

**A Learning Package for Capacity Development:**  
***'Learning to Change Capacity Development Practice'***

**Scoping Study**

Prepared for the **World Bank Institute**  
in collaboration with the  
**Learning Network for Capacity Development**

**This paper is a working document.  
It expresses the views of the consultant  
and does not imply an endorsement by WBI or LenCD.**

**Comments are welcome !**

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## List of abbreviations

AAA	Accra Agenda for Action
ACBF	Africa Capacity Building Foundation
ADA	Austrian Development Agency
ADB	Asian Development Bank
AE	Aid Effectiveness
AFDB	African Development Bank
AfLP	African Learning Platform
AusAID	Australian Agency for International Development
CD	Capacity Development
CDRA	Community Development Resource Association
CDSF	Capacity Development Strategic Framework
CIDA	Canadian International Development Agency
CoPs	Communities of practice
DANIDA	Danish International Development Agency
EC	European Commission
ECDPM	European Centre for Development Policy Management
FAO	Food and Agriculture Organisation
IDS	Institute of Development Studies
INTRAC	International NGO Training and Research Centre
JICA	Japan International Cooperation Agency
LenCD	Learning Network for Capacity Development
NEPAD	New Partnership for Africa's Development
NGO	Non-governmental Organisation
OECD-DAC	Organisation for Economic Cooperation and Development – Development Assistance Committee
SIDA	Swedish International Development Agency
SSC	South-South Cooperation
UNDP	United Nations Development Programme
USAID	United States Agency for International Development
WBI	World Bank Institute

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## 1. Executive summary

This Scoping Study, commissioned by the World Bank Institute (WBI) in collaboration with Learning for Capacity Development (LenCD), is one of a range of responses to promote more effective capacity development (CD) practices. The underlying premise is that **field level practitioners in multiple constituencies would benefit from a comprehensive learning package on CD**. The scope and timeframe did not allow for consultation with all possible interested parties, so this study is a first articulation of how a CD learning package may be approached. It is hoped that this paper will be shared with relevant parties and generate the interest, energy, finance and other resources to take the process forward in a collective effort, possibly as a **working group under the umbrella of LenCD**.

The **focus of this study is on Africa** in response to needs expressed by African agents. In 2009 LenCD and the Organisation for Economic Cooperation and Development – Development Assistance Committee (OECD-DAC) undertook consultations with the New Partnership for Africa’s Development (NEPAD), the African Capacity Building Foundation (ACBF) and others to explore an African Learning Platform (AfLP) for CD. In January 2010 the African Union adopted NEPAD’s Capacity Development Strategy Framework<sup>1</sup>, providing a politically endorsed reference for CD initiatives in the region.

The vast array of knowledge, information and initiatives available from multiple sources makes it clear that there is a rapidly changing dynamic around all aspects of CD. Emerging understanding about the need for new approaches to CD is creating diverse needs for learning and change for development actors at all levels. There is also growing recognition that capacity and its development are areas of knowledge, skills and practice in their own right. Within this scenario the spread of knowledge and skills for effective support of CD is very uneven. Many, especially at country level, are struggling to understand what is required of them within the changing paradigm articulated in the Paris Declaration and Accra Agenda for Action. As it is not possible to meet all needs at all levels a prime group to target are **practitioners working as change agents at country or sector level**. Initial efforts would therefore focus on producing a package that different institutions and agencies could access and adapt to offer to diverse groups of practitioners.

As yet there has been no attempt to define the practice of CD or the competences required for effective practice, so there are no globally recognised learning or training programmes, or CD qualifications. This is one of the reasons why, despite the plethora of information available, virtually none of it is in the form of **accessible learning resources for practitioners**. This initiative aims to further the process of **building a common understanding and language of CD** and thereby reinforce a community of practice that connects horizontally and vertically with many other disciplines. The **package has the potential to be a strong catalyst for continued analysis and bringing back lessons from practice**. It should make maximum use of existing resources to bridge current practices and create a common reference that can later be adapted for multiple contexts.

The success of this initiative depends on the engagement of **a group that has the diverse skills, resources and energy for creative collaboration to achieve a shared goal**. Relevance and sustainability in Africa would also depend on local leaders taking ownership, together with ongoing financial and other resource support from stakeholders elsewhere. In a process of co-creation the perspective provided by African institutions would ensure both relevance to context and locally resourced materials. **Efforts are underway to launch a regional learning platform that could be instrumental in development and dissemination of the package**. Further, due to extensive access to institutions and networks across the continent such a learning platform would also be well placed to draw together learning emerging from the use of the package in Africa.

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<sup>1</sup> NEPAD Secretariat (2009) *Capacity Development Strategy Framework* available at <http://www.oecd.org/dataoecd/1/11/43508787.pdf>

**The pressing need is for a package offering basic knowledge and skills to bring about change in CD practice**, in an attractive form that encourages take up by multiple stakeholders. In order to make practical resources easily available to as many as possible the package should be available as **open source**. However, this raises the big challenge of how to ensure consistency and quality if multiple agencies are able freely to adapt and develop the package and its content according to their context and needs. **Quality assurance mechanisms** would need to be in place from the outset, if the package is to be effective.

The principles guiding didactic considerations for developing the package should be: an initial focus on Africa; a focus on country level practitioners; maximum use of existing local resources; emphasis on a practical applicability across all dimensions of development; and, adaptability to local context, with default materials if needed. The main question that a working group would need to address is **'What outcomes and level of impact should the learning package try to achieve?'** To change the practice of CD requires building competencies, which in turn requires working with adult learning methods that enhance self-awareness and personal mastery, without which there is little likelihood of any significant change in how people work. Anything developed now should not be considered as a final product but rather as a set of **'living documents'** to be updated regularly in response to new learning. Thus, there is also a need for dynamic mechanisms to bring learning from use of the package back into ongoing review and development processes. As well as ongoing financial support this would require partnering with agents who have a genuine interest in specific modules.

This study offers suggestions for a package entitled ***Learning to Change CD Practice***, including purpose, objectives, a template for modules and a sample module. Suggestions for modules in this core package are: **CD basics; Understanding CD in workplace realities; Assessment and measurement of capacity and CD; Changing practice in planning and implementation; Learning practices for CD; Monitoring and evaluating CD;** and, **Implications for practice**. However, after it has assessed priority needs, the working group would have to decide if this or another approach would be most effective in meeting the identified needs. Application to sectors or thematic areas is more complex, especially when attempting simultaneously to support the emergence of a common language and approach. There are many, not mutually exclusive ways, in which the decisions about subjects can be approached.

Preliminary indications are that working group members would need to share the following roles and tasks between them: **management and coordination of the overall process; funding; participant research and competence specification; module development; peer review; pilot delivery; development of quality assurance processes;** and, **ongoing review and upgrading of content and process**. Given the range of philosophical, practical and resource issues the working group would need to resolve before they start co-creating the package it would be helpful if they came together in an **inception workshop** to map out the way forward.

Next steps include **direct communication with key African partners** and introducing the initiative into **relevant processes in Africa**. The initiative should also be **linked into several important global fora**, including those preparing CD inputs for the Seoul High Level Forum in 2011. If provisional funding and a working group are in place by September a package could be available for use by the middle of 2011. At this stage there are too many unknown factors to formulate a budget for anything beyond first steps, but clearly there would be considerable resource needs to be met.

Those interested to explore joining the working group should contact Kofi Anani at WBI on [kanani1@worldbank.org](mailto:kanani1@worldbank.org) or Thomas Theisohn, LenCD Coordinator on [thomas.theisohn@gmail.com](mailto:thomas.theisohn@gmail.com)

## 2. Introduction

This Scoping Study has been commissioned by the World Bank Institute (WBI) in conjunction with Learning for Capacity Development (LenCD) and is one of a range of responses initiated to promote more effective capacity development (CD) practices. The underlying premise of this particular initiative is that:

***Field level practitioners in many different constituencies would benefit from participating in comprehensive learning package on CD.***

Such a package would add value because, for a variety of reasons, existing resources are not meeting practitioners' learning needs. The most notable reason is that resources have not yet been pulled together into generic learning materials that promote a common language and understanding of CD, can be universally applied and offer clear guidance for practice change. ***A learning package of modules that provide materials about core CD knowledge together with clear guidance about how to deliver them would have extensive applicability which should prompt significant levels of uptake.*** Widespread uptake of such a package would contribute to creating horizontal communities of CD practice across all sectors and thematic areas. This in turn would eventually contribute to the practice of CD becoming more cohesive across all dimensions of application.

The terms of reference (see Appendix 2) and timeframe for this Scoping Study did not allow for a broad consultation with all possible interested parties. While it has been decided, for reasons explained below, initially to ***focus on Africa and country level practitioners*** the intention is to create something that can easily be adapted for multiple contexts. There is a need to begin the process of developing a shared approach to CD practice through offering a strong but simple and adaptable framework that promotes a common understanding and language of CD however it is used according to subject, sector or thematic area. As such the package has the potential to be of value to multiple stakeholders. Responses to the Inception Note (see Appendix 3) that preceded the study indicate that there are a number of agencies, institutions and individuals interested in contributing in different ways to the process of co-creating, delivering and maintaining a learning package for CD. It is hoped that this paper will generate the interest, energy, finance and other resources for a working group to come together, under LenCD coordination, to take the process forward.

This study will discuss:

- The need for a learning package
- The response to the need
- Strategic issues that the working group would have to address in order to take the initiative forward, including the roles and tasks to be allocated between them and the issues to be considered for future phases of ongoing development and availability of the package
- Didactic considerations for developing the package, including preliminary suggestions for content and process
- Next steps
- A preliminary listing of existing resources that might prove helpful

### 3. The need for a learning package

The long term debate about the effectiveness of CD has resulted in an emerging understanding that there is a need for new approaches. This in turn is creating diverse needs for learning and change among development actors at all levels, linked to **a growing recognition that capacity and its development are areas of knowledge, skills and practice in their own right**. Nevertheless the impetus for change created by the new understanding often meets resistance in the norms and traditional practices of established disciplines, which creates challenges for introducing new practices, despite the pressing need for a different approach.

Until recently any attention given to the practice of CD was primarily found in the Logframes of sectoral projects where it was rooted in technical considerations. In this context, because of the project focus, the starting point for CD activities and inputs was almost exclusively based on technical assessments underpinned by an assumption that capacity would emerge if activities like training were factored into project design.

Learning about CD was also somewhat confined to the large multi-lateral donor and development agencies such as the World Bank and the United Nations Development Programme (UNDP), to specialist institutes such as the Institute for Development Studies (IDS), the European Centre for Development Policy Management (ECDPM) and the Africa Capacity Building Foundation (ACBF) and to non-government organisations (NGOs) such as the Community Development Resource Association (CDRA) and International NGO Training and Research Centre (INTRAC). Initiatives such as LenCD have started to address CD in more comprehensive ways, but it is only in very recent years that any university has offered modules about CD as part of development studies programmes<sup>2</sup>. There have yet to be any initiatives to define the practice of CD as a profession, or to specify the competences required for effective practice, thus **there are no globally recognised qualifications or learning or training programmes for CD practitioners**.

