

INTERNATIONAL CENTER FOR BIOSALINE AGRICULTURE

TAMKEEN

Findings Report – Capacity Building Programs Review



November 2016

Supported by

**BILL & MELINDA
GATES foundation**



Prepared by



This report is produced by the International Center for Biosaline Agriculture (ICBA) in contribution towards the design and development of the Arab Women Scientists Leadership Program – TAMKEEN.

Exploring Capacity Building as a concept in general, and exploring and understanding the structure and practical application of successful capacity building programs and strategies specifically, has been determined as a key step in the design and development of the TAMKEEN program. Such exploration and understanding provides insights into effective methods of designing capacity building programs and potential challenges facing effective and efficient implementation, offering ICBA an opportunity to incorporate successful methods and effective capacity building strategies and concepts into the design of the TAMKEEN program. Furthermore, such exploration and understanding offers ICBA an opportunity to plan for impact beyond the individual women scientist level and to include potential impact for capacity building at an institutional, social and community levels, thereby improving the state of scientific research and development in the region in general, and elevating the state of Arab women scientist in the region specifically.

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1. Capacity Building – General Overview

Capacity building is a conceptual approach to social or personal development that focuses on understanding the obstacles that inhibit people, governments, international organizations and non-governmental organizations from realizing their development goals while enhancing the abilities that will allow them to achieve measurable and sustainable results¹. Community capacity building often refers to strengthening the skills, competencies and abilities of people and communities in developing societies so they can overcome the causes of their exclusion and/or hardships².

The United Nations Development Programme (UNDP) was one of the forerunners in developing an understanding of community capacity building for development purposes. UNDP outlines that capacity building takes place on an individual level, an institutional level and the societal levels³.

- Individual level – Community capacity-building on an individual level requires the development of conditions that allow individual participants to build and enhance knowledge and skills. It also calls for the establishment of conditions that will allow individuals to engage in the "process of learning and adapting to change"⁴.
- Institutional level – Community capacity building on an institutional level should involve aiding institutions in developing countries. It should not involve creating new institutions, rather modernizing existing institutions and supporting them in forming sound policies, organizational structures, and effective methods of management and revenue controls⁵.
- Societal level – Community capacity building at the societal level should support the establishment of a more "interactive public administration that learns equally from its actions and from feedback it receives from the population at large." Community capacity building must be used to develop public administrators that are responsive and accountable⁶.

1.1 Capacity Building: Many Definitions with Common Principles

Organizations and institutions worldwide have adopted various definitions for capacity building (see Appendix 1: Definitions of Capacity Development: What leading organizations think). These various definitions are ultimately based on common principles and objectives. Figure 1 offers an overview of capacity building definition, principles and objectives that are most suited for use within the context of this report.

Figure 1: Capacity Building Definition, Principles and Objectives

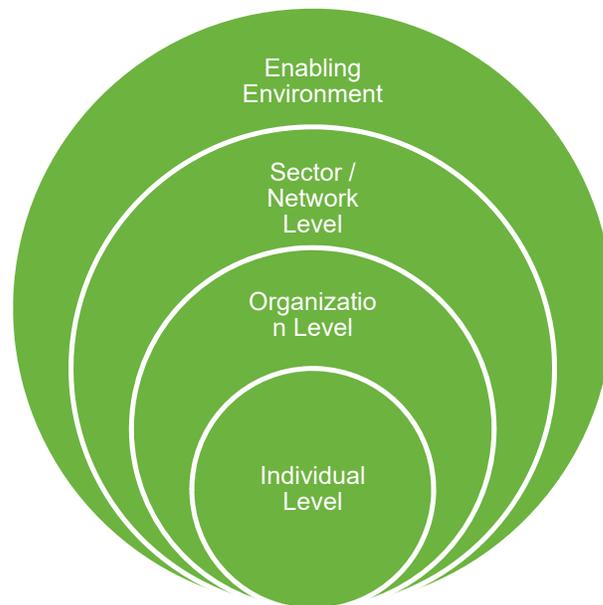
Capacity Development: Definition "Capacity development refers to the approaches, methodologies and strategies used by developing countries, and/or external stakeholders, to improve performance at the individual, organizational, network/sector or broader system level"	
Capacity Development: Principles <ul style="list-style-type: none">• Broad based participation and locally driven agendas• Building on local capabilities• Ongoing learning and adaptation• Long term investments• Integration of activities at various levels to address complex problems	Capacity Development: Objectives <ul style="list-style-type: none">• Enhance or more effectively utilize skills, abilities and resources• Strengthen understanding and relationships• Address issues of values, motivations, attitudes and conditions in order to support sustainable development

2. Capacity Building: A Conceptual Framework

The conceptual framework for Capacity Building recommended for the TAMKEEN program draws on other models and conceptual frameworks, which have been developed in recent years (for e.g. UNDP⁷, Hilderbrand and Grindle⁸ and OECD⁹). It suggests that there are four levels of capacity—individual, organizational, network/sectoral and the enabling environment (see Appendix 2: Capacity Development: Why, What and How).

Each of these represents a level of analysis, as well as a possible entry level for a Capacity Building intervention. This framework emphasizes the need to understand the problem from these various relevant dimensions and also recommends the thorough analysis of opportunities and constraints at each level in order to find windows of opportunities that can be seized through strategic and integrated solutions. Figure 2 presents these highly intertwined levels of capacity that are critical to analyze.

