand the range of partners had proved to be successful (in 1998 ISB had the strongest human resource capacity in CEFE), a turn was taken and a multiple selected range of more partners were included, with a side-effect that more geographical areas could be covered.

These were the Sarvodaya Economic Enterprises Development Services (SEEDS), a private company linked to the well-known Sarvodaya NGO, a consultancy firm named Business Consultancy Services (BCS Pvt. Ltd.), the Sewalanka Foundation (NGO), the Southern Development Authority (SDA, GO with mandate to develop the Southern Region), the North Eastern Provincial Council (NEPC, Provincial Government), the Jaffna University and the Provincial Enterprise Promotion Centre (PEPC) in the Central Province.

The mixture of partner organisations is diverse by nature, some are heavily involved as implementers, others as funding sources, most (but not all) trying to spearhead the cause of CEFE, particularly in and for rural areas. Politically CEFE (amongst others) is supported by the Ministry of Plan Implementation and Parliamentary Affairs, Regional Development Division (RDD), which only took real interest when the network of organisations was growing and becoming politically important. These days the Ministry renders a lot of general support.

What were the most important impulses which led to the present involvement of a network of multiple CEFE partners?

Most important was the pressure exerted by the Sri Lankan and the German Government to give more relevance to the CEFE Training in rural areas. On the side of the project the experience of the first phase had demonstrated that any expansion of CEFE activities in terms of the organisational basis, regional coverage and number of people trained could only be achieved through the inclusion of more partners.

Why however were all the new Partner Organisations (PO) interested to join?

The reasons were manifold. Some POs learnt about CEFE in so-called Appreciation Workshops (APWs) and decided that this was what they wanted or needed, other POs found CEFE a useful instrument in the frame of their mandate (e.g. provincial enterprise promotion, promotion of members of Sarvodaya in the context of village societies), again others understood the CEFE potential for their own income generation, they market themselves and are 'selling' the approach to other donor agencies like the UNHCR, the UNDP and the EU or to other BMZ-funded projects, and some are even selling CEFE to other Ministries and NGOs.

One very important factor which cannot but be expressively underlined was that a couple of trained CEFistas had shifted to another organisation (e.g. SEEDS) and wanted to introduce CEFE into their new institutions, the **principle of inside-out**.

Today the dynamic development within the POs has brought its own benefit to the Network, it is getting many requests from more organisations who want to join. The strategy on accepting new partners has been designed on the basis of tapping new markets and new regions with a sizeable potential and a limited competition with the existing partners or at least no threat to their CEFE business. Today target groups for CEFE training range from micro- to medium-sized entrepreneurs, potential and existing, in Sinhala and Tamil areas and languages. This includes in (ex-)war areas refugees, displaced and resettled people, and also vocational trainees. The Network also strives to include the Capital Colombo and the sector of higher and management education.

Whoever wants to join has however to accept the following self-given mission and long-term vision of the Network:

- CEFE should become the leading quality entrepreneurship training product in Sri Lanka
- For this to be achieved, the Network needs a core of highly committed trainers
- For this to be achieved, the Network has established and maintains quality consciousness, which is a rare phenomenon in training in Sri Lanka
- For this to be achieved, a core of organisations should carry on with CEFE after project end, which implies that they can market the training
- For this to be achieved, the reputation of entrepreneurship training has to change from bad (low cost, low quality training which is given for free to the wrong people by non-committed trainers without much result-orientation) to better (high quality, professional trainers, right participants self-selected through participation fees, and proven results)

With this mission and vision the project today can concentrate to support the growing Network in marketing, promotion and publicity and in the development of human resources (trainers) and new training products.

#### **4. The Network Change: Liberalising the system**

The principle of inside-out finally had its implications also on GTZ's or CEFE International's position and policy regarding on which role it should play as initiator of the whole CEFE case. *Surely, the "inventors" tendency and desire to control his creation also applied for CEFE International when the ball started rolling.*

It took us some years of experiencing before we made the turning point which so many others are still not willing to do. This is our strategy of today:

##### ***decentralisation and liberalisation***

The major challenges in donor-driven development efforts consist in actually reaching - directly or indirectly - those who are in need (target group attainment), in "making the difference" (outreach) and making the difference in a lasting and further development stimulating manner (sustainability). CEFE International's present response to the challenges is born out of a long (and sometimes painful) learning process, which in time led to the application of two principles in the transfer of training technology: decentralisation and liberalisation.

##### ***institutional structures as foundations***

Decentralisation has first of all to do with the understanding that only institutional local structures (and not so much independent persons) are an adequate recipient to integrate and promote new training methodologies, as only they can in the long run assure the application, adaptation and further development of more effective educational methods and techniques according to local needs and context conditions. These local structures have to be or to become as self-reliant as possible, in order to continue offering training products after the supporting donor agencies have pulled out.

##### ***accepting and enhancing the principle of change***

Liberalisation on the other hand implies that the transferred product or service is not understood as the final stage of wisdom, which has to be safeguarded in its contents and form under all circumstances. There is and there must be a scope for change. And if change is to be, it makes more sense to create favourable conditions to make it happen and spur its expression through vision and principle-oriented guidance. The concept of liberalisation is therefore not identical with an attitude of *laissez-faire*.