Recent studies, such as *Capacity Change and Performance*<sup>3</sup> from ECDPM, are reinforcing the significant and growing changes in understanding about CD that have been developing over the last two decades. A further thrust for change is arising from studies and resources from academic institutes and bodies such as the Organisation for Economic Cooperation and Development – Development Assistance Committee (OECD-DAC) that are shedding light on the issues, challenges and, in some cases, successful responses. The latest IDS Bulletin<sup>4</sup> notes that understanding of CD is now embedded in three major perspectives and that all three are required for a comprehensive articulation of CD. They they should not, therefore, be considered as mutually exclusive:

- A technical solution to a technical problem
- A discourse concealing an agenda of power
- An aspiration for emancipatory development

This helps to illustrate the point that previous assumptions about, and approaches to, CD being a technical problem were flawed in that they were not sufficiently comprehensive adequately to address capacity issues in the complex, multi-levelled and interconnected circumstances of developing countries.

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<sup>2</sup> The only two that the report author knows of at this time are a course in the Master of International Development Policy programme at Duke University, USA and modules on Capacity Development for Sustainable Development in the Master of Public Administration programme at Addis Ababa University, Ethiopia

<sup>3</sup> Baser, Heather, Peter Morgan et al (2008) *Capacity Change and Performance Study Report* ECDPM, Maastricht

<sup>4</sup> Clarke, Peter and Katy Oswald *Introduction: Why Reflect Collectively on Capacities for Change?* In *Reflecting Collectively on Capacities for Change* IDS Bulletin vol. 41:3 May 2010, IDS Brighton

Having recognised the shortcomings of past approaches many major donors and institutes have formulated new strategies that incorporate more holistic approaches to CD. Some donors and institutes have already developed policies, toolkits and other aids, and provided training events to introduce their headquarters and field staff to the new thinking (see Appendix 4 for a preliminary list of these resources). **What has yet to happen is for the flow of information and new thinking to reach down from policy and strategy level to create substantive change at the level of in-country implementation.** Old habits die hard and when they exist on the scale of the global development sector it necessitates comprehensive and long-term change management initiatives to introduce and integrate new ways of working throughout to all operational levels. Some agencies in the non-governmental organisation (NGO) sector are also focusing on how to change the practice of CD to make it more effective at project implementation level and within the different communities and groups with whom they work.

Complementary to the work being done by all these different institutes and agencies are the growing number of websites and portals focusing on different aspects of capacity and its development. But even so, much of what is available is still in the form of reports about projects and studies, with a smaller proportion devoted to tools and techniques to improve implementation. A parallel study to this one, being conducted by the Impact Alliance<sup>5</sup>, is titled **'How to effectively connect CD knowledge resources for uptake and upscaling?'** The objective of that study is to explore how the rapidly evolving opportunities of the internet might feasibly be applied within the community of capacity development learning platforms and web sites—enabling a more rational and interconnected capacity development *commons*. It will identify opportunities for improving an imperfect, fragmented architecture that can generate greater value and impact.

Reviewing the whole spectrum it is clear that the plethora of new information and initiatives are resulting in **a rapidly changing dynamic around all aspects of CD.** Within this scenario there is a **very uneven spread of the knowledge and skills needed for effective support of CD** in any given set of circumstances, and a growing, though fragmented body of knowledge about what works. Some institutes, agencies and individuals have a great deal of knowledge about the concepts and theories, while others have significant expertise in practice but have yet to draw that experience into learning that can be shared with others. Nevertheless it is probably true that **many, especially at country level, are still struggling to understand what is now required of them with regard to CD within the changing paradigm of development as articulated in the Paris Declaration and Accra Agenda for Action (AAA).** Because of the time it can take for messages to filter down some practitioners remain unaware of any need to change how they work. Additionally, change always generates resistance, so there are also those who do not want to embrace it even though they might understand very well what is needed and why.

This situation raises two important questions:

- **Why, if there is so much information available, is it not yet being used in ways that are leading to easily accessible learning resources for the practice of CD?**

Undoubtedly a lot of good materials are already available to offer to anyone interested in the practice of CD. There are several interrelated reasons why these resources are not being put to practical use:

- As mentioned above CD is only now being recognised as a field of study and practice in its own right. Until recently **CD knowledge has been scattered across multiple other institutions, agencies and disciplines**, without any attempt to pull it together into a coherent body of knowledge that can stand alone. The result is **fragmentation** and there is **no easy way to achieve coherence across the different sources and perspectives** they hold.

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<sup>5</sup> [www.impactalliance.org](http://www.impactalliance.org)

Sometimes there is so much information it is overwhelming and unusable. Thus, despite the efforts of various initiatives and information portals, the knowledge is very broadly scattered and not easy to consolidate

- The general **lack of clear CD policies at national levels and in donor agencies** results in a situation where there are no strong motivators to prompt learning about CD in order to develop and apply an informed approach
  - Even within big institutions there is a *'lack of a coherent set of modules available to deepen staff knowledge on CD (especially staff in institutes supporting local governments)'*<sup>6</sup>. This is because these **institutions tend to create their resources and training around their own institutional interpretations and programmatic needs for CD** rather than taking a more generic approach that crosses all sectors and themes. One result is that there is **little crossover and integration of learning between disciplines and sectors**, each of which tends to continue operating as a silo with few, if any, connections to others
  - Because resources have been conceived from different perspectives many are **not yet in a format that is easily accessible to multiple users** or for those who want to learn for different purposes. Donors and academics, for example, need information presented in ways that can help them formulate policy or theory, whereas practitioners need resources presented in a way that facilitates application within work environments. Thus those who access resources need to have the time and skills to interpret and adapt them to their own needs and context and, even if they have the necessary skills, few field practitioners have that sort of time available
  - A related point is that there is a lot available for people to read about CD that addresses intellectual needs for understanding, but **little that guides and supports them through processes to change how they work to become more effective supporters of CD**. There is a lot of difference between the two, just as there is a difference between reading the theory of riding a bicycle and actually getting on one and becoming a proficient cyclist
- ***For those who do want to learn more about CD and how to support it effectively, where are they supposed to go if they are not working in an organisation that offers them the relevant resources?***
- As noted above CD is only just being recognised as a legitimate and necessary course of study within larger academic programmes. It does not yet have any formal professional status anywhere, so **the route to study and accreditation as a practitioner provided in other professions is not available**. Even if more were on offer academically it would not fulfil much of the need because few people either want or need to undertake master level study in order to access one component of the programme
  - Most usually CD is addressed within institutes as part of training or workshops on specific sector subjects and while not without its benefits, this approach does not offer comprehensive coverage of CD issues or the opportunity to experience different methodologies. For the majority **the result is little more than raised awareness of the need for different thinking and approaches to CD**. Some short training courses offered by institutes and NGOs go some way to addressing the needs, but currently almost none focus specifically on CD in its own right. Changed practice requires both more time and a different approach and at this point in time very little exists to meet that need

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<sup>6</sup> Comment made in response to the Inception Note

## 4. A response to the need

### 4.1 Focus on Africa

While ultimately a CD learning package is likely to have wide usage and benefits, this Scoping Study has been commissioned **to focus specifically on Africa**. This is **in response to needs already expressed by African agents**. In 2009 the New Partnership for Africa's Development (NEPAD) launched its Capacity Development Strategy Framework<sup>7</sup> (CDSF), which was adopted by the African Union council in January 2010. Two of the six cornerstones of the CDSF are '*skills and resources for development*' and '*capacity of capacity builders*', both of which create an impetus for addressing learning needs about CD. In NEPAD's work there is both demand, and potential benefit, from the availability of a generic learning package in sectoral adaptations, in particular in energy and agriculture.

In 2009 LenCD and the OECD-DAC worked with NEPAD, ACBF and other partners to prepare the ground for an **African Learning Platform (AfLP)** to connect CD initiatives in the region. The inception report for the AfLP<sup>8</sup> noted that a focus on CD learning would serve helpful purposes such as linking good practices in Africa and elsewhere, and fostering connections among communities of practice (CoPs) that have a stake in CD. It is intended that the AfLP will offer products and services that will add value in areas of expressed demand, such as:

- Making CD knowledge and practice in Africa more transparent and accessible
- Fostering cross-regional learning exchange
- Encouraging greater interaction among diverse communities of practice
- Facilitating the codification, exchange and dissemination of CD-related knowledge
- Creating a continent-wide network of competency and expertise<sup>9</sup>

This intention means that **the AfLP is poised to become a central clearing house for various resources and as such it would be well placed to become a home for the learning package**.

Further, due to extensive access to institutions and networks across the continent **AfLP would also be well placed to draw together learning emerging from the use of the package in Africa**. AfLP's operational modalities are still being developed so it is not yet possible to say exactly how all this that might happen. But as NEPAD was tasked in March 2010 to take the lead in developing a regional platform combining CD, Aid Effectiveness (AE) and South-South Cooperation (SSC) the platform may be launched in fall 2010. What should be noted, however, is that **AfLP would need to be given the necessary resource support** if it is to be actively involved in creating, disseminating and following up on use of the package.

The AfLP report identified a number of **African universities and learning institutes already holding a body of CD knowledge that can form the basis of learning modules**. The study also noted that there are existing consortia on different subject areas. A search of development sector portals or the Internet generally also reveals a large and vibrant community of African institutes and agencies working on different aspects of CD, some of which are already collaborating in networks. It is hoped that **working with educational and learning institutes and their networks would stimulate usage and adaptation by diverse local CoPs without the constraints so often inherent in the boundaries of donor led initiatives**.

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<sup>7</sup> NEPAD Secretariat (2009) *Capacity Development Strategy Framework* available at <http://www.oecd.org/dataoecd/1/11/43508787.pdf>

<sup>8</sup> Adams, Laurencia (2009) *Building an Africa Learning Platform on Capacity Development: Achieving the Capacity Development Priorities in the Accra Agenda for Action* available at <http://sites.google.com/site/lencdorg/regional-working-groups/focus-in-africa>

<sup>9</sup> Adams, op. cit.

## 4.2 The target group

Many different actors in development and aid could ultimately benefit from the provision of learning modules about CD. The list includes government officials, academics, technocrats in aid agencies, policy makers, donors, country level and sector specialists, staff of Northern NGOs and local practitioners in Southern NGOs and civil service organisations. With the proviso that there is frequently crossover between these categories as people move between agencies and or different roles, a very simple segmentation of the different groups concerned with the practice of CD is:

- Personnel in government and donor institutes **to whom others are accountable for CD results**: the policy makers, department directors, country or regional programme officers and so on
- Personnel tasked with being **change agents at country or sector level**: they are technical experts engaged with CD on the basis of their knowledge and expertise in other disciplines and who need to have both a repertoire of CD tools and techniques, and understanding of how and when each should be used. They might be national or international, staff or consultants, employed in country institutes or donor agencies, as change agents, advisors or researchers
- Personnel working at **implementation level**: local development workers who are also working primarily on the basis of technical expertise and who need to integrate CD practices into their work
- Personnel working in **international, regional and local support institutes**, within donor agency structures responsible for staff development, universities, learning institutes or NGOs, and also as independent consultants: they are tasked with providing the various forms of support, including training, that others need in order to be effective

To be effective in how they work with CD all of these different groups need to have some core competencies, though there would, of course, be variations in the competencies required according to role. It is impossible to address needs for all groups, levels or sectors at once, so, in response to the expressed need to build the '*capacity of capacity builders*' the intended beneficiaries of the learning package are, in the first instance, to be the **practitioners working at country or sector level**. The question of how many such practitioners exist and need access to a learning package cannot be answered with any degree of accuracy. It is a working assumption of this study that there are enough practitioners working in Africa and in need of learning about CD to make the proposed initiative viable and worthwhile. It is not, however, practical for any initiative of this nature to consider working directly with that group. **The initial focus should therefore be on developing a package that different institutions and agencies can access to offer to diverse groups of practitioners.** Thus this study is concerned with setting out the issues and offering an invitation to interested parties to join in a working group. Once the working group has come together they would need to identify how they could resolve the key issues raised in this study, for example, how to get an accurate assessment and articulation of target group needs, what level of impact they hope to achieve and how it could be measured, the resources they already have at their disposal and what else they need, together with other issues such as certification and quality assurance.

