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Resilient nations.*

A Capacity Development Plan for CSOs in the Pacific





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Section 1 Introduction

Introduction

This Capacity Development Plan is a result of a capacity assessment study, conducted under the facilitation of the UNDP Pacific Centre, to assess existing capacity and needs of the civil society organizations (CSOs) in the Pacific. Recognising that the civil society community represents a critical constituency and development partner for advancing the MDGs in the region, UNDP initiated the study of selected CSOs in the region to assess existing capacity and needs (identifying strengths and weakness). The study also included developing realistic and time-bound strategies to address the capacity deficits of CSOs, based on the results of the assessment. Field work was conducted in six Pacific Island Countries (PICs) in 2008-2009. Besides national CSOs, the study included Pacific Regional NGOs (PRNGOs), which represent networks of national CSOs at the regional level. The overall study considers capacity development for Pacific CSOs as the process by which individuals, organizations and societies obtain, strengthen and maintain capabilities to set and achieve their own development objectives over time.

Three publications resulted from the study. An integrated report, *A Capacity Assessment of CSOs in the Pacific*, presents the overall findings of the study. It also presents an overview of the CSO community in the Pacific and a detailed presentation of the methodology that was used in the assessment

exercise. A second report, *A Capacity Assessment of CSOs in the Pacific: Six Country Profiles*, presents country-specific reports of the six countries of study.

This Capacity Development Plan is the third Report. It responds to the second objective of the study that is to develop a feasible action-oriented 'plan' aimed at addressing the capacity challenges delineated by the assessment exercise.

The overall capacity assessment exercise was based on an endogenously created framework known as the Clearing House Framework¹, a collaborative plan of action initiated by PRNGOs for strengthening NGO capacity in key priority areas. The study assessed five priority areas for 'CSO capacity' and covered a broad spectrum of issues under each axis (Table 1.1). Its basis was a detailed questionnaire which collected baseline data on each of the axes, and included training-needs assessments and internal-focused and external-focused SWOT analyses. While the questionnaire was the main instrument for data collection, in-country field work included group consultations and workshops. The consultation processes provided ample opportunities for CSOs to discuss the capacity issues that were most seriously inhibiting their ability to act effectively. Since this Capacity Development Plan is underpinned by the same framework, it ensures that the Plan is also aligned with the actual needs of CSOs.

Table 1.1. Areas of capacity assessment under the five axes

Organizational Development	Strategy Organizational Culture and Climate Systems and Processes Outputs and Performance Human Rights Based Approaches (HRBA) and Gender Mainstreaming Focus
Sustainability and Resourcing	Infrastructure and Internal Management Structures Manpower and Human Resource Management Resource Mobilisation Strategies Efficient Use of Funds
Information Sharing	Information-sharing Activities Cooperation Advocacy
Stakeholder Relations (donors, government counterparts, partners, networks, CROP agencies, end users)	
Legal and Regulatory Framework	

The Capacity Plan: Structure

In light of the study's collective data, a number of cross-cutting gaps in CSO capacities, spanning the five axes, emerged. The recurring capacity gaps, which interlink or overlap, can be grouped into six discrete categories (Table 1.2).

The Plan is a response to address the key capacity deficits identified in Table 1.2. Its core components consist of i) a range of concrete capacity developing activities to improve CSO capacity and ii) a competency framework to develop specific CSO competencies. At the same time, to make its approach more comprehensive, other components which build upon the core and contribute to its sustainability are also presented.

Section 2 presents the framework for the capacity development activities for institutionalising capacity building efforts at both individual and organizational levels, proposing approaches that are contextually appropriate and adaptable for Pacific CSO. The activities are prioritised (high to

low priority) and time bound (from 1 year to over 3 years). They are aimed at building the foundation of or complementing on-going capacity development initiatives implemented by CSOs, and building momentum for the capacity development process. Training is a central component of many of these activities.

Table 1.2. Cross-cutting priority capacity development needs of Pacific CSOs

1. Funding
2. Human Resources
3. Leadership and Governance
4. Strategic Planning and Collaboration
5. Monitoring and Evaluation
6. Coordination and Communication

¹ For a more detailed report on the Clearing House Framework, see the publication *A Capacity Assessment of CSOs in the Pacific Region*.

Section 3 identifies and classifies the specific groups which the activities will target (target groups). These are divided into three key learning groups, grouped on the basis of their skill and knowledge requirements. Section 3 also presents the priority competencies that need to be developed in CSOs across the board, in the context of capacity needs listed in Table 1.2.

Section 4 clusters the competencies, per target group and combined target groups, which need to be developed or built through training. It identifies the training components of each relevant competency. Section 5 briefly discusses the modalities of delivery for the training programmes, and the contents of training modules/learning materials that need to be developed.

The final component of the Plan is a capacity assessment questionnaire—modified from the one utilised in the original capacity assessment exercise. This questionnaire, to be used by Pacific CSOs themselves to monitor the ongoing development of specific capacities, is integral to monitoring the effectiveness of this Plan and the sustainability of its activities. This should be one of the first outputs of the Plan when it is put into action.

The Appendix of the Plan is a development log frame which provides an outline of how the Plan could be put into effect.

Section 2

Capacity Development Plan: Priority Activities

Capacity Development Plan: Priority Activities

The proposed activities in this section are aimed to meet key capacity gaps of the CSO community in the Pacific, as identified in the capacity assessment study. They specifically respond to the six categories of capacity challenges identified in the Introduction, and aim to strengthen the foundation in these six areas. The activities address a range of issues, from that of funding, monitoring and evaluation to communication and coordination within the CSO community. They call upon the National Liaison Unit (NLU), the national peak body CSO in each of the PIC, to play a central role in the initiation and in building support and momentum for these activities.

It should be noted that the activities also complement and build on various activities already carried out by former CSO capacity development initiatives in the Pacific which have met with a degree of success. These are namely the Pacific Capacity Building Initiative run by CIDA and the UNDP and the Pacific Skills Link Project run by VSO².