Figure 2: Levels of Analysis for Effective Capacity Building



3. Systematic Capacity Building Process

Systematic Capacity Building ensures the presence of an effective and well thought-out approach and process towards capacity building. UNDPs 2008-2013 “Strategic Plan for Development” (See Appendix 3: Systematic Capacity Building Process) promotes a five-step process for systemic capacity building that will be referenced for the development of the TAMKEEN program, and that is rooted in ***stakeholder engagement, assessing capacity needs and assets, formulating a capacity building response, implementing the response and evaluating results and impact.***

4. Regional and International Capacity Building Programs: A Review of Best Practices

This section of the report examines a selection of Regional and International Capacity Building Programs that have developed a reputation for their effectiveness with the field of capacity development.

4.1 AWARD Africa

www.awardfellowships.org

4.1.1 Overview

AWARD is a career-development program that since 2008 has, through tailored fellowships, equipped top women agricultural scientists across sub-Saharan Africa to accelerate agricultural gains by strengthening their science and leadership skills. The AWARD Program is cultivating a growing pool of African women to be effective within Agriculture Research and Development institutions, responsive to gender issues in the service of women, without excluding men and technically competent to generate innovations needed by rural smallholders, most of whom are women.

AWARD Africa was established from the notion that African agricultural research institutes are in danger of missing the critical range of diverse perspectives necessary to develop appropriate technologies. AWARD believes that the science, technology, and innovation capacity of Africa would be strengthened through greater participation of its women.

To that extent, AWARD aims to significantly expand and strengthen the capacity of African women scientists, recognizing their vital contribution to science and research. AWRD believes that Africa's green revolution will be accelerated when the wastage of human talent is halted and when women's experiences are brought back to the field and the laboratories.

4.1.2 Vision & Mission

AWARD's vision is to be a robust, resilient, and gender responsive agricultural innovation system working to drive prosperity and food and nutrition security for Africa.

AWARD's mission is centered on investing in African women scientists and institutions to deliver innovative, sustainable, gender-responsive agricultural research and development.

4.1.3 Reach and Approach

African women scientists from 16 countries (Ethiopia, Ghana, Kenya, Liberia, Malawi, Mozambique, Nigeria, Rwanda, Tanzania, Uganda, Zambia, Burkina Faso, Cameroon, Côte d'Ivoire, Mali, and Senegal) have benefited directly as AWARD Fellows. In 2016, AWARD had 465 fellows enrolled in its fellowship program.

AWARD Fellows benefit from a two-year fellowship focused on: 1) **fostering mentoring partnerships and 2) training to develop: a) leadership capacity and b) science skills and 3) fostering fellow outreach**. Following a highly competitive process, the fellowship is awarded on the basis of intellectual merit, leadership capacity and the potential impact of the scientist's research to improve the livelihoods of small holder farmers.

4.1.4 Fostering Mentoring Partnerships

Every scientist who wins an AWARD Fellowship is matched with a mentor—a senior professional—who volunteers for one year to guide the AWARD Fellow in her career development. Both men and women are eligible to volunteer as AWARD Mentors; currently 46 percent of the program's 397 mentors are men.

Benefits to Mentees

Mentoring in AWARD is specifically designed to help AWARD Fellows to become more technically competent, more confident, more visible, and better networked, as they build their research and leadership skills.

In the second year of the program, fellows in return mentor a junior scientist (known as an AWARD Fellow's Mentee).

Benefits to Mentors

The process doesn't only benefit mentee's, but also extends to include the following benefits for mentors (both external mentors and AWARD Fellow Mentors):

- Expanded network of colleagues in African Agriculture Research & Development Field
- Exposure to new ideas and methods from fellows
- Skills development via participation in AWARD training courses
- Deepened understanding of gender issues in Agriculture Research & Development
- Opportunity to develop and practice a more personal leadership style
- Enhanced skills in mentoring, listening, role modeling and leadership through AWARD's training programs
- Additional recognition and respect by colleagues and those in leadership
- Personal satisfaction of contributing to the development of Africa's Agriculture Research & Development talent pool

Matching Process

AWARD applicants are asked to recommend two potential mentors. AWARD also has a database of potential mentors. Mentors are drawn from these two sources, and AWARD's Mentoring Coordinator pairs them with fellows.

AWARD tries to match fellows with their proposed mentors. In cases where no suitable mentors are proposed, or a fellow could not find a mentor, the AWARD Mentoring Coordinator will assist in finding a suitable mentor.

Once paired, both fellows and mentors are asked to comment on the match. If either of the two is not entirely happy, the AWARD Mentoring Coordinator will suggest a different match. It is important that both partners in this relationship are comfortable with each other. Rematches are also possible during the mentoring period, but this disrupts the mentoring process. If rematches are necessary, early decisions are recommended.

Mentoring Orientation Workshop

AWARD Fellows and Mentors attend an AWARD Mentoring Orientation Workshop to officially start the relationship. At this workshop, they are equipped with guidelines and tools to help them get to know each other's personality and working style. Each mentoring relationship is tailored to meet the AWARD Fellow's career development goals.

The workshop aims to help mentees and their mentors establish a productive working relationship centered around three career goals in leadership and science skills. The mentees and mentors, who are typically colleagues from the same institution but at different levels, work together over the course of one year to establish these goals.