To reiterate - the ultimate target participants are those national or international staff or consultants, employed in a variety of roles in country institutes or donor agencies to support change and reform processes at the country level. This study is concerned with **prompting the formation of a working group to collaborate together to co-create something that those practitioners can apply in the culture and context of their everyday work realities.**

## 5. Strategic Considerations

### Box 1: Summary of strategic considerations for the working group

1. How the group members could allocate roles and tasks between them
2. The desired outcomes in terms of uptake and level of impact to aim for
3. The most effective ways to access and utilise existing resources
4. How to make the package available, to whom and by what means. Any financial considerations arising
5. How consistency and quality can be assured if multiple agencies are able freely to adapt and develop the package and its content
6. The best mechanisms for closing the learning loops in order to review and upgrade regularly
7. What resources would be needed for short and long term support of the initiative and how to access them
8. What accreditation procedures might be considered for the long-term
9. The opportunities and capacity within their own agencies to work with the learning that engagement in this process might create

### 5.1 Working group: membership and roles

The success of this initiative depends on the engagement of **a group that has the diverse skills, resources and energy necessary for creative collaboration to achieve a shared goal**. Thus the primary consideration for working group membership should be interest, commitment and something relevant to offer. In the process of co-creation the perspective provided by African institutions would ensure both relevance to context and locally resourced materials. Relevance and sustainability in Africa would also depend on local leaders taking ownership, together with ongoing financial and other resource support from stakeholders elsewhere. This could be achieved by having **clear linkages to the AfLP from the outset**.

In order to ensure that the package is based on state of the art thinking and knowledge the module for each subject area would likely need the contribution of experts from both across and outside the working group. It is conceivable that there would be a number of teams developing components of the overall package. **One role within the working group would, therefore, be to negotiate, manage and coordinate the contribution of each in order to ensure that all modules and materials are consistent in quality and approach**. The coordinating institute would need to have the expertise and standing within the group to be able to bring together the ideas and contributions of different individuals and organisations and to insist on adherence to agreed standards. **Other roles may include participant research and competence specification, module development, peer review, pilot delivery and development of quality assurance processes**. Clearly a key role would be **to provide funding**, and some agencies might wish only to give financial support and not be otherwise engaged in the development process. It might be that the agencies and individuals who take the lead on initial development are not those best placed for ongoing maintenance and development and this is something that the working group would need to resolve for itself. So it would also need to be decided who should be responsible for regular review of both content and process.

Until the working group composition is known it cannot be possible to know what contribution each member might offer to the process. There would undoubtedly be **a range of philosophical, practical and resource issues to resolve before the group could start co-creating the package**. Only when the members have been identified would it be possible to go into more detail about what would

need to be addressed. Depending on who they are, and where they are located, it would probably be helpful to have **an inception workshop** to bring them, and any experts who might contribute on specific content areas, together to map out a way forward.

A further issue that the working group would need to resolve is **how to make the package available, to whom and by what means**. The package would of course be available to all working group members for both internal and external use. Beyond that decisions would need to be made about how best to promote and make it available to other users, and this again needs consideration in light of the role of the AfLP. A linked issue is about **financial arrangements**, because many learning institutes rely on income from services such as training and facilitation to support their budget, so making something freely available could raise some strategic, financial and workload implications. The questions about who might be paid and by whom would need clarification at the start in order to have a policy in place before any usage of the package by institutes outside the working group. The second major issue is about *Accreditation, Certification and Quality Assurance*, which is discussed in more detail at 4.4 below.

**Partners would also need to think about their own internal processes and what opportunities and capacity exist to work with the learning that engagement in this process might create.** These are internal institutional questions that could affect how the group worked together over time.

## 5.2 Accreditation, certification and quality assurance

Participants attending courses of any nature usually have expectations of being awarded a **certificate** at the end. Such certificates are viewed as valuable assets for proof of professional development when seeking new employment or study opportunities. Universities and other high level institutes do not generally issue certificates unless they are assured that important academic criteria have been met during the study programme. There are, therefore, **high expectations on both sides of the equation which raise some potential challenges** if the learning package for CD is to be made available for uptake by multiple institutes and agencies.

At the heart of these challenges is the question ***'Should the package be freely available with open source status or should its availability be restricted?'*** Open source would mean simply having the package available on the Internet for anyone to download and use. Restricted availability might require a process for accrediting any agency (within or outside the working group) that wanted to make use of the package. Setting up the criteria and processes for accreditation are complex processes that would take time and could prove to be an unhelpful block to making the package available as soon as possible. Given the aim of this initiative is **to make practical resources easily available to as many as possible**, and ideally as soon as possible, the most practical solution might be for the package to be made available as **open source in the first instance**, while the working group considers the issues and **implications of accreditation in the longer term**. This approach would have the added advantage of ensuring that decisions about accreditation are made in the light of any learning that emerges from the realities of implementation, after the package has been put into use by various institutes and agencies.

Another way in which accreditation might also be considered in the long term relates to individual participants. If future developments of the package are such as to lead to participants gaining proven competencies it might eventually be possible to have some form of **practitioner accreditation scheme** in place. While this is not something that can be addressed effectively in the early life of the package, because of the various complexities involved, it might be something that the working group would like to consider as a long-term aim.

Sustainability of the package would call for **quality assurance processes** to be in place from the start. Quality assurance would be needed for both the content and the process of delivery, and linked to

the ongoing development of the package. The big challenge would be to work out **how consistency and quality can be assured if multiple agencies are able freely to adapt and develop the package and its content**. Other questions arising that would need careful consideration if the package is to both be attractive to the institutes that might deliver it, and achieve maximum uptake and beneficial impact on CD practice, are:

- How can it be assured that a certificate from one institute indicates participation in a process that has the same quality and standards as another?
- In the context of local adaptation what should a potential employer, for example, be able to understand when he or she sees a learning package certificate?

These are not easy questions to answer and there can be no immediate solutions to the challenges they pose. It would therefore be important for the working group to have ongoing quality assurance high on its agenda so that it remained alert to potential problems and tried to find ways to avoid them, or mitigate them when they arise.

### 5.3 Review of existing resources

As discussed above a significant array of materials and some curricula already exist. It is beyond the mandate of this study to undertake a detailed analysis of existing resources in order to identify those that might be relevant and helpful in developing a learning package. It would also be premature to make such an assessment before a detailed participant profile has been developed. It is also important to note that **the intention is not to replicate the many technical subject based training courses that already exist, but to offer a new approach that focuses specifically on learning for change of CD practice**.

Nevertheless there are good reasons to ensure that review of existing resources is addressed early in any development process. In order to ensure local relevance and to build on existing local expertise, the starting point should be the development of a detailed profile of target participants and their needs. This would also be guided by the definition of the required level of impact and related core competencies. The specification of the intended end product should be guided by all those factors. Those leading the development process could then take **an inventory of what resources are available from within the working group and how it fits to the needs**. Preliminary gaps and needs could be identified from the inventory. Thereafter **review of resources available outside the working group could identify what exists that would fill gaps or enhance what already exists. Few of the existing resources are yet in the form of easily accessible learning packages that others could draw on for practical application**. It needs to be reiterated that a lot of what exists is embedded in the big donor institutes and has been designed to meet their institutional needs and copyright type issues might apply, even for working group members. Some of the potential sources of materials are not in the public domain but are held, for example, on donor intranets. However, given the various cooperative networks that exist, such as Train4Dev, it should in theory be possible for the working group to negotiate access to those resources, given that the end product is likely to benefit all stakeholders with an interest in CD in Africa.

### 5.4 Ongoing development

**Anything developed now should not be considered as a final, polished product but rather as a 'living document' to be updated regularly in response to new learning**. Ensuring continuing relevance and freshness of such a package would pose some challenges and three in particular would need to be addressed by the working group during the process of developing and launching the package:

1. The need to keep abreast of new learning about capacity and CD and relevant regional or global developments
2. The need for dynamic mechanisms that bring learning from use of the package back into ongoing development processes
3. The need for financial resources to support ongoing development processes

Part of the solution to the first of these challenges would be to ensure the involvement of agencies and or CoPs with interests in particular aspects or modules of the package. Forming a coalition of active stakeholders could provide the necessary foundation for ongoing rejuvenation of the package over time. The first and second of points also link to concerns about quality assurance, as discussed above. One way of dealing with the needs might be to task one of the working group members using the package firstly to undertake regular review and revision of content and then make upgrades available to all. That institute could also **maintain and improve the package itself by conducting regular reviews of the structure and process with all users** jointly to make improvements by learning from their own experiences. That, however, would only be possible with agencies known to be using the package, calling for some form of tracking mechanism to be put in place. As noted above **it might be that AfLP is best placed to lead on this long-term role with regard to the package.**

A further point for consideration of ongoing development is in line with the principles of good CD practice. There should be periodic processes to identify and assess the impact that the learning package has had beyond the knowledge, skills and attitudes of participants. This could be addressed in many ways such as looking at changes at organisational level, or across sector groups, and so on. This calls for some **specification of optimum impact** at the start. Making such assessments could only be done in comprehensive, longitudinal studies, which would be difficult and expensive to implement, but without which it would not be possible to know if the initiative is contributing to significant and sustainable change of CD practice.

## 5.5 Resource requirements

At this stage there are too many unknown factors to create a budget for anything beyond the very first steps in this initiative, but clearly if it goes ahead there would be considerable resource needs to be met.

Development of a learning package would be depending on the following resource support:

- Sufficient members to form a viable working group
- The means to conduct an inception workshop for working group members
- The means to conduct a study to compile a detailed participant profile, analysis of learning needs and competence specification
- A lead team to take responsibility for co-creation of the package, including coordination and ensuring standards and consistency across the different component modules
- Contributions from people with expertise in state of the art CD methodologies
- Access to, and permission to use, curricula and materials already in existence within other institutes and agencies
- Establishment of quality assurance and ongoing development mechanisms
- The means to conduct a pilot of the package
- Virtual home(s) for the final product
- An institute to take responsibility for feedback mechanisms and ongoing development
- An institute to take responsibility for management of the overall process

## 6. Didactic considerations for developing a learning package

### Box 2: Summary of didactic considerations for developing a learning package

1. Ensuring adherence to the following guiding principles: a focus on Africa; a focus on country level practitioners; maximum use of existing resources; a focus on learning to change practice; a focus on a universal applicability across all dimensions of development; and, ease of adaptability to local context, with default materials to use in the absence of local resources
2. Compilation of a detailed participant profile and list of desired core competences to guide the development process
3. Agreeing the most effective ways to achieve the core competencies specified as outcomes, i.e. a combination of methods, materials, time and sequencing that would take participants beyond the level of knowing to self-awareness, personal mastery and *doing*
4. How to build in and implement appropriate pre- and post-delivery activities to ensure maximum *transfer of learning*
5. Ensuring that effective use of existing resources does not result in replication but contribution to a new approach that focuses specifically on learning for change of CD practice
6. Making the package attractive to ensure maximum take up

### 6.1 Preamble

The didactic considerations for developing the package should be guided by the following principles: **a focus on Africa; a focus on country level practitioners; maximum use of existing resources; a focus on learning to change practice; a focus on a universal applicability across all dimensions of development; and, ease of adaptability to local context, with default materials to use in the absence of local resources.**

The process for developing a learning package of this nature would have several strands, each of which has its own complexity. It is not intended that the issues that follow should be viewed as a series of steps to be addressed sequentially. The reality is that strands such as deciding on content, designing methods and reviewing existing resources are all interlinked and would, therefore, need to be conducted simultaneously. The issues are discussed separately below only to ensure that each is articulated clearly.