For Pacific CSOs 'hard' capacities such as infrastructure, technology and finances (the gaps of which are often related to funding) are key capacities that need development on a broader organizational level. This Plan incorporates, in a manner as feasible as possible, strategies to aid the development of these capacities.

At the same time, the Plan recognises that developing capacities of CSOs requires more than conventional skills and management procedures. Besides hard capacities, developing soft capacities, such as skills for negotiating, communication and networking, are equally important. While these types of skills may not

necessarily be easily transferred, the development of specific soft skill competencies can aid in the transfer of hard skills. Soft capacities are also important to organizational or institutional capacity development, which refers to the process of building up organizations and embedding learning into the organization (rather than solely the individual). Given the high attrition rate of skilled personnel in Pacific CSOs, this component is specifically important. The connection between individual training and embedding that learning into the organization is crucial, and capacity development processes must necessarily consider this factor in the Pacific context.

The Plan therefore includes components such as peer-to-peer networks across different CSOs, within different countries, where members of CSOs are able to connect with others with functionally similar roles to learn from one another. The use of peer-to-peer learning groups can help provide an environment in which these soft-skills (not to mention hard technical skills) can be more effectively acquired by CSO staff members. These peer networks ought to be facilitated by the NLUs within each country. The use of such networks, and well as other networking techniques, such as the use of communities of practice through the operation of blogs, for example, will provide opportunities for development of soft types of skills at both an organizational level and individual level.

The Plan also includes a 'train-the-trainers' programme/network to develop the ability in CSOs to work within the CSO community and provide training for its members. In order to maximise capacity

development initiatives, they should, to the extent possible, be led by the CSOs themselves to ensure their relevance and uptake. The train-the-trainers' programme is therefore intended to initiate the process of developing CSO capacity to work within the CSO community itself. The component of on-the-job mentoring, which was an issue raised by CSOs across the board during the consultations, can also be achieved through the use of a 'train-the-trainers' network. (The specific competencies required for this learning system, and its target groups for training, are discussed in the Section 3).

At the same time, it is important to mention that there will also be an ongoing need for vocational

education institutions, along with tertiary education providers, to continue to provide competency-based training. These types of internal and external training situations will help build on one another, while intra-organizational training will help embed the skills learnt in other learning environments.

The capacity development activities in Table 2.1 are broken down into high and low priority areas, and into short (1 year), medium (1-3 years) and long term (more than 3 years) targets. They approach capacity building at three analytical levels—individual, organizational, and enabling environment—with particular reference to the gaps identified in the capacity assessment process

Table 2.1. Capacity development plan: high priority activities

Short-Term 1 Year	Medium 1-3 Years	Long-Term > 3 Years
Individual		
Commission scoping study of how best to roll out new competency-based learning system for CSOs	<ul style="list-style-type: none"> • Development and roll out of new competency-based learning system for CSOs • Provide training in modern 'soft' management techniques for CSO senior management • Development of curriculum and delivery mechanism (build on vocational learning centers within PICs), possibly through tendering process • Creation of a 'train-the-trainers' programme within the competency curriculum to train key people within the CSO community of each country (across a range of organizations) to deliver scaled down versions of the full curriculum • Provide training in modern 'soft' management techniques for senior management within CSOs 	Increasingly transfer training mechanisms through to NLUs and the CSO community to integrate peer-to-peer learning within CSOs
Organizational		
Work with donors to allow CSOs to work alongside them on M&E missions to develop practice based experience in M&E Link national CSOs to a virtual	<ul style="list-style-type: none"> • Create CSO policy and procedure templates • Create informal horizontal peer-to-peer mentoring networks of senior CSO management within countries 	

² The training competencies for this are provided in Sections 3 and 4.
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² A detailed report on these initiatives is present in the publication A Capacity Assessment of CSOs in the Pacific Region.

information network within countries (centered on the country's NLU), to provide a resilient network for information sharing across the country	<ul style="list-style-type: none"> • Develop a CSO board induction process to be delivered annually by NLUs around the region • Develop CSO board manual templates • Develop CSO strategic planning templates • Hold joint planning sessions with groups of CSOs within the Pacific (to be held/organized by NLUs) • Link CSOs within different sectors to a virtual information network (possibly centered on PRNGOs) to provide a resilient network for information sharing across the region 	<ul style="list-style-type: none"> • Linking with broader CSO networks in the Asia-Pacific region to create virtual sectoral information networks
Enabling Environment		
<ul style="list-style-type: none"> • Hold forums to discuss options for stable funding patterns for CSOs • Lobby donors on need for more stable funding patterns • Develop a modified capacity assessment questionnaire (based on the one provided in Section 5 of this Report) to be used by CSOs to monitor their capacity development as the plan is put into action. • Develop a CSO M&E workbook and training course • Creation of NLU web pages to act as a central information site for national CSOs • Additional funding provided to NLUs to obtain appropriate computer and internet infrastructure and expertise to act as a central web hub for their respective countries • Fund forums to bring government agencies and CSOs together with donors (possibly different meetings for different sectors), to promote understanding of mutual benefit of CSOs and government agencies working together 	<ul style="list-style-type: none"> • Work with donors towards the creation of multi-year funding agreements for CSOs • Roll-out M&E training via NLUs across the region • NLUs to hold annual M&E retreats (before annual planning meetings) to provide feedback on M&E data gathered during the year and how to incorporate it into strategic planning documents • Work with donors and possible private sector sponsors (such as Microsoft and Dell) for the establishment of a Pacific ICT fund to provide low cost computing and internet infrastructure for CSOs in the region 	<ul style="list-style-type: none"> • Creation of Sub-regional CSO Trust Funds, modeled on the Micronesia Conservation Trust⁵ • Create a virtual web network for M&E expertise, using blog technology to provide an environment where CSOs can answer one another's questions about M&E practice