The five-day AWARD Mentoring Orientation Workshop introduces fundamental principles of formal mentorship to both mentors and mentees that enables them to start building these crucial professional relationships.

Workshop Objectives

- Clarify roles and expectations of both mentors and mentees
- Establish solid working relationships for mentors and mentees
- Create a supportive and collaborative network among mentors and mentees

Frequency and Location of Meetings

Mentors and fellows should be within the same country, or even better, the same town (vicinity) to facilitate the monthly meetings. Only in special cases does AWARD permit a fellow to be paired with a mentor who lives outside her country.

Mentors and Fellows meet a minimum of once a month for one to two hours. Meetings sometimes are held more often, as required. The first mentoring session is usually held in the fellow's office, so that the mentor becomes familiar with the fellow's work environment. Future meetings should be held in a neutral place, such as a park, cafe, or meeting room. Due to potential distractions and/or interruptions, it is advisable to avoid meeting in the mentor's office, except in unavoidable circumstances.

4.1.5 Training: Leadership Capacity Building

AWARD is explicitly designed to help African women in agricultural science increase their visibility and to empower them to serve as champions of rural women. Through AWARD's tailored leadership training, fellows learn to navigate organizational gender issues, leverage team talents, manage conflict, and use influence appropriately.

AWARD Fellows with post-bachelor's degrees attend the AWARD Leadership Skills Course; those with post-master's or post-doctoral degrees attend the AWARD Women's Leadership and Management Course. Each fellow also practices her leadership skills by organizing a role-modeling event designed to inspire girls and young women to consider careers in agricultural science.

AWARD Leadership Skills Course: Post-Bachelor Fellows

The program has a central focus on presentation, negotiation and team-building skills and employs self-analysis and participation in-class group exercises during the program to assist participants in developing personalized development plans catering to their individual strengths and development needs. Skill sets addressed through the program include:

- 1) Effective Presentation Skills
- 2) Developing Confidence
- 3) Listening Skills
- 4) Giving and Receiving Feedback
- 5) Time Management
- 6) Task Management
- 7) Developing Assertiveness
- 8) Influencing Skills
- 9) Negotiation Skills
- 10) Conflict Resolution Skills
- 11) Networking Skills
- 12) Personal Leadership Styles

AWARD Women's Leadership and Management Course: Post-Masters and Post-Doctoral Fellows

Composed of women participants and trainers, the course is focused on providing a safe environment that fosters candid conversations about specific leadership challenges that women face, and encourages participants to explore responses that are sensitive to gender and diversity.

Designed to reinforce the skills needed to enhance leadership and managerial effectiveness, the course includes practical sessions on sustaining team performance, managing conflict, and creating alliances to achieve research and business results.

A 360-degree review of each participant's current management and leadership skills is incorporated, tailoring the curriculum to individual needs and giving participants the opportunity to work on their specific workplace challenges.

Course Objectives

This seven -day course is designed to help participants:

- 1) Apply information gained from skill and style inventories to strengthen their leadership and managerial effectiveness
- 2) Use essential communication, feedback, and facilitation skills to enhance their leadership effectiveness
- 3) Build and sustain effective team performance
- 4) Manage interpersonal conflict constructively
- 5) Develop strategies to influence and build alliances for gender responsive policies and practices
- 6) Incorporate an increased awareness and understanding of gender implications in personal and professional development
- 7) Draw upon a network of colleagues for personal and professional support, guidance, and assistance
- 8) Adapt course skills, knowledge, and tools to real work challenges

Course Topics

- Defining the difference between leading and managing
- Undertaking dialogue, facilitation, feedback and dealing with conflict;
- Maximizing the diverse contributions of team members;
- Using appropriate personal and organizational power and influence;
- Developing and sustaining high team performance through leadership that supports team member behaviors.

4.1.6 Training: Science Skills Building

Science Skills

AWARD's Science Skills course covers a general introduction to research methodology, research ethics and gender issues in Agriculture Research & Development. It includes communication and presentation skills, social competence, and personal branding.

Presenting their work at conferences increases scientists' visibility while enabling them to expand and exploit new and existing networks, building their confidence to "sell" their research ideas to peers and funding agencies. The course also is designed to build participants' capacity to effectively explore and

use electronic libraries and reference management software.

Participants also learn aspects of linking research to policy by “translating” research evidence that could inform agricultural policy development.

An important part of the course that participants have appreciated is basic skills in gender-responsive research and gender-disaggregated data collection and analysis. The course also covers different forms of science writing for various audiences, and research proposal writing to attract grants to conduct research.

The six-day course is very hands-on, involving fieldwork and using participants’ actual draft manuscripts and proposals.

General Course Objectives

- Learn different forms of scientific writing, including policy briefs
- Gain competence through hands-on use of electronic libraries
- Develop basic skills in gender responsive research and gender disaggregated data collection and analysis
- Gain confidence in diverse environments, and improve presentation and personal branding skills
- Increase understanding of ethical research
- Pick out and align the elements of their research that are important for creating an appealing sales pitch

Research Proposal Writing

Successful scientists write proposals that win grants to enable research to generate technologies and innovations, and whose results can then be published in a variety of forms for different audiences.

The core training of this course grounds participants in the skills required for effective research proposal writing in order to raise funds from different donors. These include the steps in developing a research proposal from a concept note, and writing with clarity and purpose.