### 6.2 Design for optimum impact

There are many factors that need to be taken into account in order to design for optimum impact. Design considerations are covered in depth in *Seeking Better Practices for Capacity Development: Training and Beyond*<sup>10</sup> which could prove to be a useful resource for design teams when they start to work on details. Some of the more important issues for consideration are discussed briefly below.

The outcomes and impact that can be achieved through any learning activity are dictated by multiple factors, of which some of the more important are the time and resources available, the participants' profiles, and the methods employed during and after the learning event. Very short processes of a day or two can rarely do more than raise awareness while skills building and the introduction of learning practices take longer and are most effective if spread over multiple events. The question

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<sup>10</sup> Pearson, Jenny (2010) *Seeking Better Practices for Capacity Development: Training and Beyond* available at [www.lencd.org](http://www.lencd.org)

that would need to be addressed is: ***'What outcomes and level of impact should the learning package try to achieve?'*** Given that the target group are country level practitioners, the package would likely be delivered at the interface of multiple disciplines and thus attempting to introduce a consistent lateral approach to CD. If the package is to contribute to change in any significant way, it would need to **aim beyond the level of knowing to focus on doing**. Effectively, this means defining outcomes as core competencies that are applicable across all sectors, which requires a more organic approach and more time than a short stand alone event. As yet there are no agreed competencies for CD practice within the development sector and this is something that the working group and the design teams would need to consider.

The primary consideration in designing a learning package for impact at the level of practice would be how to ensure that what is learned during the activity eventually results in behaviour changes in the workplace. There is now an important body of knowledge about *transfer of learning*, which is the theory and practice of learning acquired in one setting, such as a training course, being integrated into practical usage in another setting, most usually the workplace. This discipline has identified some of the key factors that facilitate the speed and effectiveness of application of learning as being: the relevance of content and learning methodology to the learner's needs; the active engagement and support of line managers; an environment conducive to application of new ideas; and, access to appropriate resources. The challenges of trying to bring about change within CD practice make it particularly critical to work within this discipline while at the same time ensuring that the package is attractive to multiple stakeholders to ensure maximum take up.

Participants would not find the modules relevant and useful if they were unable to relate the content to their everyday work and circumstances, or found them to be all theory with no practical applicability. **Building competencies also requires that ways to enhance self-awareness and personal mastery are part of the process, because without paying attention to those issues there is little likelihood of any significant change in how people work.** These factors call for design that can easily facilitate flexible adaptation to the needs of different groups of participants. Thus the methods and materials used in the modules would need to vary from the standard format of a university or institute taught course or workshop to incorporate a different range of activities concerned with experimentation and reflective learning practices. At the same time respected institutes involved in delivery would need to be assured that they were working with materials and methods that stand the tests of credibility for academic rigour. Design would therefore require a careful process of selection and negotiation about what could meet the needs of all concerned to best effect.

Several of the factors above make it important to include pre-delivery assessment of participants' existing knowledge, skills and attitudes, for example by a questionnaire. The information from pre-delivery assessments serves three critical purposes, in that it:

- Allows facilitators to assess what, if any, aspects of the content or process need to be adapted to best meet the particular needs of the participant group
- Provides information about potential enhancers or inhibitors of transfer of learning to the workplace after delivery
- Provides the baseline data for post-delivery assessment of learning and change

In order that they could approach development with appropriate information to hand the group leading the development process would first need to develop a detailed profile of their intended participants and the desired core competencies. Relevant factors include: how capacity and its development are understood in the local culture and context; the favoured learning pedagogies; understanding of the type of development strategies and projects that are currently underway in the relevant countries or region; and, taking account of practical matters such as the optimum time

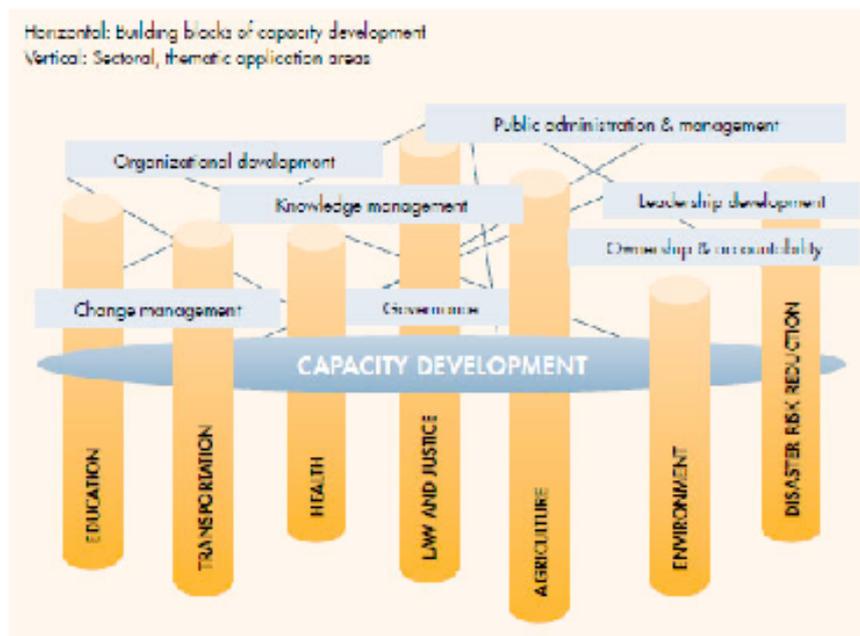
available for delivery and the location of the participants (it would not, for example, be practical to design a package that is formulated for several short delivery sessions if all participants have to travel great distances to attend) and any other factors relevant to transfer of learning. It would also be important not to create modules that require resources such as Internet access, because such resources are not necessarily available to everyone.

Eventually practitioners might access learning modules in different ways including e-learning courses, country led learning events and self-directed study. Any learning package developed now could potentially be the starting point for a much broader range of formats in that, once modules have been developed and tested, they could be adapted for applicability in other media. However those options cannot be addressed meaningfully until the basic package is in place.

### 6.3 Content

A factor in making the decisions about the modules would need to be consideration of how to work with the many different CoPs to which CD is linked, which are both horizontal, such as change management, and vertical within sectors. There is great potential for synergy between CD initiatives and these CoPs to create crossover learning that is of benefit to all. This would require thinking beyond the CD 'silo' to seek alliances with relevant CoPs. For example, a module on change management would be very useful for a CD learning package and would be best developed and maintained in alliance with a change management CoP. This in turn would contribute to developing a horizontal CD community of practice, as per the diagram below.

**Diagram: Relationships between horizontal and vertical communities of practice<sup>11</sup>**



In the first instance the primary need is for a package that would result in participants gaining core CD competencies, presented in ways that they can understand and apply, and are applicable wherever needed. Suggested modules to cover these areas of core CD learning are given at 6.4.3 below.

<sup>11</sup> Land, Tony and Thomas Theisohn (2009) *Connecting Communities of Practice* in capacity.org Issue 36 April 2009, available at <http://www.capacity.org/en/journal/archives/>

After the core package has been established the biggest challenge would likely be deciding how to extend its range to address more specific needs across both horizontal and vertical CoPs. Application to sectors or thematic areas is more complex, especially when attempting simultaneously to support the emergence of a common language and approach across all sectors. This makes it important to approach any content selection and development collaboratively with the CoPs that already have specific expertise and interest in the chosen subjects. A list of possible ways to approach different content selection is also given in 6.4.3 below. The significant point to note is that all the possible choices are large and complex subjects in their own right, and it would be important to ensure that they are dealt with in ways that remain CD focused, are concrete, locally relevant and applicable, rather than as abstract issues that do not relate clearly to participants' workplace needs. In the first instance the NEPAD initiatives on energy and agriculture might prove to be useful linkages and testing grounds for how to adapt modules in order to link to sector needs.

Materials, such as case studies, need whenever possible to be locally sourced in order to ensure relevance to context, which is something on which the African institutions could lead during the process of co-creation. The need could be addressed by providing a basic structure and process, together with guidance about how to adapt the package for content, participant profile and so on, indicating where facilitators are invited to insert local information and case studies. Making that sort of guidance available would enable anyone to adapt and apply the modules according to their own particular circumstances and needs. However, in recognition that not every country has a selection of relevant documentation readily available, the modules should also come with a list of suggested materials to be used in default.

## 6.4 Suggested outline of a package

The following is offered as an indicative outline of the purpose, objectives and content of a package of learning modules. The objectives would be different according to the schedule in that delivery as a single event does not provide any opportunities to work with the challenges of implementation that frequently prove to be the most fruitful source of meaningful learning.

### 6.4.1 Purpose and objectives

*The purpose of the learning package is to provide learning opportunities and support to practitioners who want to change and improve their practice in order to become more effective supporters of CD.*

*By the end of the learning programme the participants will have:*

- *Theoretical understanding of capacity and change and how it applies to their context*
- *Competence based on knowledge and understanding how to use a range of tools and techniques to become more effective supporters of CD*

The third objective below would only be relevant if the course was delivered as a modular programme or had a follow up event built into the design. Incorporating reflective learning practices that contribute to closing the learning loops are one of the most effective ways to develop a practice based body of knowledge about what works.

- *Generated deeper learning about CD through structured reflection about their own practice*

### 6.4.2 Template for individual modules

In order to address all the issues discussed above the learning modules would need to be created using adult learning pedagogy methodologies that both draw on the participants' existing knowledge and experience as the foundation for introduction of new ideas and information, and allow flexibility according to local context. While all modules should incorporate standard features such as learning objectives, reading lists and case studies the process, methods and exercises used can be decided according to context and the participant group. A final point is that modules should be designed in

such a way that each is complete in its own right, but also, when linked with others, is part of a coherent package.

The template used for development of the modules would need to be simple enough maintain the essential core features of good design while being accessible to all and flexible enough that it can be adapted to local context and specific participants groups. The template offered in Box 3 below gives an indication of what would be needed. A sample module based on this template is attached at Appendix 1.

### **Box 3: Sample template for modules**

#### **Introduction**

A brief overview of the contents and estimated time needed for delivery, the target participant group for whom it has been developed, and how it relates to other modules within the package.

#### **Pre-delivery assessment**

The key points of information needed from the pre-delivery assessment process. This should offer a framework for developing a locally relevant assessment process, but also provide a default option.

#### **Learning objectives**

Framed as the learning and or skills that the participants would gain as a result of their participation in the module. Within the parameters of the overall purpose of the package, learning objectives should be tailored to meet the specific needs of any given participant group.

#### **Pre-delivery assignments**

Reading or other activities that the participants should undertake in order to prepare, so that contact time during delivery can be used to best effect.

#### **Process – inputs and exercises**

Details of the step by step process, with guidance about the inputs, exercises and resources needed. Final steps in the process should always include development of a plan about how the newly acquired learning is to be implemented in the workplace, and assessment of learning. The guidance should give indications of how process steps might be adapted for different types of participant groups.