Table 2.2. Capacity development plan: low priority activities

Short-Term 1 Year	Medium 1-3 Years	Long-Term > 3 Years
Individual		
<ul style="list-style-type: none"> • Provide training in communications and use of web enhanced communication techniques for communications staff • Provide training in media relations for communications staff within CSOs 	<ul style="list-style-type: none"> • Create peer-to-peer networks within communication staff to ensure ongoing learning of new techniques. • Provide focal point for the transfer of information between agencies (extra support should be provided to NLUs for national CSOs which do not have communications staff) 	
Organizational		
<ul style="list-style-type: none"> • Technical and funding assistance for the creation of websites and blogs for CSOs 	<ul style="list-style-type: none"> • Provide support for non-PRNGO affiliated national CSOs to become affiliated with PRNGOs to enhance their regional networks, possibly as associate members 	
Enabling Environment		
<ul style="list-style-type: none"> • NLUs to convene a planning and coordination workshop within their respective countries where member CSOs can come together with donors to discuss upcoming funding priorities for the following year 		

⁵ For a more detailed reference see A Capacity Assessment of CSOs in the Pacific Region.

The training competencies for this are provided in Sections 3 and 4.

Section 3

A Competency - based Learning System

The framework of activities in Section 2 essentially creates the space for CSOs members to learn a range of skills to effectively meet the challenges identified by the capacity assessment exercise. While some of these skills have been and can be acquired through formal training and education (such as UNITEC's Graduate Diploma Programme in NGO Management), the findings of the assessment exercise show that formal learning modalities for Pacific CSOs involve high costs and time (including long-distance travel) which many CSOs simply cannot afford. Existing formal training modalities, such as the graduate diploma programme, is effectively outside the reach of the majority of CSO staff since they are aimed at a high academic level. Moreover, they do not possess any on-the-job training components which CSOs have identified as necessary during the consultation processes of this study.

Central to the Capacity Development Plan Activities of Section 2 is therefore the development of a range of competencies that includes a combination of hard/technical as well as and soft/interpersonal skills which are appropriate to the needs and constraints of the target CSOs. This entails a new competency-based learning system, with training, relevant specifically to the Pacific CSO context, as the key focus.

This section first identifies the target learning groups in CSOs which the competency-based learning would address. As the capacity assessment process demonstrated, there is a general lack of management and leadership skills, especially at the senior levels.⁴ Moreover, besides the need for training for existing managers, the issue of second-generation leadership in Pacific CSOs is also a critical factor for their sustainability. Therefore

developing competencies to respond to the needs of different target groups is crucial.

This is followed by an outline of the key competencies that need to be developed across the board in Pacific CSOs that are a priority for upgrading, and which are to be used as the basis of the capacity development training (Table 4.1).

Learning Groups

The consultation process identified three key learning groups because of their internal coherence as learning groups in terms of skill and knowledge requirements.

Regarding the specific needs of the target groups, on aggregate, there is a need to highlight certain key considerations, and work on a number of parallel tracks.

- First, there is need to bring together position-category groups, for example, executive directors. It is important they acquire key competencies that are particularly relevant to their respective functions.
- Second, there is equally the need to also bring together working teams, for example, field officers, so as to address certain competencies (such as working with their organizations constituents) as a team.
- Sectoral groupings should be encouraged. This allows for position categories and work teams from within a sector to meet regularly.

Table 3.1. Key learning groups for training in Pacific CSOs

1. BOARD MEMBERS
2. SENIOR MANAGEMENT
3. ANCILLARY CSO STAFF

⁴ Many Pacific CSOs follow a 'guru syndrome' which involves a highly personalised style of leadership, and are left very vulnerable when the individual with a central role in the organization moves away. Thus an important element to be included in senior management and leadership training is the role of succession planning.

Priority Competencies for Pacific CSOs

The following table presents competencies which are considered, as a whole, a priority for upgrading.

Table 3.2. Priority competencies for Pacific CSOs

Competency 1: Strategic and Coordinated Planning, Monitoring, Reporting

- Establishing baseline development data, indicators, benchmarks
- Translating development data, indicators and benchmarks into realistic development plans which take account of capital and recurrent investment
- Establishing management systems for performance, monitoring and review, reporting and assessment outcomes and outputs
- Ensuring the planning is both top-down (clarity of direction) and bottom-up (taking account of feedback from the clients on priorities)

Competency 2: Policy Development and Integration into ongoing Operations

- Clarifying policy priorities based on the organization's strategic direction and needs of the people
- Translating policy decisions into operations programmes and initiatives
- Monitoring policy implementation and impact

Competency 3: Managing Budgets More Effectively

- Linking the budgeting process to planning process
- Integrating and complementing various revenue streams
- Integrating the annual and multi-year planning and budgeting processes
- Budget discipline and monitoring
- Effective management of cash transfers, expenditures, acquittals

Competency 4: Team Work and Managing People

- Providing clarity of position roles and responsibilities
- Making the organization's structure 'results and client oriented'
- Writing results-oriented position descriptions
- Understanding key variables which influence staff/people's performance
- Motivating staff for greater productivity
- Approaches to instilling discipline
- Instituting a results-oriented performance management system

Competency 5: Programme and Project Management

- Clearly assigned responsibilities for ongoing service programme management
- Linking budgets with priority service programme priorities
- Managing activity plans for key ongoing services and reporting progress
- Developing effective project proposals with clarity of outcomes and outputs, and realistic inputs assessments and activity plans
- Ability to carry out tendering and procurement, and effective contractor supervision
- Monitoring, and providing progress reports

Competency 6: Managing Assets Effectively

- Use of asset management systems and process such as the asset registry, regular maintenance, procurement and disposal of assets, and security.
- Allocating and overseeing asset management responsibilities by management staff