Participants are required to provide in advance the idea, problem, objectives, methodology, and justification why their concept note should be funded, and are encouraged to bring a draft proposal they are working on to the hands-on training.

By the end of the session on Research Proposal Writing, participants will have:

- Developed a successful concept note including the central research problem, objectives and methodology, result framework and budget
- Gained skills to turn the concept note into a full proposal following donor guidelines

Science Writing

Participants gain the skills and tools required to write and edit science papers, and to “translate” research evidence into language that can inform agricultural policy development. The course addresses the importance of publishing research findings to attract funding, and the relevance of establishing a personal scientific track record. Publishing in science journals opens up opportunities for promotion at work as well as knowledge sharing with peers.

Participants are required to provide in advance a draft paper they are working on for use during the hands-on training.

By the end of the training in Science Writing, participants will have:

- Acquired skills in clear communication for science writing that targets specific audiences
- Strengthened their critical thinking and analysis capacity when writing specific papers for peer review
- Improved preparation of specific posters and presentations for various audiences

4.1.7 Fostering Fellow Outreach

Each fellow also has the practical experience of hosting a role-modeling event to introduce other women - young students or colleagues - to the importance and rewards of careers in agriculture. This offers fellows a way to practice leadership skills, to impact the landscape of agriculture research and development in their regions, to impact future talent sustainability in the field and to champion the growth of women researchers and scientists in the agriculture field.

4.1.8 Partnerships: Driving Impact at Enabling Environment, Sector/Network and Organizational Levels

AWARD has engaged with over 330 African Institutions to bring about change in various different ways in support of its vision and mission. One way in which AWARD is transforming local institutions is through its leadership series training provision to various organizations and institutions across Africa.

AWARD offers the leadership series to individuals from research institutions, international organizations, and academic institutions across Africa. To date, over 500 women have had the opportunity to improve their leadership and negotiations skills through these leadership series. Recognizing that the management of collaborations and partnerships is essential to good leadership, and due to demand, AWARD opened up its courses to men and women working with various institutions, including National Agricultural Research Systems (NARs), universities, the United Nations Food and Agricultural Organization (FAO), the World Bank, the United Nations Environment Program (UNEP), among others.

Research findings on the impact of these courses show that leadership transformations came about from a “breakthrough” during the course that led to sustained post-course behavioral change, resulting in the participants overcoming earlier leadership dilemmas. As such, AWARD is committed to provide these services to organizations and institutions across Africa to drive change and impact at the levels of the enabling environment, sectors and networks and organizations.

The courses offered here include:

Mentorship through its **Mentorship Orientation Workshop** (*for complete outline of workshop refer to previous section on Fostering Mentorship Partnerships*)

Gender Mainstreaming Series

AWARD envisions an African Agriculture Research & Development landscape that is gender responsive, with organizations, policies, technologies and programs that include the voices of both women and men. Currently, it is common to find that gender mainstreaming efforts are confined to a desk “manned” by a woman. In order for Agriculture Research & Development to develop in terms of reach and impact, gender transformation, i.e. the integration of gender issues in every aspect of an institution’s work, must be embraced.

Gender Training for Senior Managers and Leadership

AWARD offers a half-day course that is ideal for busy senior staff of institutions. It is important for leaders and decision makers in Agriculture Research and Development institutions to understand the benefits of gender-responsiveness and thus allocate resources appropriately. The course aims to introduce key concepts of gender mainstreaming.

Course Objectives

By the end of the half-day, participants will:

- Have a common understanding of gender in Agriculture Research and Development
- Understand the implications of gender in Agriculture Research and Development and institutions
- Appreciate the relevance of gender in research
- Know how to generate gender issues

Engendering Agriculture Research for Development

This three-and-a-half-day course is the latest in AWARD's training stable and aims to enable research scientists to understand, recognize and take advantage of gender concepts in every aspect of their work.

Participants learn the relevance of gender roles and dynamics in research in order to get the best possible results. They also gain knowledge and skills in the different tools and approaches required for effective gender research and mainstreaming.

Course Objectives

At the end of the course, participants will be able to:

- Articulate and work with the different gender concepts
- Select and use appropriate tools for gender research
- Make informed decisions on which approaches to include in their research
- Mainstream gender effectively in their research work and generate gender-related publications

Leadership Series

Leadership training is an area that no institution desiring growth and sustainability can afford to ignore. As African Agriculture Research and Development gains momentum, there is need to intentionally prepare entry, middle and senior level professionals for roles that could impact the choices and decisions made by the institutions and, indeed, entire regions.

AWARD offers four distinct leadership courses aimed at empowering professionals in different areas and levels of Agriculture Research & Development.

Leadership for Agriculture Research & Development

This course is designed for middle to senior level managers, both women and men, in research organizations. It aims to reinforce the visions and policies of ARD institutions, by providing leadership based on values such as inclusiveness, transparency, integrity, and efficiency.

The five-and-a-half-day course has four unique features: it focuses on gender responsiveness; it is rooted in the African context and values; it is grounded in real-life experiences and challenges; and it recognizes best practices in global leadership.

Course Objectives

By the end of this course, participants will be able to:

- Identify personal and other leadership styles and know how to apply them strategically
- Have increased self-awareness through identifying personality preferences, particularly as they pertain to emotional intelligence
- Strengthen their ability to lead diverse groups
- Improve their ability to have and work through challenging conversations

Leadership Skills for Career Development

This is a course targeting emerging male and female scientists and administrators with entry level responsibilities. It focuses on building their leadership capacity while they are in their organizations and results in a strong and loyal workforce that can grow from “within” whenever new or vacant positions become available.