#### **Case studies and other materials**

A list of case studies and other materials that can be used if no relevant local resources exist.

#### **Background reading**

Information about resources that participants would find helpful if they want to develop and deepen their knowledge of the module content.

#### **Follow up steps**

Specific activities, such as on the job coaching, participants engaging in peer mentoring, or a follow up event, that would support transfer of learning. This should include reference to the participant's learning implementation plan and suggestions for how to engage line managers.

#### **Facilitator's guide notes**

In order to help multiple institutions make optimum use of the package it would be important to

offer guidance notes for those who would facilitate the modules. This section should provide background information and guidance for those who are tasked with delivery of content or exercises with which they are not familiar.

### 6.4.3 Suggestions for modules in the package

The need to build a common understanding and language of CD across all sectors and disciplines, together with the focus on changing how country level practitioners work indicates a model that introduces the participants to all relevant aspects of, and approaches to, CD. Given that the target group are people working at country level it is probably a safe assumption that they would not need more information about their sector speciality. Nor would they need another technical training course. What they would need is the opportunity to learn about effective CD practice, together with the opportunity, time and guidance to work out how to apply it in their own context. The suggestion is therefore for a package entitled '**Learning to change CD practice**', not based on sector or theme specific content, but **designed in such a way that targets participants' working practices by asking them constantly to reflect on what they are learning, how it applies to their work context, what they need to change, and how they can implement and use what they have learned**. The modules suggested below emphasis subjects that would serve to demystify CD and its practice through basic theories and principles for understanding capacity and its development together with introduction to some of the tools and techniques that are helpful to facilitate it emergence. These modules could be grouped together in a single event, or spread over two or more events.

#### **Learning to Change CD Practice – suggested core modules**

1. **CD basics:** theories and frameworks for capacity and CD; theories of change
2. **Understanding CD in workplace realities:** the relevance of culture and context; opportunities and constraints for CD practitioners as change agents; assumptions and values
3. **Assessment and measurement of capacity and CD:** assessing capacity assets; understanding needs and the potential impact of systemic factors; closing learning loops
4. **Changing practice in planning and implementation:** policy, strategy and planning responses to new understanding of CD; learning loops and accountability
5. **Learning practices for CD:** beyond training, approaches tools and techniques that work
6. **Monitoring and evaluating CD:** adapting monitoring and evaluation tools to elicit learning from CD practice; closing learning loops
7. **Implications for practice:** stimulating and managing new approaches to CD within working realities

The above approach may well be complemented with specific modules focusing on critical CD issues as reflected in various frameworks, such as:

- **NEPAD's 6 Cornerstones:** *Leadership transformation; Citizen transformation; Knowledge and innovation based processes; Utilising African potentials, skills and resources; Capacity of capacity builders; and, Integrated planning and implementation*
- **CD priorities in the AAA:** *Civil Society and Private Sector Engagement; Technical Cooperation; Capacity Development in National, Sector, and Thematic strategies; Enabling Environment; Capacity Development in Fragile Situations; and, Country Systems Capacity*
- **UNDP's 4 CD strategies:** *Institutional development, Leadership, Knowledge, Accountability*

It is clear that some issues come through in variations within these frameworks. For example *Civil Society and Accountability* corresponds to one of NEPAD's 6 cornerstones - Citizen transformation - and to UNDP's focus on accountability. It also corresponds to the key CD issues highlighted in the AAA on Civil Society and Accountability, which are critical in the deliberations of Cluster A of the Working Party on Aid Effectiveness on Ownership and Accountability. Many of the current

processes organized around issues, sectors or themes are where natural allies for the learning package could be found. An example is the LenCD initiative on Civil Society - Government Interface capacities in Africa. As there is energy around this topic it would seem to lend itself to development of an issues based module. Another approach could be to seek a close alignment with the thinking and language in specific sectors that tend to work somewhat in silos. Where there are sector or thematically focused efforts to integrate CD learning in ways to change actual practice, there are likely to be possible transfers from one sector to another and lessons on how to be more relevant to those disciplines and communities.

- **Sectors:** Health; Education; Environment and natural resource management; Agriculture; Water and sanitation; Energy; Etc.
- **Cross cutting themes:** Gender; Human rights; Environment; Etc.

All of the approaches above are relevant to any given sector or theme and adaptation would eventually be useful. As indicated all approaches are complementary and development of a learning package can combine them as opportunities arise and demand is manifest. There may never be a perfect cut of topics but any could serve as a catalyst for modules, sub-modules and or related resource corners.

## 7. Next steps

### 7.1 Dissemination and consultation

In the first instance this study needs to be circulated as broadly as possible to stimulate further expressions of interest, beyond those already indicated. WBI might want to consider taking a lead in supporting this work and mobilizing partners under a LenCD umbrella. A working group might be established as early as September (see below).

#### Focus on Africa:

The initiative can be introduced into the relevant processes in Africa, including through:

- **Direct communication with key African partners**, including NEPAD, the NEPAD Continental Steering Group for the CDSF, ACBF, African Development Bank, the UN Economic Commission for Africa, several universities and others to explore their respective interest and commitment to join this effort
- **Mid-October 2010, Accra: Regional workshop on Civil Society - Government Interface capacities**, the participants may explore a module on this specific issue. The same meeting could consider strategic questions including relating to the AfLP and the CD Learning Package
- **Early November 2010, Tunis: African Regional Meeting on Aid Effectiveness** and possible launch of Africa Platform on Development Effectiveness combining CD, AE and SSC
- **Other events and processes to be identified with African partners**

#### Global initiatives:

- Make use of work between the OECD-DAC, Capacity Development Alliance and LenCD to prepare a **synthesis report on CD around the post Accra issues and resource corners** to help shape content for related modules
- Engage the **Train4Dev sub group on CD** that is chaired by WBI and the Belgium development agency BTC, with LenCD to seek synergies with donor staff development and reforms
- Explore the concept in pertinent fora with **development training and learning institutions**
- Make the joint learning package a topic at the **29 – 30 November, Paris: DAC meeting “CD in Donor Business Processes: Getting it Right!”**
- **Other relevant processes in preparation for Seoul**

### 7.2 Working group formation and first activities

In the first instance any agencies or individuals interested to engage in taking this initiative forward need to decide if they have necessary institutional support to join a working group that could likely produce an open source resource. **Those interested and able to explore joining the working group should contact Kofi Anani at WBI on [kanani1@worldbank.org](mailto:kanani1@worldbank.org) and or Thomas Theisohn, LenCD Coordinator on [thomas.theisohn@gmail.com](mailto:thomas.theisohn@gmail.com)**

This Scoping Study has set out a number of factors that would be relevant to the development of a learning package and suggested some possible features. Once self-selected the group would need to come together to address the issues and questions raised above. A preliminary timeline for moving forward is set out in the table below:

<b>ACTIVITY</b>	<b>TARGET DATE</b>	<b>RESOURCE REQUIREMENTS</b>
Working group formed	September 2010	LenCD as focal point to coordinate interest
Workshop for working group partners – maybe up to 5 donor agencies and 5 key African institutes - to agree strategy, specific modules, roles and next steps (possibly linked to one of the above meetings.)	October/November 2010	Steering committee to manage process. Travel, accommodation and facilitation costs for workshop (indicative cost, depending on decisions about participants and venue \$30,000 – \$40,000)
Participant profile, competence specification and learning needs developed	By year end	Consultant \$30,000
Generic draft modules developed and several issues based modules	By March 2011	Led by different working group members (indicative consultant support \$30,000 per module)
Modules piloted in several settings as pertinent, content and process finalised in response to feedback from pilots	April 2011	Institution/s to pilot
Working group decide on: <ul style="list-style-type: none"> <li>- Processes for tracking usage and impact</li> <li>- Processes for continued development of the learning package established (review and upgrade exercises)</li> <li>- Its approach to long-term quality assurance, accreditation and other related issues</li> </ul>	By May 2011  By May 2011  By September 2011	
Working group review achievements to date and plan next steps to feed into preparations on CD inputs for Seoul HLF	April and September 2011	

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## Appendix 1: Sample module *Training and Beyond: Learning Practices for CD*

### Learning for Capacity Development – draft module

#### Introduction

This two-day module is designed to introduce participants to concepts of learning for capacity development that go beyond training, which has traditionally been the primary mechanism used to support CD. The content and process are both based on theories and concepts set out in the paper *Seeking Better Practices for Capacity Development: Training and Beyond*, which should be read before the participants undertake the module.

The module has been designed for development practitioners and change agents, working at country level. They would likely be national or international staff or consultants, employed in country institutions or donor agencies, working as change agents or advisors. The assumption is that participants have a high level of knowledge and skills within their own discipline, and have some experience of being involved in CD activities. They will not, however, have had any previous introduction to learning practices or any other methods to support their own development as CD practitioners.

In exercises using different methodologies the participants will explore the benefits and limitations of using alternative learning practices, where and when such practices are appropriate.

The process would work best with a group size of 24, but can be adapted to smaller or larger groups as required.

The module can be delivered as a single event or as part of the package, in which case it would be fifth in the sequence.

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#### Learning objectives

By the end of the modules the participants will have:

- Understanding of the relationship between learning, CD and change
- Knowledge of the benefits and limitation of learning practices for CD
- Knowledge of tools and techniques helpful for the facilitation of learning
- Deepened learning through reflective application of the action learning cycle

#### Session process: exercises and inputs

- 1. Introductions (if necessary)**
  
- 2. Objectives for the session and outline of the process**

### 3. The relationships between capacity, learning and change

This session is designed to illustrate one of the key messages in *Training and Beyond*, namely that there are relationships between capacity, learning and change that have implications for CD practice, and that current understanding of capacity calls for conceptual shifts and the formulation of more strategic goals that take account of those relationships.

The key learning points are that:

- In the majority of situations the emergence of capacity is inextricably connected to learning and change
- In any given situation multiple complex factors will be at work, some will support the emergence of capacity, others will block it
- Effective approaches to complex challenges are based on multi-dimensional understanding
- CD activities that fail to take account of the connectedness of relevant complex factors are unlikely to be effective

The session also draws on the ECDPM study *Capacity Change and Performance Study Report*, (2008) available at

[http://www.ecdpm.org/Web\\_ECDPM/Web/Content/Download.nsf/0/5321BD4DC0C1DB09C1257535004D1982/\\$FILE/PMB21-e\\_capacitystudy.pdf](http://www.ecdpm.org/Web_ECDPM/Web/Content/Download.nsf/0/5321BD4DC0C1DB09C1257535004D1982/$FILE/PMB21-e_capacitystudy.pdf) particularly sections 5.2.1 *The pace and complexity of change*, 6.2.3 *Awareness, understanding and learning* 6.4.1 *Capacity development as an element of change*, 7.2 *The relationships among capacity, performance and results*, 7.3 *Capacity issues and results-based management*, and 9.1.6 *The use and application of learning and knowledge*

Further background reading:

Overseas Development Institute Working Paper 285 (2008) *Exploring the science of complexity: Ideas and implications for development and humanitarian efforts* available at <http://www.odi.org.uk/resources/download/583.pdf>

Through each participant sharing a case story from their work practice the group will identify its existing wisdom about capacity, learning and change. The examples can be drawn from a range of situations such as:

- Interventions that successfully resulted in capacity development and change
- Activities that were intended to lead to capacity development and change but were not successful
- Events that led to unexpected learning that resulted in change

#### 3.1 Individual preparation

Identification of an example to share;

- Who were the personnel and institutions involved?
- Where did it happen? Describe the situation, be sure to include some information about cultural factors like how people learn
- What happened? Chose what to tell and what to leave out but be sure to cover any contextual factors that supported or blocked the implementation of learning
- What learning has resulted from these events or activities? Who has learned what?