Competency 7: Working Effectively with other Agencies and Donors

- Providing regular reports to key stakeholder agencies
- Operational coordination with key stakeholder agencies
- Understanding donor requirements

Competency 8: Effective Interface with Board Members

- Assisting board members understand their role and function
- Briefing board members on development issues, cost-benefit analysis, and issues such as the need to take account of recurrent costs into project proposals

Competency 9: Effective Interface with Constituents

- Identifying various interest groups within civil society
- Strategies on how to work with different interest groups
- Managing differing points of view and conflicting interests
- Maintaining channels of communication
- Using the role of feedback from civil society to improve development planning, management, and services

Section 4

Training by Target Groups

In terms of skill and knowledge requirements, the three different learning groups identified in Section 3 will require slightly different set of competencies. Since the training they undergo may vary, a clustering of competencies for each group is necessary. Table 4.1 presents an outline of the priority competencies for each learning group.

Developing Competencies for Combined Groups

At the same time, many sets of competencies are relevant across target groups. The following tables present the breakdown of competencies which target two or more learning groups. It includes training components and the resulting competencies, from the list of priority competencies identified in Table 3.2 of Section 3.

Table 4.1. Developing competencies by target group

Target groups	Competencies to be developed
Group 1: Board Members	<ul style="list-style-type: none"> • Leadership skills enhancement • Tools of governing for board members (programme and project planning and financial management) • Communication skills • Basic computing skills
Group 2: Senior Management	<ul style="list-style-type: none"> • Leadership skills enhancement • Programme and project planning • Public financial management • Communication skills for the public sector • Basic computing skills • Occupational health and safety • Community-led planning techniques • Communication skills
Group 3: CSO Staff	<ul style="list-style-type: none"> • Basics of programme and project planning • Basic budgeting • Communication skills • Basic computing skills • Occupational health and safety

Target groups: Senior management and CSO staff

Table 4.2. Programme and Project Planning

Objective: Instill key programme and project planning techniques	<p>Training Components:</p> <ul style="list-style-type: none"> • Introduction to project cycle management • Project identification • Project formulation • Approaches to project planning • Participatory techniques • Stakeholder analysis and interventions • Project design • Working with the Logical Framework Approach • Project documentation and reporting • Contingency plans • Work plans (1-3 months) • Operational plans (6-12 months) • Strategic plans
Competencies Developed	<ul style="list-style-type: none"> • Competency 1: Strategic and coordinated planning, monitoring, reporting • Competency 5: Programme and project management • Competency 6: Managing assets effectively

Table 4.3. Financial Management

Objective: To introduce and enhance basic financial management techniques	<p>Training Components:</p> <ul style="list-style-type: none"> • The 'what, why and who' of financial management • Key principles and frameworks on how to achieve good practice in financial management • Building and using effective budgets, including project and donor budgets, and cash flow forecasts. • Accounting records for your organization, and why • Budgeting and accounting for central support ('core') costs • Demystifying the balance sheet (how to make sense of annual financial statements) • Monitoring and controlling budgets (preparing and using budget comparison reports) • Reporting to donors (how to meet donors requirements) • Safeguarding our assets (internal control systems and procedures) • Managing audit processes
Competencies Developed	<ul style="list-style-type: none"> • Competency 3: Managing budgets more effectively • Competency 5: Programme and project management • Competency 6: Managing assets effectively

Table 4.4. Communication Skills

Objective: Increase the effectiveness of communication and information systems	<p>Training Components:</p> <ul style="list-style-type: none"> • Effective report writing • Analysis of numerical data • Oral presentation skills • Presentation of results • Drafting project proposals
Competencies Developed	<ul style="list-style-type: none"> • Competency 4: Team work and managing people • Competency 7: Working effectively with donors and other agencies • Competency 8: Effective interface with board • Competency 9: Effective interface with constituents

Table 4.5. Occupational Health and Safety (OHS) Training

Objective: Provide a practical introduction to OHS	<p>Training Components:</p> <ul style="list-style-type: none"> • Legislative framework • Accessing and using OHS information • Managing OHS systems • OHS and managing human resources • Risk identification and assessment • Risk control and audit
Competencies Developed	<ul style="list-style-type: none"> • Competency 4: Team work and managing people

Table 4.6. Community-led Planning Techniques

Objective: Instill key community-led planning techniques	<p>Components of Training :</p> <ul style="list-style-type: none"> • What is a community? • How can a community arrive at mutually agreed purposeful activity? • How can a community generate information needed for planning/ action? (PRA tools, community-mapping, preference scoring, seasonality, activity flow charts) • How can a community design a self-managing system (defining a group's purpose, and performance standards, designing feedback, monitoring, and corrective action, not only evaluation)?
Competencies Developed	<ul style="list-style-type: none"> • Competency 8: Effective interface with board members

Target groups: Board members, Senior management and CSO staff

Table 4.7. Basic Computing Skills Training

Objective: Instill basic ICT competencies	<p>Training Components:</p> <ul style="list-style-type: none"> • Very basic computer skills • Computer vocabulary
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	<ul style="list-style-type: none"> • Opening and saving files • Skills and activities practice • MS word exercises • Excel exercises • Use of Internet • Exercises in using PowerPoint
Competencies Developed	<ul style="list-style-type: none"> • Competency 4: Team Work and Managing People • Competency 5: Programme and Project Management

Table 4.8. Communication Skills

Objective: Impart basic communication skills	<p>Training Components:</p> <ul style="list-style-type: none"> • Setting clear goals for communication • Communication styles • Listening for improved understanding • Avoiding communication breakdowns • Achieving genuine communication • Cross-cultural communication
Competencies Developed	<ul style="list-style-type: none"> • Competency 8: Effective interface with board members • Competency 9: Effective interface with constituents

Developing Competencies for Specific Target Group

In addition to the competencies of combined groups, there are also competencies that are aimed at specific groups. For board members (group 1) these include training for developing governing tools and leadership enhancement (Tables 4.9 and 4.10 respectively).