Participants learn how to navigate organizational gender issues, leverage team talents, manage conflicts, and use influence appropriately.

Course objectives

By the end of the five-day course, participants’ effective leadership skills will be demonstrated by:

- Strengthened self-esteem, assertiveness, and confidence
- Increased ability to listen actively and conduct feedback sessions
- Developed negotiation skills
- Improved presentations skills

Women’s Leadership and Management

Outline covered previously under Training: Leadership Capacity Development section.

Enhancing Negotiation Skills for Women

This course equips women in supervisory positions, including board members, with the ability to negotiate for their teams, organizations, and themselves. Effective negotiators work for the promotion of their institution’s interests as they build collaborative relationships with different stakeholders, manage change and come across conflict situations.

The four-day course is ideal for women who work for national, regional and international organizations as it opens them up to hidden contexts, barriers and opportunities. One highlight of this course is Third Party Dispute Resolution mechanisms—understanding the role of third parties in resolving conflicts.

Course Objectives

By the end of the course, participants will be able to:

- Recognize the fundamentals of different negotiation models
- Understand the multiple ways gender plays out in shadow negotiation
- Assess their own bargaining strengths and weaknesses
- Use strategies to position themselves as effective negotiators

Science Skills Series

Outlines of courses offered covered previously under Training: Science Skills Building section.

Advanced Science Training at World-Class Research Institutions

AWARD has been successful in attracting a number of key partnerships for the provision of Advanced Science Training. Towards the end of their AWARD fellowship, post-graduate fellows are given the

opportunity to write research proposals and compete for attachments to institutions around the global. AWARD is supported by CIGAR centers, African Universities and Private Sector Partners and Key Universities in the USA.

4.1.9 AWARD: A Unique Empowering Model

AWARD Africa is built on a unique model of capacity building that leads to the empowerment of African women scientists working in the field of Agriculture Research & Development. Below is an outline of the some of the unique aspects of the empowerment model at AWARD – aspects that sets it apart from other capacity building programs.

Continuity of research during fellows’ two-year fellowship with AWARD

Women selected for the two-year fellowship with AWARD remain within their research and / or academic institutions they are currently tied to. This has been set up to ensure continuity of career paths for selected fellows as research has shown that even after the completion of Masters and Doctoral degrees, women scientists and researchers were twice as likely as men to drop out from their research career due to gendered organizational dynamics that challenge women to stick to their careers in science and grow.

Strengthening both Science and Leadership Skills

AWARD tackles the development both hard and soft skills for its fellows, focusing on science skill building as well as leadership capacity development.

Women empowering Women to contribute more effectively to food security

AWARD purposely selects women who are already serving or have great potential for serving women farmers. This is one of the key criteria for selecting who gets accepted on the program.

Fellows working in a wide range of disciplines

AWARD covers the full range of issues that are relevant to what happens for the small-holder farmers. Water management to climate change, from soil health to crop reading, live stock diseases to forestry. This fosters building networks across geographies and building networks across disciplines.

Nourishing the talent pipeline at post-Bachelor’s, post-Master’s, and post-Doctoral levels

Research has shown that most of the loss in pipeline of women scientists and researchers happens at the post-Bachelor level, which led to AWARD opening up its program to include post-Bachelor fellows. Additionally, research has also shown that many women working in senior positions in research and development institutes, leading research teams and managing projects, were holders of Bachelor’s degrees, challenging the perspective that Bachelor holders are junior staff and thereby not eligible for development targeted at mid-career researchers.

No Age-Limit: 40% of AWARD Fellows are older than 40 years

Research showed that African women are able to pursue their careers fully once their kids have grown older. However, women at this age are not eligible for many capacity development programs that specify an age limit, thereby limiting their opportunities for growth and development. Due to this reason, AWARD abolished the age limit on the program to capitalize on a significant portion of talent within the above 40 years old age group.

A strong program that is built on four cornerstones

The program is focused on capacity development through fostering mentoring partnerships, building science skills and developing leadership capacity. A full fourth cornerstone of the program is ***Learning, Monitoring and Evaluation***, lending criticality of this aspect to the entire program.

4.1.10 Measuring Empowerment

AWARD invests heavily in learning, monitoring and evaluating its empowerment and capacity development efforts. To that extent, AWARD developed a Monitoring & Evaluation (M&E) System that was rooted first in understanding the current baseline of the status of African Women in Agriculture Research & Development in Africa (for e.g. identifying the number of women scientists in agriculture vis-à-vis total number of agriculture scientists; identifying the number of women in leadership positions within Agriculture Research & Development Institutions in Africa, etc.). This benchmarking research was conducted by AWARD across 125 Agriculture Research & Development institutions in Africa. This exercise allowed for gender-aggregated data that was lacking.