#### 3.2 Sharing and feedback in groups of 4

Individuals form into groups of four. Each person in turn:

- Tells their story
- Answers questions from other group members for clarification and deeper understanding

### 3.3 Small group summary

The group reviews all the case stories and identifies the themes and issues arising about the relationship between learning, capacity and change. Summary of key points for presentation to the whole group.

### 3.4 Whole group summary

Small groups present their learning points to the whole group. Discussion of group presentations, facilitator synthesises the outputs to create a list of key learning points. Synthesise the learning to emphasise the key learning points above.

## 4. The benefits and limitation of learning practices for CD

This session is designed to introduce understanding that different practices have both benefits and limitations, none are universally appropriate and effective. It draws on case studies to show the possibilities and constraints of application in different circumstances.

The key learning points are:

- There are many different ways in which capacity needs can be addressed and appropriate assessment goes beyond simplistic analysis to the need to understanding the relevant factors in the context
- There are limits to the effectiveness of all approaches
- Environmental factors can be critically important in determining the success or failure of any intervention

The relevant sections of *Training and Beyond* are 2. *Assessments to frame the context and inform good design* and 3.3 *Design decisions*.

Further important background reading:

World Bank Institute's Independent Evaluation Group study (2008) '*Using Training to Build Capacity for Development*', An Evaluation of the World Bank's Project-Based and WBI Training available at <http://www.worldbank.org/ieg/training/>

Department for International Development (2006) *Developing Capacity? An Evaluation of DFID-Funded Technical Co-Operation for Economic Management in Sub-Saharan Africa: Synthesis Report* available at [http://siteresources.worldbank.org/INTCDRC/Resources/Developing\\_Capacity\\_DFID\\_Report.pdf](http://siteresources.worldbank.org/INTCDRC/Resources/Developing_Capacity_DFID_Report.pdf)

### 4.1 Introduction

PowerPoint presentation on relevant findings recent studies including the WBI IEG evaluation report and *Training and Beyond*, some of the supporting case studies, etc.

### 4.2 Case study analysis

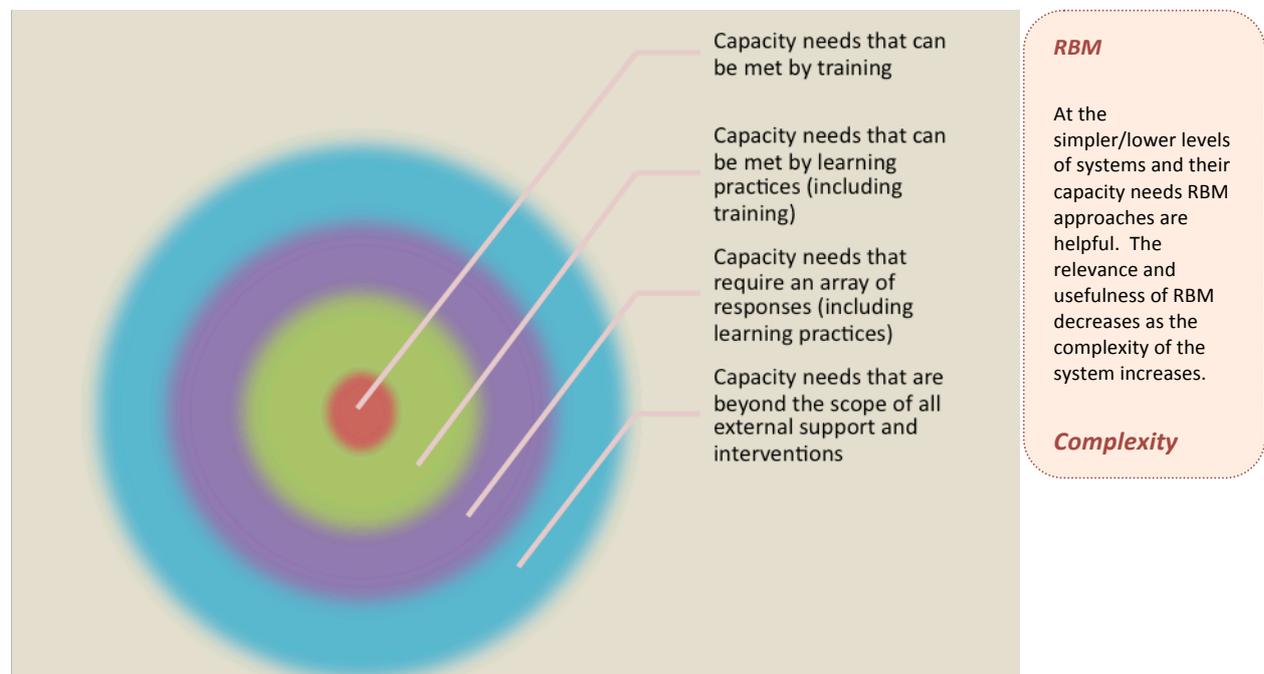
The participants should have been given a selection of case studies to read before the session. The case studies should illustrate the use of multiple approaches and activities for CD. The list below is offered as suggestions if no relevant local case studies exist.

## Relevant case studies

- Sanginga, Pascal (2005) **Natural Resources Systems Programme: Final Technical Report** available at [http://www.researchintouse.com/nrk/RIUinfo/outputs/R7856\\_FTR\\_anxF.pdf](http://www.researchintouse.com/nrk/RIUinfo/outputs/R7856_FTR_anxF.pdf)  
Describes the use of many different approaches to learning across different components of an NRM project in Uganda
- Harvey, Blane and Jonathan Langdon (2010) **Re-imagining Capacity and Collective Change: Experiences from Senegal and Ghana** IDS Bulletin, vol 41:3. Describes how the failure to understand local complexities results in CD activities achieving little sustainable change and empowerment
- Jackson, Carl (2010) **Context and Position in a Systemic Approach to Capacity Development** IDS Bulletin, vol 41:3. Describes successes and challenges of using a systemic approach to CD in the Africa Adapt knowledge sharing network
- Land, A. (2004) **Developing capacity for tax administration: The Rwanda Revenue Authority** ECDPM Discussion Paper 57D, available at <http://www.ecdpm.org/dp57D>. Describes the factors relevant to creating a well-functioning and sustainable government department
- Patel Sheela (2007) **Reflections on Innovation, Assessment and Social Change Processes: A SPARC Case Study, India** available at <http://www.ids.ac.uk/ids/Part/proj/socialchange.html>  
Describes how activists, researchers, evaluators, facilitators, and international and local NGO staff worked together to integrate learning into a social change project.

## Small group work

Use the diagram below, from *Training and Beyond*, as the basis for analysis of case studies.



Review the case studies and identify the capacity needs in each, and where they would fit in the diagram above. Then review the methods used for appropriateness to needs, culture, context etc. Prepare presentation of key points.

#### 4.3 Whole group summary

Small groups present their learning points to the whole group. Discussion of group presentations, facilitator synthesises the outputs to create a list of key learning points.

### 5. Tools and techniques helpful for the facilitation of learning

This section is designed to give participants the opportunities to learn about new tools and techniques of their choice. For situation where participants will not have access to the Internet during delivery relevant materials about a range of tools and techniques should be prepared in advance on a CD.

The key learning points are:

- There are multiple ways to respond to capacity and learning needs and the skill is in selecting the most appropriate for the need and context
- There are many tools and techniques that are more effective and sustainable than training
- Key points of understanding in the selected tools

The related sections of *Training and Beyond* are 3.3 *Design decisions* and 3.4 *A selection of learning practice approaches, tools and techniques*

Further background reading is:

European Commission *Toolkit for Capacity Development, Final draft* (2009) available at <http://capacity4dev.ec.europa.eu/toolkit-capacity-development>

Peter Senge *The Fifth Discipline: the Art and Practice of the Learning Organisation* (2006) 2<sup>nd</sup> edition, London, Random House

Through a process of review and research the participants will gain understanding about two new methods to support learning for CD.

#### 5.1 Selection of approaches to research

Each participant to first describe the culture of, and resources for, learning in their work context:

- a. People expect to learn by .....
- b. The responsibility for learning is with the ....
- c. The purpose of learning is to ...
- d. Access to resources like books and the Internet is ...
- e. What else is relevant?

Share the list of practices to support learning from CD (appendix 2 of *Training and Beyond*). Then review the list of learning practices and make a note of 2 practices about which they would like to learn more that would help them facilitate learning in the context they have described.

#### 5.2 Research groups

Each participant posts their first choice on a board at the front, which are used to form groups wanting to learn about the same or related subjects. The groups then identify and get information from multiple sources, e.g. resource people in the room, Internet research, review of books, articles

etc. (assuming the session is taking place within an institution that will have such resources available on site). Individuals bring their information back to their small groups and share what they have found.

Repeat the exercise for each participant's second choice.

(An alternative way of doing this, if not at an institute with a large range of resources, would be to have a smaller list and ensure that information about each is available to the participants for this exercise.)

## **6. Deepening learning through reflective application of the action learning cycle**

This session is designed to draw together the learning from the three previous sessions and give the participants the opportunity to decide how to apply that learning to their own practice. Through a process of personal and group reflection the participants' will identify their own learning about learning practices for CD. This is a practical step towards deepening participants' understanding and confidence to use learning practices through enhanced self-awareness of their own learning processes.

Participants will identify their own key learning points in this session.

Many articles for background reading on the experiential learning cycle can be found on <http://www.learningfromexperience.com/> and <http://www.learningandteaching.info/index.html>

### **6.1 Individual journaling**

Each participant takes some time to journal their responses to the following questions:

- What new understanding have I gained from this module?
- What new skills have I gained from the module?
- What have I found the most helpful and unhelpful parts of the process?
- What tools and techniques will be most effective in my working practices?

### **6.2 Small group work**

Review each of the main exercises (action learning cycle, presentation and case study analysis, and self-directed group research) and for each:

- Identify the strengths and weaknesses for this group and for other groups
- Interesting and helpful learning gained
- Examples of how and when it could be used effectively within the work context of group members

### **6.3 Whole group summary**

Small groups present their learning points to the whole group. Discussion of group presentations, facilitator synthesises the outputs to create a list of key learning points.

## **7. Wrap up**

### **7.1 Review**

Facilitators review the process and outputs of each exercise, followed by synthesis of the outputs into major themes and issues (ideally on PowerPoint so it can be shared with all participants).

## 7.2 Learning Implementation

Participants create an implementation plan relevant to something they have learned in the module. This should specify what new learning they intend to apply, the situation in which it will be applied, with a time line, supporting and constraining factors that need to be taken into account, and expected results.