##### ***perceiving the real scope of the product***

The application of both principles imply that the product "*transfer of training methodologies*" goes beyond the mere delivery of Training for Trainer-workshops. There is a *before* and an *after* to this particular transfer intervention that have to be considered. A strategy for the insertion of the methodology in the promotional environment has to be defined just as well as follow-up and backstopping measures to guarantee not only an adequate application of the methodology but a strengthened partner, able to keep on walking the road of modern business development training independently.

**main  
strategy  
elements**

Structures and Change, two apparently antagonistic but vital concepts to contribute to outreach and sustainability, had to be brought together in a progressive and fruitful tension. GTZ/CEFE International's strategy to achieve this challenge has been based upon the following key elements:

- creating and enhancing supportive local institutional structures
- generating an international CEFE Network
- introducing and promoting instruments to stimulate the exchange of information, knowledge, innovation and experience
- contributing to human resource development of key actors involved in business development training

**"rooting" through  
long-term projects**

The long-term project approach as used by GTZ represents an ideal stepping-stone to introduce, transfer and accompany the training technology within the local institutional environment of SME-Promotion, or, of course, in other areas like e.g. vocational training or education. These long-term projects can be called ideal in the sense that their highly participatory approach, their financial autonomy and flexibility as well as their time dimension makes it possible to realise in co-responsibility with the partners the necessary complementary measures (for instance organisational development) within a time horizon that allows technologies to mature and settle down within the local idiosyncrasy. Over the years many SME-Projects all over the world have thus been the point of departure to set off national and regional CEFE-movements, often leading to a thorough change in the existing business training culture in the country. Depending on the set-up and nature of the project, CEFE International as a specialised unit within GTZ is usually involved in the conceptual lay-out of the interventions as well as in the realisation and follow-up of the activities. In the case of lacking regular GTZ-projects with SMME orientation, CEFE International often fostered and realised a variety of promotional and training events responding to local demands of national organisations and institutions in order to stimulate the spreading of the methodology.

**weaving  
the net**

In time and through the process of monitored skill acquisition, experience and further upgrading within the methodology more and more persons and institutions reached levels of qualification that made them valuable resource-agents. By actively using this newly grown local know-how in the further spreading of the technology beyond regional and national frontiers an international network of CEFE practitioners was gradually built up. CEFE International's original intermediary function connecting and channelling resources within and even over the continents has in the meantime in some regions become less and less necessary. Direct lines of communication and interaction have replaced its task as a bridging tool.

<b>lessons learnt</b>	<p>“The best way to be prepared for change is to base the preparation on change”</p> <ul style="list-style-type: none"> <li>• <b>give your approach a face and you create identification</b></li> <li>• <b>make it a tool which delivers insights that spurr continuous personal growth and you create longterm support, and the wish to share and to spread the “news”</b></li> <li>• <b>make business training an adventure that goes beyond business training and you create a more profound and thorough impact through synergic spill-overs into neighbouring fields of life</b></li> <li>• <b>build its methodology on principles rather than on contents and knowledge and you create a tool with the ability toward self-renovation, further development and change.</b> (action-learning oriented / target-group oriented / participant-centered / facilitador guided / experience-driven)</li> <li>• <b>give it the freedom to change according to circumstances and you create adequateness and acceptance</b></li> <li>• <b>be a facilitator not a controler to the process and focus your support on strengthening the above fundamentals, and sustainability and outreach will be in-build results of the process.</b></li> <li>• <b>trust the principle of Inside-Out</b></li> </ul>
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Figure 2.1: Usefulness of CEFE training for the target group