Principles for AWARD Monitoring and Evaluation (M&E) System

The AWARD M&E system is rooted in five key principles:

1. Empowering for Africans: This ensures the system is driven to impact empowerment and serving fellows and partners as opposed to be dedicated to answering to donors
2. Results focused, recognizing complexity
3. Credible, rigorous, ethical methodologies
4. Innovative
5. Management Priority

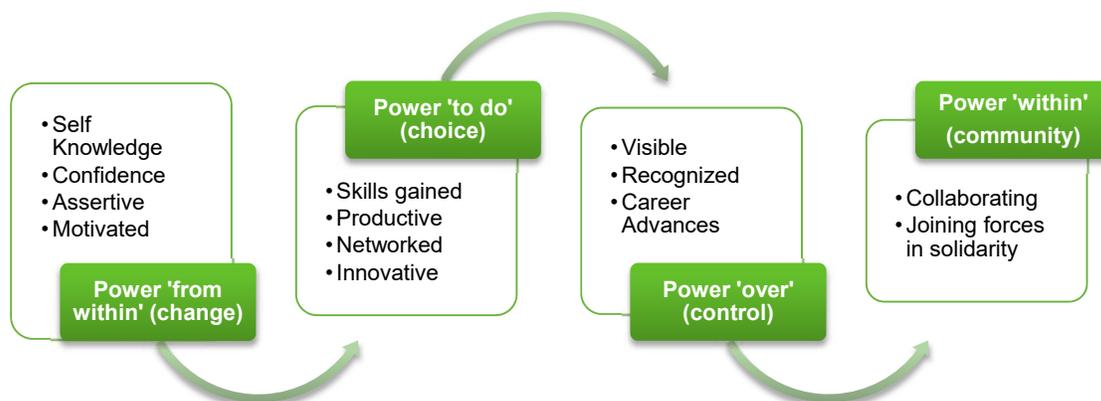
Theory of Change

AWARD developed a “theory of change” model to understand what elements are under its control to be measured and evaluated. AWARD has a focus on the **quality** of what it offers to fellows. It also is focused on program sustainability – for e.g. all training offered by AWARD is run by local African trainers that AWARD have helped develop and grow.

AWARD Empowerment Model

The empowerment model developed by AWARD allows it to develop an understanding of all aspects that AWARD can impact through offering its fellowship. This model (see Figure 3) presents aspects of “power” that can be expanded among fellows through their participation in the program. AWARD helps fellows expand their “power” among all four quadrants, upon which they consider the fellows “empowered”. An additional quadrant has been added recently to include the power to empower others.

Figure 3: AWARD’s Empowerment Model



Based on the above, measuring the impact and results happens through collecting, documenting and analyzing: 1) Data on Impact gathered from fellows, supervisors and institutions where fellows are active 2) Data on outcome attainment gathered from fellows, mentors, mentees, colleagues and supervisors and institutions where fellows are active and 3) Data on Activity Implementation gathered from fellows and partners.

4.2 Vital Voices: Grow Fellowship

www.vitalvoices.org

4.2.1 Overview

There are an estimated 12 million women owned small-and medium-businesses around the world, 7 million of which are located in developing countries. These businesses and the women who lead them have the potential to be a powerful force for building prosperity through GDP growth and job creation. While the potential for economic contributions are significant, women business owners face challenges in accessing the support services they need to grow, such as access to networks, training, financing and markets. With generous support from the ExxonMobil Foundation, Vital Voices created the VV GROW Fellowship, the only accelerator of its kind to partner with women business leaders to address their key obstacles to growth and to enhance their leadership impact.

4.2.2 Vision & Mission

Vital Voices Global Partnership is the preeminent non-governmental organization (NGO) that identifies, trains and empowers emerging women leaders and social entrepreneurs around the globe, enabling them to create a better world. Vital Voice's mission is to identify, invest in and bring visibility to extraordinary women around the world by unleashing their leadership potential to transform lives and accelerate peace and prosperity in their communities.

4.2.3 Reach & Approach

The Vital Voices GROW Fellowship is a highly competitive one-year accelerator program for women owners of small- and medium-sized businesses. The program includes **customized business skills training, technical assistance, leadership development, and access to networks** to grow their business and increase their leadership impact. Through global and regional online and in-person interventions, fellows focus on strategy and long-term business value paired with action-oriented plans. They amplify their role as leaders in their businesses and their communities to ultimately create jobs, stimulate long-term economic growth and produce wider social benefits.

The one-year program timeline consists of 4 phases in the following order:

- **Selection & Assessment Phase:** A competitive participant selection process and business needs assessment
- **Virtual Training Phase:** 4-6 months of weekly webinars and Harvard ManageMentor courses and network building via webinars and peer/small group calls. This phase focuses on building fellows' capacities in core business and leadership areas, aligned with their development needs. This phase also includes submissions of weekly assignments to gauge fellow progress and understanding of key concepts examined.
- **In-Person Training Phase:** 4-day in-person trainings in each region featuring group sessions, one-on-one advising, and networking opportunities. During this phase, fellows are advised on how to create an action plan outlining how they will accomplish their business growth goals.
- **Growth Services and Support Phase:** 5-6 months of tailored services such as small grants (potential), one-on-one advising through mentorship and coaching from mentors, VV staff, peers and local community leaders and technical assistance. Throughout the last 6 months of the fellowship, Vital Voices staff work with fellows to connect them to individualized growth services and support, based on the goals and action items in their action plan

Reach and Profile of Fellows

The VV GROW Fellowship works with women that have ***owned and operated their businesses for at least three years, employ a minimum of three full-time employees, generate an annual revenue of no less than \$40,000, have demonstrated leadership within their community and have authority to make critical decisions within their businesses.*** Fellows are driven to build skills and make changes to grow their businesses. They are also committed to “paying forward” the investment Vital Voices makes in them through a variety of means, such as through taking their knowledge, skills and expertise and sharing it with others, increasing the number and influence of women role models in their businesses and communities.