For CSO staff (group 3), for the purpose of adaptability, training in the areas of programme and project planning and budgeting, although addressed by tables in the earlier section, can be further modified at a more basic level (Tables 4.11 and 4.12 respectively).

Target group: Board Members

Table 4.9. Developing governing tools for Board Members

Objective: Enable board member leaders to understand the basics of project and financial management	<p>Training Components:</p> <ul style="list-style-type: none"> • Introduction to project management cycle • Project identification • Project formulation • Approaches to project planning • Participatory techniques • Stakeholder analysis/interventions • Project design • Working with the logical framework • Approach • Implementation planning • Project budgeting
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Table 4.10. Leadership skills enhancement for Board Members

Objective: Provide skills and techniques to develop team, increase motivation, manage organizational change, and understand and communicate with people	<p>Training Components:</p> <ul style="list-style-type: none"> • Management and leadership (and their difference) • Leadership styles • From vision to implementation • Developing, communicating and implementing the organization's vision-building capability • Matching staff capability to organizational needs • Role of the leader as coach • Learning from past experience in the organization • Influencing skills and techniques • Matching influencing to target audience • Building trust • Building and sustaining high performing teams • Managing change effectively • Personal change • Introducing and sustaining organizational change effectively • Action planning
Competencies Developed	<ul style="list-style-type: none"> • Competency 1: Strategic and coordinated planning, monitoring, reporting • Competency 4: Team work and managing people

Target group: CSO staff

4.11. Basics of budgeting for CSO staff

Objective: Instill basic budgeting competencies	<p>Training Components:</p> <ul style="list-style-type: none"> • Overview of the role of budgeting in government, including key concepts and who does what • Reading, analyzing and interpreting financial information • Keeping accounts • Financial planning • Financial monitoring • Internal control
Competencies Developed	<ul style="list-style-type: none"> • Competency 3: Managing budget effectively • Competency 6: Managing assets effectively

Table 4.12. Basics of programme and project planning for CSO staff

Objective: Instill basic programme and project planning techniques	<p>Training Components:</p> <ul style="list-style-type: none"> • Introduction to project management cycle • Project identification/formulation • Project planning and design • Project documentation and reporting
Competencies Developed	<ul style="list-style-type: none"> • Competency 1: Strategic and coordinated planning, monitoring, reporting • Competency 5: Programme and project management • Competency 6: Managing assets effectively

Section 5

Modes of Delivery

The mode of delivery of training programmes determines the structure, nature, and contents of training modules and learning materials that need to be developed. A sustainable cost effective training programme for a large number of CSOs in the Pacific will require delivery modes different from those conventionally used, bound by time and space, and face-to-face training workshops which are also costly.

While open and distance learning has been gaining global popularity, this option is limited for Pacific CSOs because of the low level of infrastructure and limited ICT access in much of the Pacific region. For the time being, developing modules on print mode or stand-alone CD-ROMs and tapes, seem to be viable options. Modules should be developed in such a way that they will be enhanced by adding ICT components such as interactive CDs when facilities are available.

The creation of peer-to-peer networks to enable CSO staff from different organizations to come together and learn from one another has been included in the activities framework of Section 2. Such a modality could play a key role in ensuring that relevant skills are transferred among those who hold similar functional roles. Where possible, organizations should enable staff members who have undertaken training to work with their colleagues who have not, in order facilitate transfer of information between these peer networks. The 'train-the-trainers' course also suggested in Section 2, which aim to aid the embedding of capacities within organizations, should help enable this process.

Self –instructional Materials

Instructional materials will facilitate self-directed learning as well as peer group interactions. Use

of appropriate languages is very important so that the learner finds the materials easy to read and understand, and is able to maintain sustained interest.

Materials should take into consideration the best practice in the development of self-instructional learning materials. Some of these include:

- having clear set of learning objectives/ outcomes at the beginning of each unit of the course
- clear introduction
- keeping sentences short, simple and structured
- consistency
- local context
- relevant examples
- logical structuring of information
- user-friendly material

Workplace Learning

The course material should be developed to facilitate learning at the workplace. The problem-solving exercises, case studies, assignments, group works contained in the learning material should be relevant to the work place. These materials should provide opportunities for learners to demonstrate their ability to apply skills to improve their performance.

Trainers Manual

Development of materials should include a trainer's manual, which includes facilitation techniques for mentoring and coaching learners, presentations and small group activities. Trainers should act more in the role of mentors to alleviate learning difficulties of learners, and as motivators to encourage learners' self esteem and incite active participation in the training programmes.

Section 6

Questionnaire for Monitoring and Evaluation

Once the Capacity Plan is put into action, a first output integral to monitoring its effectiveness is a capacity assessment questionnaire, to be used by Pacific CSOs themselves to monitor the ongoing development of specific capacities.

A capacity assessment questionnaire, modified from the one that was the base of the capacity assessment exercise, is provided here. This questionnaire, which can be scaled up for use by donors or CSOs, is an instrument to assess five areas of capacity. Based on the Clearing House Framework, it provides a small but effective evaluation and monitoring mechanism that ensures that all capacity development activities directly relate back to the Framework, the key instrument that was used to identify the capacity gaps of CSOs in the first place.

The questionnaire includes possible verifiers and a four-point scale⁵ involving four incremental stages of development. The four-point scale provides a clear picture of the specific developmental stage of CSOs as well as their path of progress into the next (Table 2.1). Completed yearly or quarterly data collected with this instrument would enable CSOs to benchmark their capacity development through the collection of longitudinal data sets, as the Plan unfolds.

NLUs could then tabulate the data across a range of CSOs to see how capacity development was occurring either across specific sectors or within the CSO community as a whole. The instrument could also be modified for donors who are contributing to capacity development via the plan to ensure that data necessary for their compliance needs is also included in the model.

