



CAPACITY DEVELOPMENT ACTIVITIES

ACTIVITIES	APPROPRIATE WHEN...	REMEMBER THAT...
High-level Advocacy	Buy in and commitment at highest level need to be reinforced	You might think of lobbying, media campaigns, public events, etc. to influence both public opinion on the demand side and the highest level decision-makers
Policy support and dialogue	Policy and/or legislative framework are not conducive to effective results and need revision/upgrade	Successfully formulating or revising policy requires the creation of inclusive multi-stakeholder processes (see CD activity below)
Creation of multi-stakeholder processes and support to knowledge exchange	Lack of dialogue, coordination and consultation amongst key actors appear to be a main challenge (e.g. between different types of actors or between central and decentralised governmental authorities)	<ul style="list-style-type: none"> • The types of processes depend on the objectives to be pursued: expressing needs? Identifying common concerns? Decision-making? Overcoming mistrust? Influencing policies? • The options include: Consultations, Consultative forums, Stakeholder platforms, Alliances, Partnerships • Further information is available in Learning Module 4
Organizational development support: advisory support for more effective processes and systems	<ul style="list-style-type: none"> • The institutional set-up and/or business processes and workflow are not conducive to effective work, i.e. insufficient delegated authority to actors, no clear accountability lines, no clear support/commitment from highest levels • The organizational mandates of main actors are not conducive to effective results 	Further information is available in Learning Module 4 on Organizational Analysis and Development
Training of trainers and Institutionalizing training in national institutes	<ul style="list-style-type: none"> • Training contents do not require frequent updates • Appropriate institutes and national trainers are identified 	<ul style="list-style-type: none"> • New trainers require follow-up support and coaching • Content requires adaptation to national context

ACTIVITIES	APPROPRIATE WHEN....	REMEMBER THAT...
Creation of networks, twinning arrangements (e.g. between research institutes) and South-South Cooperation	<ul style="list-style-type: none"> • Some actors have technical knowledge/ experience that could be beneficial to other similarly-positioned players • Organizations and institutions have similar mandates despite different capacity levels 	<ul style="list-style-type: none"> • Requires facilitation and brokering actions • Networks and twinning arrangements might be developed in the context of South-South Cooperation • There are techniques to support knowledge-sharing networks (see IMARK e-learning) • You might start with supporting a <i>network mapping exercise</i> (e.g. identifying who might benefit from connecting with whom).
Process/methodological support (e.g. for prioritisation exercises)	Actors have all required knowledge but have difficulties in organizing the work, prioritizing, reaching conclusions, identifying inclusive agreements, etc	Capacity development facilitators have a double-role to play: providing content and assist with process. It is important to identify when to play which role, and when they should simply ‘observe’ and get “out of the way”
Exposure/study visits (e.g. from one farmers organisation to another)	<ul style="list-style-type: none"> • A good level of capacities is already in place • Funds are available • Exposure to other practices is considered useful • Regional linkages need to be consolidated 	<ul style="list-style-type: none"> • Study tours should be used to complement and enrich a learning process; they work best when combined with other modalities. • It takes preparation time • Participants should be expected to define and implement an Action Plan as a result of the visit
Technical Advisory Support	Actors lack some technical knowledge in the subject-matter and/or require advice for decision-making	
Financial and non-financial incentives	Capacities are in place, but motivation appears to be seriously hindering the process	<ul style="list-style-type: none"> • Depending on how they are used, incentives can either reinforce or discourage ownership of recipients • They should be used carefully to avoid becoming dysfunctional and disruptive to the process • A mix of non-financial incentives should be pursued in-lieu of salary supplements. These might include: public recognition and awards schemes, professional development opportunities, participation in decision-making processes, attendance to conferences and training, prestige and reputation, improved working conditions

ACTIVITIES	APPROPRIATE WHEN...	REMEMBER THAT...
On-the-job learning (including leadership coaching)	<ul style="list-style-type: none"> • Little time is available • Knowledge/skill input is needed 'on the spot' • Small groups (2-4 people) require different kind of learning/advisory support at different points in the process 	<ul style="list-style-type: none"> • On the job learning needs careful questioning techniques and non-directive attitudes • More information is available in the On the Job tools in <u>Learning Module 3</u>
Formal face-to-face training sessions	<ul style="list-style-type: none"> • Large groups have the same learning need(s) Time and infrastructure is available (room space, projector, flipchart) 	<ul style="list-style-type: none"> • Training requires preparation such as learning needs assessments • It needs to be participatory (e.g. small group-work is preferred to long PowerPoint presentations) • It is more costly • Learning results should be evaluated
Coaching	<ul style="list-style-type: none"> • New skills need to be integrated and assimilated • New employees join a team 	<ul style="list-style-type: none"> • Coaching can be established formally as a structured process, or can happen informally to build relationships or follow up on other CD activities

Sources:

- FAO Learning Modules 1, 2,3 and 4
- Learning Network on Capacity Development (LenCD) website: <http://www.lencd.org/>