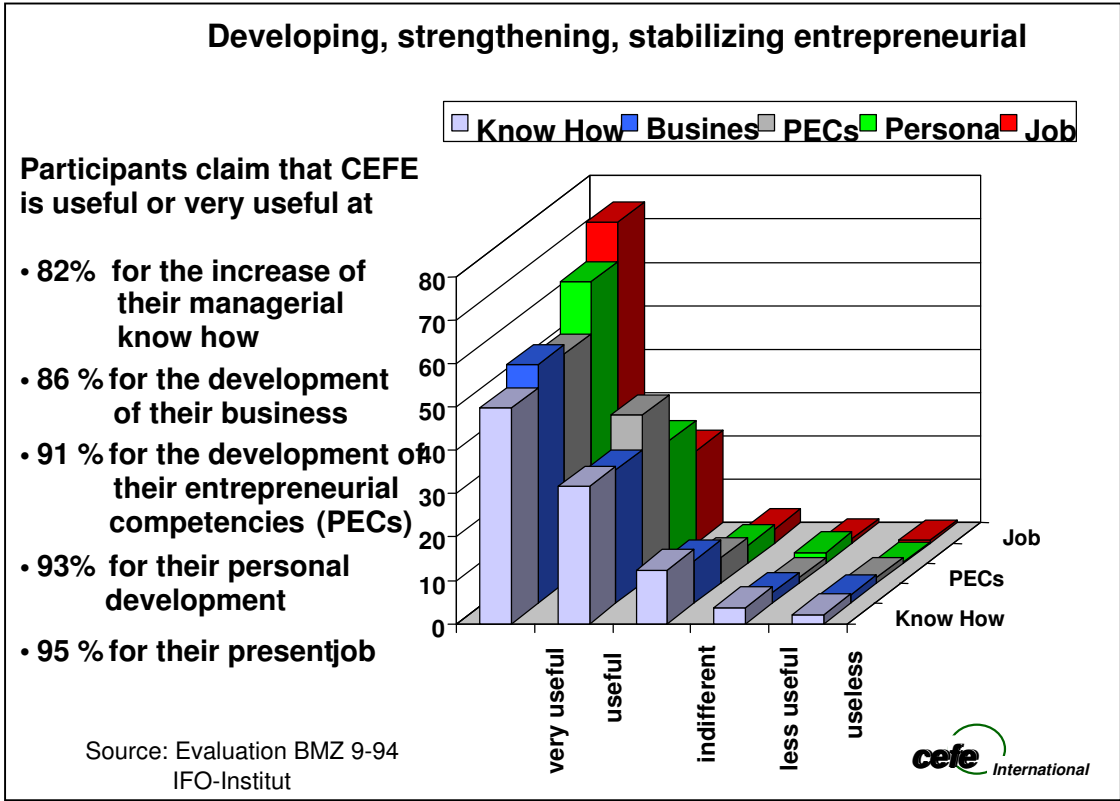


Figure 2.2: Impact of CEFE training on the increase of income of the target group

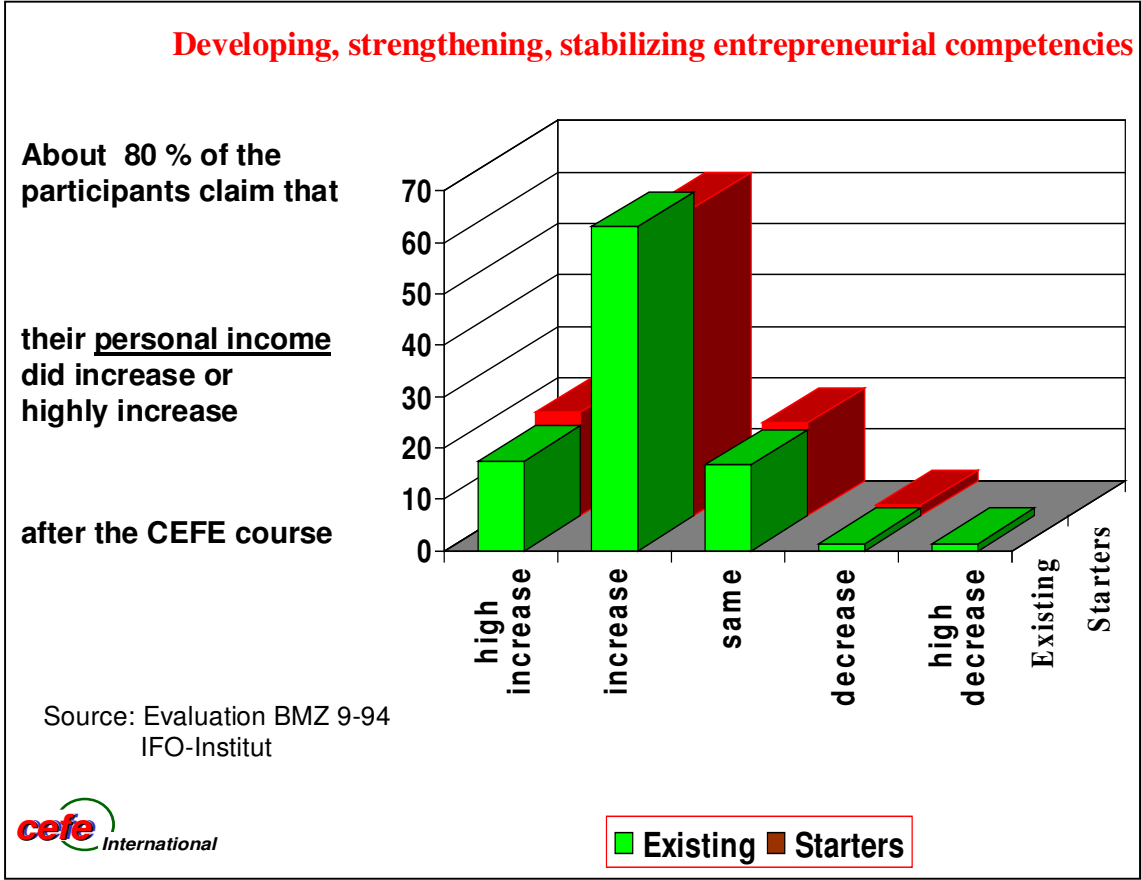


Figure 2.5: Impact of CEFE training on employment generation