Table 5.1. CSO Development Scale

Points	Stages	Descriptors
1.	Nascent	The CSO is in the earliest stages of development. All the components measured are in its earliest stages or non-existent.
2.	Emerging	The CSO is developing some capacity in structures and processes around the issues of organizational development; sustainability and resourcing; information sharing, cooperation and advocacy. Stakeholder relations and its relationship with the legal and regulatory environment are in place, and at times may be functioning inconsistently.
3.	Expanding	The CSO has a track record of achievement. Its work is recognized by community stakeholders, government and other CSOs in the same sector.
4.	Mature	The CSO is fully functioning and sustainable, with a diversified resource base and partnership relationships with local communities with active national and international networks.

⁵ This scale is based on a Stage of Organizational Development Model which has been adopted by models used by international development agencies to measure organizational development. For a more detailed report, see A Capacity Assessment of CSOs in the Pacific Region.

Capacity Plan: Monitoring and Evaluation Questionnaire

1. Organizational Development	1	2	3	4	Possible Verifiers
Organization has a written strategic plan					Strategic plan
Organization has clearly articulated mission and goals					Mission statement/Charter document
Organizational mission is understood by all staff					Copies of rules and procedures
Organization regularly reports back on its activities					Annual reports; reports on meetings of the governing body
Organization has a clear and communicated organizational structure					Organizational chart
There is clear internal exchange of information					Internal communication protocols; minutes of staff meetings
Updated written administrative procedures exist					Administrative protocols
Written recruitment, employment and personnel practices are clearly defined and practiced					Recruitment, employment and personnel protocols and policies
Staff members are actively involved in planning					Minutes of planning meetings
Strategic planning is translated into operational activities.					Strategic plans, programme documents
Monitoring and evaluation mechanisms are built into organizational plans					Policy statements, organizational plans
Organization produces clear, internally consistent proposals and intervention frameworks					Proposals and intervention frameworks
Measurable objectives present in operational plans					Operational plans
Organization monitors progress against indicators and evaluate its programme/project achievements					Internal and external evaluation, impact studies
Organization holds annual programme/project review meetings.					Minutes from programme/project review meetings
Organization uses information gained from internal or external monitoring and evaluations to inform operations					Minutes of meetings (staff or board) showing where results from monitoring and evaluation reports translated into organizational changes.
Organization draws on Human Rights-based Approaches to development in its practice					Programming protocols
Organization maintains gender focus in its work					Programming protocols
Board members have clear understanding of their roles and responsibilities					Board manuals consist sections on roles and responsibilities

Board has the right mix of skills to govern organization					Board members have broad range of occupations (e.g. financial, law, CSO focus areas)
Board works well together					Minutes of board meetings
Board works well with management					Minutes of board meetings
Processes and protocols exist for resolving conflicting attitudes and ideas among board members					Board manuals
Processes and protocols exist for resolving conflicting attitudes and ideas between board and management.					Board manuals consist section on conflict resolution
Presence of good reporting systems between board and management.					Minutes of board meetings, copies of documents sent to board members before meetings
Board has good performance measures for senior staff					Performance measures, minutes of board meetings, copies of documents sent to board members before meetings
Board developed policy statements that reflect organization's philosophy					Policy statements, minutes of board meetings
2. Sustainability and Resourcing	1	2	3	4	Possible Verifiers
All staff members have valid job descriptions.					Staff job descriptions
Organization has a clearly defined system of measuring staff performance.					Performance management protocols and policies
Organization has knowledge and technical skills required to fulfill its activities.					Profile of staff, including expertise and professional experience
Organization knows how to obtain baseline data, develop indicators.					Use of toolkits, indicators and benchmarks/capacity-development tools
Organization applies effective approaches to reach its targets (i.e. participatory methods).					Evidence in programme completion reports of use of different methodologies/training materials
Organization uses local capacities (financial/human/ other resources)					Evidence in programme completion reports and end-of-year reports use of local counterparts
Organization possesses the capacity to coordinate between the field and office					Programme completion reports and end-of-year reports
Organization has the capability to train its own staff					Staff training manuals, proof of staff training courses

Staff have access to regular supervision				Proof of staff supervision, monitoring reports	
Staff have access to training or coaching.				Proof of staff training courses	
Organization possesses logistical infrastructure and equipment.				Adequate logistical infrastructure: office facilities and space, basic equipment, utilities	
Organization is able to manage and maintain equipment.				Inventory to track property and cost	
Organization has ability to procure goods, services and works on a transparent and competitive basis				Examples of how procurement is done, written procedures for identifying appropriate vendors, obtaining the best price, and issuing commitments	
Organization has regular budget cycles				Operating budgets and financial reports	
Organization produces programme and project budgets				Operating budgets and financial reports	
Organization's accounts are regularly externally audited				Audited financial statements	
Organization disburses funds in a timely and effective manner				Financial records	
Organization has procedures on authority, responsibility, monitoring and accountability of handling funds				Written procedures for processing payments to control the risks through segregation of duties, and transaction recording and reporting, a bank account or bank statements	
Organization has a record of financial stability and reliability				Good, accurate and informative accounting system	
Organization has the ability to ensure proper financial recording and reporting				Reporting system that tracks all commitments and expenditures against budgets by line	
3. Information sharing	1	2	3	4	Possible Verifiers
Organization keeps informed about the latest techniques/ competencies/policies/trends in its area of expertise					Reports from participation in international, regional, national or local meetings
Organization regularly accesses relevant information/ resources and experience					Databases of partners, resource sites etc