4.2.4 Fostering Mentoring Partnerships

The Vital Voices GROW Mentoring Program pairs women owners of small-and medium-sized businesses with corporate executive mentors. For six months, mentors and mentees work together to define and make progress toward short-term business growth goals. The program incorporates mentoring best practices from partner organizations in 10 countries and facilitates individualized business advice, confidence building and networking opportunities. The mentees amplify their role as leaders in their businesses and their communities to ultimately create jobs, stimulate long-term economic growth and produce wider social benefits.

4.2.5 Training

Focus Areas

The core capacities that Vital Voices Grow focuses on are in the following areas:

- Business Planning
- Leadership
- Financial Management
- Networking
- Marketing

Training: Virtual Learning at Vital Voices Grow

Fellows have access to 12 business management and leadership courses through the Harvard Business School Publishing’s online platform – Harvard ManageMentor (HMM) – for one year. Fellows also have access to 17 interactive webinars led by expert trainers from across the globe on the core capacities outlined above.

Throughout the virtual training phase, fellows assess the current state of their business and leadership, analyze their business for growth opportunities and define specific business growth goals. Through a series of weekly webinars, online courses, assignments and one-on-one calls with peers and Vital Voices trainers, fellows build their knowledge about marketing, networking, business planning, financial management and leadership – the core topics of the program.

In partnership with Harvard Business Publishing, Vital Voices enables fellows to access a series of online courses through Harvard ManageMentor, the on-demand learning and performance support resource for leadership and management skill development. In addition, fellows identify their personal mission (“driving force”), undergo a strengths assessment, create a Business Model Canvas (BMC) and engage in facilitated virtual networking opportunities.

The Virtual Training aspect for the program is designed to intentionally develop fellows’ leadership abilities along with business tools. This is done through:

- 1) Offering calls with trainers
- 2) Providing a consistent structure that includes a weekly webinar and homework assignment
- 3) Building content successively and incrementally
- 4) Applying all content to the individual's actual business rather than a theoretical situation.

The structure of virtual learning at VV Grow is particularly suited to busy individuals in that it enables remote interaction between fellows, delivers content in manageable, regular increments, and fosters constant, big-picture thinking. When done well, virtual business training programs enable a certain kind of *attention* – taking a step back and a clear look at one's current situation and opportunities, and at a business' condition and gaps, amidst the competing demands of work and life. It enables trainees to lean back while they lean in.

4-Day in-person Regional Training Workshop

Over the four-day training, fellows delve deep into their ***brand stories, networking strategies, financial management practices and leadership and business growth plans***. Throughout the training, they learn from each other, they grow their networks, acknowledge the significance of their leadership, and build their confidence.

Cultivating a woman's leadership capacity is a cornerstone of all Vital Voices programs. VV GROW fellows examine during this workshop ***their leadership strengths and define their 'driving forces.'*** ***They are guided to apply the learning gained to their businesses by refining their business missions, examining their management styles, and ultimately recognizing the importance that their leadership*** has on the growth of their business and impact on their community.

Fellows not only benefit from the expertise offered by trainers, but serve as invaluable resources to one another. Eager to support each other on their business growth journeys, fellows with expertise in areas such as finance, social media or marketing are encouraged to contribute to sessions by sharing best practices, offering individual support and personal anecdotes.

Coming together at the in person training helps reaffirm what many fellows already knew– they had all faced or were facing similar professional and personal challenges. Fellows can brainstorm solutions, share strategies, and open up about their personal lives. The sessions allows for acknowledged comfort among fellows in knowing that they are not alone.

Growth Support Services – A story from the field



Isabelle L. Mevs is the co-founder and CEO of Stars Industries S.A. (SISA), a food company that manufactures a wide variety of products – particularly hot sauce – using local Haitian ingredients.

What was your experience with the fellowship’s growth support services?

Mevs: After the in-person training, I’ve been surprised at how rich the follow-up was. We are still able to access webinars on interesting topics, such as looking for investors, financing and human resources. I am using an online tool called Impact Scorecard that helps you identify what assumptions you are making about your business and whether these assumptions are correct. Each month, I talk to someone, and we analyze the drivers and the risks that impact our business success.

The fellowship also put me in contact with an institution in my country which works with investors and assists them with local challenges.

I also had the opportunity to receive a competitive business grant. (With it) we covered an important part of the action plan, which was increasing our sales using a new marketing plan. We were able to increase them, but not as I expected. In my country the political environment and economic situation are very difficult these days – the elections did not pass that well and we have a devaluation of money. These were two exterior factors that I did not plan for. During growth services, I received support from two coaches and it helped a lot. I also had the opportunity to exchange ideas with a fellow facing similar political and economic issues. Now I have the knowledge to know how to deal with this situation.

4.2.6 Partnerships: Driving Impact at Enabling Environment, Sector/Network and Organizational Levels

The VV Grow Fellowship cultivates partnerships at different levels to affect change and increase impact.

Service Partners

Service Partners provide pro-bono, in-kind and discounted technical services and support for the VV GROW Fellowship.

Network Partners

The VV GROW Fellowship works with Network Partners to promote and share the impact of the program with women entrepreneurs and the broader public.