## 7.3 Closing comments

### Options for follow up activities

- Individual on the job coaching by line manager
- Individual on the job coaching by facilitator or other relevant expert
- Peer coaching among participant group
- A forum for participants to present and review the implementation of their learning plans
- Participant and line manager joint review of learning plan, submission of report

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### Background reading (see Resource Corner on LenCD website for a brief summary of each of these resources)

- ***The Fifth Discipline: The Art and Practice of the Learning Organisation***, Peter Senge Second edition 2006, and ***The Fifth Discipline Fieldbook: Strategies and Tools for Building a Learning Organisation*** Senge, 1994.
- ***Capacity, Change and Performance Synthesis Report***  
[http://www.ecdpm.org/Web\\_ECDPM/Web/Content/Download.nsf/0/200164BB4441F544C1257474004CF904/\\$FILE/05-59B-e-Study%20Report%2029%20may.pdf](http://www.ecdpm.org/Web_ECDPM/Web/Content/Download.nsf/0/200164BB4441F544C1257474004CF904/$FILE/05-59B-e-Study%20Report%2029%20may.pdf).
- ***Learning for Change in ADB*** <http://www.adb.org/documents/books/learning-for-change/default.asp>.
- ***Pursuing a Learning Agenda: a year of evaluation, learning and strategic change***. CDRA's 2009 Annual Report <http://www.cdra.org.za/LibraryandResources/Articles%20by%20CDRA.htm>
- ***Knowledge Services and Learning: A UNDP Capacity Development Resource 2006***  
[www.capacity.undp.org/index.cfm?module=Library&page=Document&DocumentID=6005](http://www.capacity.undp.org/index.cfm?module=Library&page=Document&DocumentID=6005)
- ***Assessing and Learning for Social Change: A discussion paper***. Irene Guijt 2007 IDS  
<http://www.ids.ac.uk/index.cfm?objectid=3DE55E83-5056-8171-7B415B53F36972F5>
- ***Power and Emotion in Organizational Learning*** Russ Vince, Human Relations 2001; 54; 1325  
<http://hum.sagepub.com/cgi/content/abstract/54/10/1325>.
- ***IDRC Strategic Evaluation of Capacity Development: "Doing things better? How capacity development results help bring about change"*** Taylor and Ortiz, IDRC 2008  
[http://www.idrc.org/en/ev-133669-201-1-DO\\_TOPIC.html](http://www.idrc.org/en/ev-133669-201-1-DO_TOPIC.html)
- ***Adult Learning and Capacity Development in IDRC*** Anne Bernard, IDRC 2005, available at [www.idrc.ca/uploads/user-S/11635257651Adult\\_learning\\_and\\_capacity\\_building\\_in\\_IDRC\\_A\\_concept\\_paper.doc](http://www.idrc.ca/uploads/user-S/11635257651Adult_learning_and_capacity_building_in_IDRC_A_concept_paper.doc)
- ***Horizontal Learning - Engaging Freedom's Possibilities*** Doug Reeler, from CDRA Annual Report 2004/2005 available at <http://www.cdra.org.za/LibraryandResources/Articles%20by%20CDRA.htm>
- ***Generations of Quiet Progress: The Development Impact of U.S. Long-Term University Training on Africa from 1963 to 2003*** USAID 2004.
- ***Participatory learning groups in an aid bureaucracy*** Cornwall et al, undated, in the **Lessons for Change Series** from IDS.

- **Transfer of learning** Don Clark, 2009 available at <http://www.nwlink.com/~donclark/hrd/learning/transfer.html>
  - Wageningen Institute Centre for Development Innovation has many good resources <http://www.cdic.wur.nl/UK/>
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### **Facilitator's guide notes**

Can be developed further for each session within the module.

## Appendix 2: Terms of Reference for the Scoping Study

### Terms of Reference

#### Consultant for designing learning modules on selected CD issues and preparing proposals on using such modules

##### Background

In line with WBI wholesale strategy there are emerging opportunities with regard to capacity development learning in Africa and the design of e-learning materials that can be developed with African Universities, think tanks and related learning institutions.

NEPAD, ACBF and LenCD have notably developed collaboration around the establishment of an African Learning Platform on Capacity Development. The recent Pretoria meetings reconfirmed the need and asked NEPAD to undertake the necessary initiatives linked to the NEPAD CD Strategic Framework. The CDSF has been approved by the African Union and a Continental Steering Group formed to steer its promotion and implementation. A major challenge will be the connection between diverse platforms to foster learning in the region and across regions and communities of practice.

There is a solid body of CD knowledge that can meaningfully be transformed into learning modules in a process with African learning institutions. Such modules can be developed around key issues that have emerged from the Accra Agenda for Action and eventually be shaped to support sector capacity development. As such modules are developed by the university and tertiary education systems CD learning can be scaled-up in very significant ways. The modules could also be utilized as learning guides on implementing CD initiatives by World Bank Task Teams.

##### Overall objectives and expected results

Reinforcing ongoing work with African learning institutions, and working closely with WBI learning design team, the consultant will help conceive and design learning packages with selected CD issues, and develop proposal on how to use the CD learning modules.

The following scope of work is proposed:

- Prepare guiding frameworks geared at exploring the scope, nature and type of value-added CD learning package / modules
- Initiate E-forum, research and consultations with key actors in the field to gather views and opinions for formulating way forward strategy

##### Output / Deliverables

- **Inception note** to lay out a first sketch of opportunities and issues to explore and to refine the approach (during the first 2 weeks of the assignment).
- **Final Report** with strategy and proposal on how to move forward, including priorities, needs, and envisaged costs, with a mock up of one topic area, (e.g. "Training and beyond") (by 26 June 2010)

##### Duration of Contract, Remuneration and Reporting Arrangements

The consultant will be recruited for 20 working days during the period of April 27 to June 30 2010. The consultant will be paid XXX per day for a total amount of \$YYY. This consultancy will be in close cooperation with WBIPS and WBIRC and the cost will be shared 50-50 between the two units. This remuneration does not include travel and service-related costs incurred in undertaking this assignment. The consultant will report to Mr. Mark Nelson, Manager, WBI Partnerships and Scholarships Practice. The consultant will be supervised by the Task Team Leader, Kofi Anani

## Appendix 3: Inception Note

# Learning Package for Capacity Development Inception Note

### **PURPOSE OF THE EXERCISE**

The emerging understanding about the need for new approaches to CD is creating diverse needs for learning and change throughout the development and aid systems. There is increasing recognition that capacity and its development are areas of knowledge, skills and practice in their own right. Nevertheless this recognition is often at odds with the norms of established disciplines, which creates challenges for introducing new practices, despite the pressing need for change.

As one of a range of responses in the current search for more effective CD practices this study is motivated by the premise that many different constituencies will find it useful to have available a **learning package that can be continuously adapted and updated** as required. The World Bank Institute (WBI) have commissioned, in conjunction with Learning for Capacity Development (LenCD), a Scoping Study about the options for developing such a package. The aim is **to collaborate with LenCD partners to co-create a package** that adds value to what already exists by offering concrete and practical solutions to overcome the current gaps in the knowledge and practice of CD. This Inception Note gives preliminary indicators about the scope, structure and content of a package. The final study will develop those factors further and also outline ways in which LenCD partners might work together to create a resource to share among themselves and with others.

### **WHY AND FOR WHOM?**

#### **- Practitioners**

Many different actors in development and aid could ultimately benefit from the provision of learning modules about CD. The list includes policy makers, donors, country level and sector specialists, and local development workers. It is impossible to address needs at all levels or in all sectors at once, so it has been decided to start by focusing on practitioners working at country level. In this context practitioners are defined as those engaged with CD on the basis of their knowledge and expertise in other disciplines and who need to have both a repertoire of CD tools and techniques, and understanding of how and when each should be used. These might be national or international staff or consultants, employed in country institutions or donor agencies, as change agents or advisors.

#### **- Focus on Africa**

Ultimately a CD learning package is likely to have wide usage and benefits. In the first instance this exercise will explore working with African institutions, including the New Partnership for Africa's Development (NEPAD), Africa Capacity Building Foundation (ACBF) and agents like universities.

In 2009 NEPAD launched its Capacity Development Strategy Framework<sup>12</sup> (CDSF). Two of the six cornerstones of the CDSF are **skills and resources for development**, and **capacity of capacity builders**, both of which create an impetus for addressing learning needs about CD. Again in 2009 NEPAD collaborated with LenCD and the ACBF to establish an African Learning Platform (AfLP) which aims, among other things, to provide some leadership on CD initiatives in the region. The inception

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<sup>12</sup> NEPAD Secretariat (2009) *Capacity Development Strategy Framework* available at <http://www.oecd.org/dataoecd/1/11/43508787.pdf>

study for the AfLP<sup>13</sup> noted that a focus on CD learning would serve helpful purposes such as linking good practices in Africa and elsewhere, and fostering development of communities of practice. The AfLP study identified a number of African universities and learning institutes that have a solid body of CD knowledge that can form the basis of learning modules. This study will explore how to engage with those institutions and existing working groups on different content areas to first develop, and later facilitate, a learning package. It is hoped that working through educational and learning institutions and their networks will facilitate local uptake and adaptation by diverse communities of practice without the constraints that are so often inherent in the boundaries of donor led initiatives.

## **CONSIDERATIONS FOR CONCEIVING A LEARNING PACKAGE**

### **a. Didactic parameters**

The impact that can be achieved through any learning activity is dictated by multiple factors, of which some of the more important are the time and resources available, the participants' profiles, and the methods employed. Very short processes of a day or two can rarely do more than raise awareness while skills building and the introduction of learning practices take longer and are most effective if spread over multiple events. Similarly practitioners might access learning modules different ways including taught courses, workshops, e-learning courses, country led learning events and self-directed study. Any learning package developed now might be the starting point for a much broader range of formats in that once modules have been developed and tested they could be adapted for applicability in other media.

#### **- Ongoing development**

Anything developed now should not be considered as a final, polished product but rather as a living document to be updated regularly in response to new learning. However, ensuring continuing relevance and freshness of such a package poses some challenges and two in particular would need to be addressed during the process of developing and launching the package. The first is the need for upgrading based on new learning about capacity and CD and relevant regional or global developments, the second is for review and revision of the modules structure and process. An initial suggestion for dealing with those needs are to task one of the universities or learning institutions using the package firstly to undertake regular review and revision of content and then make upgrades available to all, for example on the Internet. That institution could also maintain and improve the package itself by conducting regular reviews of the structure and process with all users jointly to make improvements by learning from their own experiences.

#### **- Content**

One of the biggest challenges in developing a learning package will be deciding on the content in order to offer something that practitioners can understand and adapt to their specific needs. This makes it imperative that the content is developed collaboratively by the different groups who have specific expertise and interest in each of the subjects. Using the resources that have already been assembled by theme, such as the LenCD Resource Corners for the priority areas for CD in the Accra Agenda for Action (AAA)<sup>14</sup> is likely to be a more practical way of starting than trying to work by sector. Attention to sectors can follow once the format and frameworks have been tried and tested.

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<sup>13</sup> Adams, Laurencia (2009) *Building an Africa Learning Platform on Capacity Development: Achieving the Capacity Development Priorities in the Accra Agenda for Action* available at <http://sites.google.com/site/lencdorg/regional-working-groups/focus-in-africa>

<sup>14</sup> **Civil Society and Private Sector Engagement** - Ownership & Accountability; **Technical Cooperation**: alternatives, quality standards for CD support, South-South cooperation, genuine demand and supply; **Capacity Development in National, Sector, and Thematic strategies**; **Enabling Environment** - Incentive Systems, Drivers of Change, Political Context; **Capacity Development in Fragile Situations**; and, **Country Systems Capacity** - Aid Management, PFM, Procurement, and RBM

Materials need to be local in order to ensure that relevance to local context. This need could be addressed by providing a basic structure and process, together with guidance about how to adapt the package for content, participant profile and so on, indicating where lecturers/facilitators are invited to insert local information and case studies. Making that sort of guidance available would enable anyone to adapt and apply the modules according to their own particular circumstances and needs. However, in recognition that not every country has a selection of such documentation readily available, the modules should also come complete with suggested materials to be used in default.