Organization maintains a regular database of relevant contacts and networks					Databases of partners
Organization maintains a regularly updated calendar of events					Calendar of events
Organization maintains regular communication with other CSOs in the country					Records of correspondence
Organization maintains regular communication with other CSOs in the region					Records of correspondence
Organization maintains regular communication with other CSOs internationally					Records of correspondence
Organization's constituents are regularly informed about organization and its activities					Mail out lists, newsletters
Organization belongs to networks in its own sector					Membership agreements
4. Strengthen Cooperation	1	2	3	4	Possible Verifiers
Organization cooperates with other organizations in its work					Memorandums of Understanding, representation on other organizations' steering committees/boards/ advisory committees
Organization has strong links within the CSO community and to other social institutions (particularly with donors, government counterparts, partners, networks, CROP agencies and end users)					Memorandums of Understanding, Partnership agreements, membership/ affiliation in a CSO umbrella, representation on other organizations' steering committees/boards/ advisory committees
Organization has partnerships with government/UN agencies/private sector/foundations/others					Memorandums of Understanding, Partnership agreements
These partnerships are a source of funding					Minutes of partnership interactions
5. Advocacy	1	2	3	4	Possible Verifiers
Organization has a strong presence in the field					News reports
Organization has a clear advocacy focus					Mission-statement-goal
There is a long-term community development vision					Mission-statement-goal
Organization has a formal plan for conducting its advocacy work.					Advocacy plan (within strategic or business plan)
Organization possesses protocols for dealing with media.					Media engagement protocols

Appendix: Development Log Frame

6. Stakeholder Relations	1	2	3	4	Possible Verifiers
Organization collects baseline information about its constituency.					Database of constituents
Organization reports on its work to its donors, to its constituency, to CSOs involved in the same kind of work, to the local council, involved government ministries, etc.					Reports to donors and other stakeholders
Organization has an effective outreach team					Job descriptions of staff include outreach work, completion reports of outreach work, external feedback
Regular meetings occur with community groups					Records of meetings
Stakeholders are represented in your organization's advisory groups, management or governance body					Membership rolls
Organization includes the viewpoint of the beneficiaries in the design and review of its programming.					Evidence of meetings or consultations with beneficiaries
Organization includes the viewpoint of its non-beneficiary stakeholders in the design and review of its programming (e.g. regional organizations)					Evidence of meetings or consultations with beneficiaries
Organization runs regular events where its constituents are able to provide feedback to the organization					Records of events, mail-outs
7. Legal and Regulatory Environments	1	2	3	4	Possible Verifiers
The legal and regulatory environment in your country of operation allows you to operate as effectively as possible.					Relevant CSO law and or regulations governing the establishment and or operation of civil society organizations

The development log frame provides an outline of how the Capacity Development Plan could be put into effect. It defines the expected capacity development (results/outcomes), progress indicators, and baseline/benchmark information.

Development Plan Log Frame				
OVERALL OBJECTIVES : More capable CSOs in the Pacific region				
SPECIFIC OBJECTIVES: To develop CSO capacity for the achievement of the MDGs in the region				
	INTERVENTION LOGIC	VERIFIABLE INDICATORS OF ACHIEVEMENT	SUBJECT AND MEANS OF VERIFICATION	ASSUMPTIONS
EXPECTED RESULTS	1. Improved funding environment for CSOs	Multiyear funding agreements for CSOs Decreased volatility in year-to-year funding for CSOs	Signed agreements CSO budgets are more stable over the long term (data gathered through capacity questionnaire)	Donors are willing to negotiate multiyear funding agreements with CSOs
	2. Stronger human resource base for CSOs	Number of CSO staff (and board members) who have completed sections within the competency-based training system	Training completion reports Training completion figures	
	3. Improved leadership and governance for senior management and boards of CSOs	Number of management staff and board members who have undergone training	Training completion reports Training completion reports	
	4. More effective strategic planning and collaboration among CSOs	CSOs regularly update strategic plans CSOs work more collaboratively on programmes and advocacy	Strategic plans Operational plans Joint work agreements	CSOs see value gained from working collaboratively
	5. More effective monitoring and evaluation for CSOs	CSOs are actively monitoring and evaluating their work and incorporating findings in successive work plans	Completed M&E reports	CSOs see value of building M&E capacity

	6. Better coordination and communication among CSOs and with stakeholders and constituents	Increased levels of communication among CSOs and between the CSO community and stakeholders, constituents CSOs work in coordinated programmes and advocacy	Correspondence Agreed work plans	CSOs see the value to be gained from better communication CSOs see value gained from improved coordination
ACTIVITY 1	1.1. NLUs to convene a planning and coordination workshop within their respective countries for CSOs and donors to discuss upcoming funding priorities for following year	Workshops held across Pacific region	Workshop completion reports	NLUs are provided with enough support to hold these forums
	1.2. Hold Pacific Forum to discuss options for stable funding patterns for CSOs	Workshop held	Workshop completion report	NLUs are seen as being representative of the views of their constituents. NLUs are provided with support to properly canvas their members to ensure a solid knowledge of their respective views on this matter
	1.3. Lobbying of donors for need for more stable funding patterns	Donors contacted by CSOs or their representatives Meetings held between CSOs and donors	Correspondence Numbers of meetings held	Donors wish to engage with CSOs about new funding models
	1.4. Work with donors towards the creation of multiyear funding agreements for CSOs	Number of completed new funding agreements	Funding agreements Correspondence	Donors wish to engage with CSOs about new funding models

	1.5. Creation of sub-regional CSO Trust Funds modeled on the Micronesia Conservation Trust	Creation of sub-regional trust funds	Trust documents Correspondence	The Micronesian model is able to be transferred to other sub-regions Fundors found for the creation of the trusts
ACTIVITY 2	2.1. Commission scoping study of how best to roll out new competency based learning system for Pacific CSOs	Study completed	Copy of the study	
	2.2. Development and roll out of new competency-based learning system for Pacific CSOs	Development of learning system completed	Copies of the new learning system	The study on how best to roll out new competency-based learning in the region provides appropriate and affordable options for the Pacific
	2.3. Development of curriculum and delivery mechanism (build on vocational learning centers within PICs), possibly through tendering process	Curriculum developed Delivery begins in the region	Copies of the curriculum Correspondence Training completion reports	The new competency based learning system is viable for the Pacific
	2.4. Creation of a 'train-the-trainers' programme within the competency curriculum to train key people in the CSO community of each country (across a range of organizations) to deliver scaled down versions of the full curriculum	Curriculum developed Delivery begins across the region	Copies of the curriculum Correspondence Training completion reports	The new competency based learning system is viable for the Pacific