A decision that needs to be made in the module development process is whether to start with new understanding about CD and work to apply it to a specific content area, or to start with a content area and find ways to apply new knowledge about CD. The two would result in different approaches to the package, and particularly for the design of the process for each module. It may be necessary to develop and pilot alternatives to see which proves to be the most practical and relevant as a model and template for extending the range of modules available.

### **OUTLINE OF A POSSIBLE LEARNING PACKAGE**

The following is offered as an indicative outline of the purpose, objectives and content of a package of learning modules. The objectives would be different according to the schedule in that delivery as a single event does not provide any opportunities to work with the challenges of implementation that frequently prove to be the most fruitful source of meaningful learning.

#### **- Purpose and objectives:**

*The purpose of the learning package is to equip practitioners with the knowledge, skills, attitudes, tools and techniques needed to become an effective supporter of capacity development.*

*By the end of the learning programme the participants will have:*

- *Theoretical understanding of capacity and change*
- *Knowledge of tools and techniques that promote effective CD practice in **(subject)***

The third objective below would only be relevant if the course was delivered as a modular programme or had a follow up event built into the design. Incorporating reflective learning practices that contribute to closing the learning loops are one of the most effective ways to develop a practice based body of knowledge about what works.

- *Generated deeper learning about CD practice through structured reflection about their own practice*

#### **- Suggested components of a learning package for CD**

- **The basics:** Theories of capacity and CD; theories of change; relevance of culture and context; the CD practitioner; assumptions and values
- **Changing practice:** policy and strategy responses to new understanding of CD; learning and accountability
- **Content:** based initially on the LenCD resource corners for CD priorities in the AAA, the modules to be developed will include not only specific subject matter such as on working in fragile states, but also :
  - **Learning Practices for CD**, and
  - **Assessment and measurement of CD:** understanding needs and the potential impact of systemic factors; closing learning loops
- **Implications for Practice:** stimulating and managing new approaches to CD

- **Individual modules**

The learning modules will need to be created using **adult learning pedagogy methodologies** that both draw on the participants' existing knowledge and experience as the foundation for introduction of new ideas and information, and allow **flexibility according to local context**. While all modules should incorporate standard features such as learning goals, reading lists and case studies the process, methods and exercises used can be decided according to content and the participant group.

In order to meet participants' needs it will be important to have an appropriate **mix of academic rigour and relevance to practice**: participants will not find the modules relevant and useful if they are unable to relate the content to their everyday work and circumstances, or find them to be all theory with no practical applicability. It will also be important to address the issues of **self-awareness and personal mastery**, because without paying attention to those issues there is little likelihood of any significant changes in practice. Thus the methods and materials used in the modules will need to vary from the standard format of a university taught course to incorporate activities more usually found in workshops.

A final point is that modules should be designed in such a way that each is complete in its own right, but also, when linked with others, is part of a coherent package.

- **Sample module**

The scoping study will include a sample module on *Learning Practices for CD* that can be used as a template for the development of others.

**HOW TO ENGAGE**

The timeline for this paper is very tight as the scoping paper needs to be submitted to WBI and LenCD by 18<sup>th</sup> June. Nevertheless all comments and indications of interest in future engagement are very welcome. Those who have engaged in, or contributed to, the process will also get the report.

Those wishing to contribute in any way are invited to contact the consultant, Jenny Pearson, on [jennypearson@gmail.com](mailto:jennypearson@gmail.com) within the next week.

## Appendix 4: Preliminary List of Existing Resources

This **preliminary** list of existing resources is drawn from a variety of sources, including the OECD-DAC *Inventory of Donor Approaches to Capacity Development: What we are Learning* (OECD/DAC Capacity Development Team March 2009). There has not been sufficient time during the preparation of this study either to review the resources listed below, or to undertake research about any further possible sources of helpful materials.

**It must be noted that many of the resources listed below have been developed by institutions and organizations for their own internal purposes. Thus there is restricted access to many items in this list because they are available only to the staff of the relevant institution. This is why some of what is listed below has only a very general description and no clear reference to assess relevant documents. Many also have a sectoral or thematic basis, rather than a generic, cross-cutting approach to CD.**

### Donor agency resources

**ADA (Austria):** has been working to improve its human resource strategy and related training, including those in relation to practical approaches for capacity development

**ADB:** has a capacity development website resource centre (<http://www.adb.org/Capacity-Development/resource.asp>). Also in 2007 ADB issued a Medium-Term Framework and Action Plan for CD that sets a strategy to improve human resource management for capacity development, emphasizing learning and experience sharing.

**AusAID:** has an intranet site that provides updates on international research, practical guides and tools on capacity development. It is supposed to be for learning purposes for AusAID staff

**CIDA:** Canada has developed a CD Toolkit that includes tools for newcomers to CIDA's approach to capacity development. Not really training, but still for learning purposes.

**DANIDA:** has a training course for its staff of the ROACH approach – Result-Oriented Approach to Capacity Change

**EC:** has been reviewing existing methodological packages and developing new training material in line with the Backbone Strategy. They have produced a toolkit for capacity development which is available at <http://capacity4dev.ec.europa.eu/toolkit-capacity-development> they have also created a capacity development resource, Capacity4dev.eu, at <http://capacity4dev.ec.europa.eu/>

**FAO:** are currently working with InWEnt (see below) to create a Learning Programme on Capacity Development

**JICA:** Task Force on Aid Approaches produced the Capacity Development Handbook for JICA Staff

**OECD-DAC:** have a team focusing on capacity development within the aid effectiveness agenda and have published important studies such as *The Challenge of Capacity Development: working towards*

good practice, available at

[http://www.oecd.org/document/30/0,3343,en\\_2649\\_34565\\_38549470\\_1\\_1\\_1\\_37413,00.html](http://www.oecd.org/document/30/0,3343,en_2649_34565_38549470_1_1_1_37413,00.html)

**SIDA:** has developed an e-learning training programme which explains what capacity development is and how it can be used in development cooperation. Capacity development is now a regular feature of training programmes for new programme officers.

**The Netherlands:** to improve capacity development skills of staff members in Dutch missions, the Support Program for Institutional and Capacity Development (SPICAD) was launched in 2006 and renewed for two more years in 2008. The programme focuses on awareness, knowledge and skills for capacity development, to increase the effectiveness of development activities carried out by the Netherlands in partner countries. The Effectiveness and Quality Department was planning to organize a master class on capacity development to bring together good practices and lessons

**Train4dev.net:** is a working group of donor agencies concerned with training for capacity development <http://www.train4dev.net/>

**United Nations Staff College:** addresses capacity development in a number of its courses

**UNDP:** have a specialised capacity development programme and team see <http://www.undp.org/capacity/> and also the Virtual Development Academy has a generic Capacity Development course for UNDP staff

**United States Agency for International Development (USAID):** the Economic Growth and Trade department have recently developed a handbook for their staff on *Human and Institutional Capacity Development*

**World Bank:** have a range of resources available at their Capacity Development Resource Center [www.worldbank.org/capacity](http://www.worldbank.org/capacity)

**WBI:** are developing a range of learning resources, including a model and training on how to design a learning process within sectors

### [Other capacity development portals](#)

Capacity Development (learning network) <http://capacitydevelopment.ning.com/>

Capacity is Development <http://www.capacityisdevelopment.org/>

Capacity.org <http://www.capacity.org/>

### [Academic institutes](#)

**Addis Ababa University,** Ethiopia: Capacity Development for Sustainable Development module in the Master of Public Administration programme

**Duke University,** USA: Capacity Development module in Master of International Development Policy programme

**International Development Research Centre (IDRC):** Canada has a part of its website devoted to capacity in evaluation [http://www.idrc.ca/en/ev-120094-201-1-DO\\_TOPIC.html](http://www.idrc.ca/en/ev-120094-201-1-DO_TOPIC.html)

**Institute for Development Studies (IDS):** University of Sussex, UK, hosts the Capacity Collective <http://www.ids.ac.uk/go/research-teams/participation> and ELDIS which is an electronic knowledge resource <http://www.eldis.org/go/topics>

**European Centre for Development Policy Management (ECDPM):** published a seminal study on capacity together with a range of case studies and other related documents which are available in the Capacity Development section of the Knowledge and Innovation page of <http://www.ecdpm.org/>

**Overseas Development Institute:** London, has multiple papers and resources freely available online including a Knowledge and Learning toolkit [www.odi.org](http://www.odi.org) they also have a Civil Society Partnership Programme <http://www.odi.org.uk/networks/cspp/>

**Wageningen Institute:** the Netherlands has a range of relevant resources such as their Centre for Development Innovation <http://www.cdic.wur.nl/UK/> and site for Participatory Planning Monitoring & Evaluation <http://portals.wi.wur.nl/ppme/>

### NGO resources

**Development Practice:** a collaborative project of HIV AIDS organisations in South Africa, has made available online, as collective commons, a coordinated set of CD resources, including learning resources and facilitators guides, <http://www.developmentpractice.org.za/>

**Impact Alliance:** brings together multiple networks and capacity resources <http://www.impactalliance.org>

**INTRAC:** multiple publications, papers and training resources on CD, focusing on civil society and NGOs [www.intrac.org](http://www.intrac.org) of particular relevance to capacity development are the publications in the Praxis Programme

**InWEnt:** a German NGO has an extensive range of capacity building programmes and resources [http://www.inwent.org/capacity\\_building/index.php.en](http://www.inwent.org/capacity_building/index.php.en)

**The Barefoot Collective:** hosted by the Community Development Resource Association in Cape Town (an NGO) are producing some helpful material and making them openly available on the internet, recent additions include, Foundations in Organisation Development, [http://www.barefootguide.org/Barefoot\\_Guide\\_Foundations\\_Course\\_Facilitators\\_Guide.doc](http://www.barefootguide.org/Barefoot_Guide_Foundations_Course_Facilitators_Guide.doc) and exploring 3 kinds of change - a creative and participative exercise [http://www.barefootguide.org/Chapter\\_1\\_Exercises/Understanding\\_3\\_kinds\\_of\\_Change-Barefoot\\_Guide\\_exercise.doc](http://www.barefootguide.org/Chapter_1_Exercises/Understanding_3_kinds_of_Change-Barefoot_Guide_exercise.doc)

### Other organisations and foundations

African Capacity Building Foundation (ACBF) <http://www.acbf-pact.org/>

GTZ: have CD resources for their staff under the title *Capacity Works*

African Economic Research Working group (AERC) <http://www.aercafrica.org/home/index.asp>

Evidence-Based Policy in Development Network (EBPDN) <http://www.ebpdn.org/>

Governance and Social Development Resource Centre <http://www.gsdrc.org/>

Inwent – Capacity Building [http://www.inwent.org/capacity\\_building/index.php.en](http://www.inwent.org/capacity_building/index.php.en)

Joint Africa Institute (JAI) <http://www.afdb.org/en/jai/>

LenCD - Learning Network on Capacity Development <http://www.lencd.org>

Managing for development results (MfDR) <http://www.mfdr.org/COMPAS/index.html>

The Change Alliance <http://changealliance.org/>

The Change Management Toolkit <http://www.change-management-toolbook.com/index.php>