	2.5. Increasingly transfer training mechanisms through to NLUs and the CSO community to integrate peer-to-peer learning within CSOs	NLUs and other national CSOs begin to deliver aspects of the new competency based learning system	Training completion reports	NLUs (and national CSOs) are provided with enough support to appropriately deliver the training
ACTIVITY 3	3.1. Provide training in modern 'soft' management techniques for senior management within CSOs (see training competencies below)	Curriculum developed Training begins	Copies of curriculum Correspondence Training completion reports	The new competency based learning system is viable for the Pacific
	3.2. Create Pacific CSO policy and procedure templates	Template created	Copies of template	Templates are developed which are relatively general but are able to be easily adapted to different jurisdictions, size or types of CSOs
	3.3. Create informal horizontal peer-to-peer mentoring networks of senior CSO management within countries	Networks created	Correspondence	There is enough support within CSO communities for the establishment and continued operation of these types of networks
	3.4. Develop a CSO board induction process to be delivered annually by NLUs in the region	Induction process created Completion of training on how to deliver the course Course is delivered around the region	Copies of curriculum Correspondence Training completion reports	NLUs are provided with enough support to appropriately deliver the training

	3.5. Develop CSO board manual templates	Template created	Copies of template	Templates are developed which are relatively general but are able to be easily adapted to different jurisdictions, size or types of CSOs
ACTIVITY 4	4.1. Develop CSO strategic planning templates	Templates created	Copies of template	Templates are developed which are relatively general but are able to be easily adapted to different jurisdictions, size or types of CSOs
	4.2. Hold joint facilitated planning sessions with groups of CSOs in the Pacific (to be organised by NLUs)	Planning sessions held	Minutes of meetings	NLUs are provided with enough support to hold sessions
ACTIVITY 5	5.1. Work with donors to allow CSOs to work alongside them on M&E missions to develop practice-based experience in M&E	CSOs participate in joint M&E missions with donors	Mission completion reports	Donors see value in letting CSOs participate in joint M&E mission
	5.2. Develop a modified capacity assessment questionnaire – based on the one utilized in the creation of this document – to be used by CSOs to monitor their capacity development as the plan is put into action.	Questionnaire completed	Copies of questionnaire	
	5.3. Develop a CSO M&E workbook and training course	Workbook and training course completed	Copies of workbooks	

	5.4. Roll-out M&E training via NLUs	M&E training carried out across the Pacific	Copies of curriculum Correspondence Training completion reports	
	5.5. NLUs to hold annual M&E retreats (before annual planning meetings) to provide feedback on M&E data gathered during the year, and how to incorporate it into strategic planning documents	M&E retreats held	Meeting minutes Meeting completion reports	NLUs are provided with enough support to hold forums
	5.6. Create a virtual web network for M&E expertise, using blog technology to provide an environment where CSOs can answer questions about M&E practice	Web network completed	Number of hits on web site	Enough CSOs are able to access the internet
ACTIVITY 6	6.1. Provide training in communications and the use of web enhanced communication techniques for communications staff within CSOs	Curriculum developed Training begins	Copies of curriculum Correspondence Training completion reports	
	6.2. Provide training in media relations for communications staff within CSOs	Curriculum developed Training begins	Copies of curriculum Correspondence Training completion reports	
	6.3. Technical and funding assistance for the creation of websites and blogs for CSOs	Websites created Blogs created	Able to access websites	CSOs are able to access internet technology

6.4. Linking of national CSOs within different countries to a virtual information network (centered on the country's NLU) to provide a resilient network for information sharing across the country	Creation of network	Able to access network	Able to access internet technology
6.5. Creation of NLU web pages to act as a central information site for national CSOs	Websites created	Able to access websites	CSOs are able to access internet technology
6.6. Additional funding provided to NLUs to obtain appropriate computer and internet infrastructure and expertise to act as a central web hub for their respective countries	Funding agreements	NLUs are able to purchase and maintain computer and internet infrastructure	CSOs are able to access internet technology
6.7. Fund forums to bring government agencies and CSOs together with donors (possibly different meetings for different sectors) to promote understanding of mutual benefit of agencies working together	Forums held	Correspondence Meeting minutes Meeting completion reports	NLUs are provided with enough support to hold these forums
6.8. Create of peer-to-peer networks of CSOs' communication staff to ensure ongoing learning of new communication techniques and provide focal point for the transfer of information between agencies (extra support should be provided to NLUs for CSOs which do not have communications staff)	Networks created	Correspondence	

6.9. Provide support for non-PRNGO affiliated national CSOs to affiliate to PRNGOs, possibly as associate members, to enhance their regional networks	Non-affiliated national CSOs across the region belong to PRNGO networks	Memorandums of Understanding	
6.10 Linking of CSOs within different sectors to a virtual information network (possibly centered on PRNGOs) to provide a resilient network for information sharing across the region	Creation of network	Able to access network	CSOs are able to access internet technology
6.11. Work with donors and possible private sector sponsors (such as Microsoft and Dell) for the establishment of a Pacific ICT fund to provide low cost computing and internet infrastructure for CSOs	Pacific ICT fund created	Notice of incorporation	External corporate donors are willing to engage with CSOs
6.12. Linking with broader CSO networks in the Asia-Pacific region to create virtual sectoral information networks	Creation of network	Able to access network	CSOs are able to access internet technology





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