Media Partners

Media Partners support the VV GROW Fellowship through promoting the stories of VV GROW fellows and Vital Voices Economic Empowerment and Entrepreneurship work.

4.2.7 Vital Voices Grow Fellowship: A Unique Empowering Model

A few themes stand out for the Vital Voices Grow Fellowship that lends it the capacity to drive impact on the level of women entrepreneurship including:

Networking

VV GROW fellows attribute some of their gains to their peers, fellows on the entrepreneurial journey who make up a “community of practice”. The ability to share experiences and give and receive empathetic perspective is a critical need of entrepreneurs in particular. Beyond personal support and perspective, peer-coaches can also benefit the bottom line; for example, 71 percent of VV GROW fellows report making connections that helped them grow their businesses.

Grant funding

A number of VV Grow fellows applied for and received a competitive small grant to promote their business's growth. (Note: Not all VV GROW fellows receive a grant). This suggests that owners/managers have the savvy to apply grants shrewdly, where funds are most needed, especially following the hard work of financial and organizational analysis, action-planning and goal-setting that are a part of a comprehensive program like the VV GROW Fellowship. Having explored the importance of prioritization in depth, these fellows converted grant opportunities into high-impact activities.

Online resources

Fellows noted how continued access to previous training materials (such as online webinars), as well as the introduction of new topics, were useful as new challenges confronted them and required them to navigate new stages of strategic growth. There remains a need for high-quality, application-focused training materials that addresses challenges faced by entrepreneurs in various stages of scaling up.

The right mix of virtual and in-person training

In-person trainings provide intentional space, time and perspective away from the busy every day lives of fellows. When people rub shoulders in a group setting, they can more easily network, exchange ideas and peer-coach. Fellows' experiences with implementing new business angles and peer-coaching after their meet-ups (e.g. using WhatsApp groups) confirm that real contact strengthens future connection – especially when support is built into the program's design.

Virtual training works with in-person training by teaching fellows the basics, helping them take deep looks at different aspects of their business, beginning to acquaint them with trainers and other fellows, and initiating the process of reflecting on where they want to go – all before arriving. By providing a shared vocabulary and concepts on which to build a common foundation, fellows can arrive at an on-site training ready to jump into brainstorming and planning where it happens best: live, with peers, staff and expert coaches. When these modes of training are conjoined, participants learn and grow more.

4.2.8 Measuring Empowerment

To truly be able to capture impact for fellows from participating in the program, Vital Voices Grow requires the collaboration of fellows on tracking their business growth for up to three years from the date of completion of their VV Grow Fellowship via the completion of brief, periodic online surveys.

VV Grow Fellowship tracks impact by collecting, analyzing and reporting on the following indicators:

Growth in Sales and Job Creation

This indicator tracks positive growth in year-on-year quarterly sales and growth in the number of full time and part time employees employed by the fellows' businesses.

Improved Business Management

This indicator tracks changes undertaken by fellows to their business to improve productivity, such as improving their marketing and communications, creating or implementing a strategic growth plan, improving financial record keeping, developing or modifying a product, and improving costing or pricing.

Networking for Business Growth

This indicator tracks the number of connections made by fellows - connections that they believe are going to be useful in growing their business.

Multiplier Effect

This indicator tracks aggregate data for all fellows in terms of total full time and part time employees employed and the total number of people being trained and mentored by fellows post their fellowship.

4.3 Vitae Researcher Development

www.vitae.ac.uk

4.3.1 Overview

Vitae is the global leader in supporting the professional development of researchers. Based in the UK, Vitae operates on a non-profit basis and is part of CRAC, the Career Development Organization, which started in 1968 by running its first project to assist in the transition of doctoral researchers into industry. Vitae ran the UK “Research Councils” Graduate School Program for an extensive number of years offering cutting edge training courses for doctoral candidates jointly funded by all the UK Research Councils for their own students. The week-long courses aimed to enhance the transferable skills and career impact of researchers and to offer them a wider view of career options.

Vitae was supported between 2008 and March 2015 by the UK Research Councils and latterly also by other UK funding bodies: the Department for Employment and Learning (DELNI) and the Higher Education Funding Councils for England, Wales and Scotland. From 2013 Vitae began to implement plans to become an international, self-sustaining programme. The Vitae membership programme was launched in January 2015 and Vitae currently have over 183 member organizations.

Vitae works all over the world in partnership with researchers, higher education institutions, research organizations, research funders and other organizations with a stake in realizing the potential of researchers.

4.3.2 Approach

In an effort to achieve its aim and objective of developing and building researchers capacities, Vitae utilizes various channels to achieve the same including:

1. Offering Organizational Membership to higher education and research institutions internationally
2. Events aimed at building the capacities of both researchers and individuals with responsibilities towards developing researchers
3. Provision of leading edge, high quality training courses, specifically designed for researchers, and train the trainer programmes to build sustainable capacity for organizations
4. Provision of consultancy services to organizations and institutions across the various levels related to researcher development
5. Collaboration and partnership building with other organizations with a stake in researchers' professional development

4.3.3 Organizational Membership

Vitae membership provides exclusive access to high quality resources, member only services, online advice and generous discounts on Vitae event attendance.

Vitae membership operates across five levels (strands) to support in the world-class development of researchers of its member organizations:

5) Influence Strategy and Develop Policy

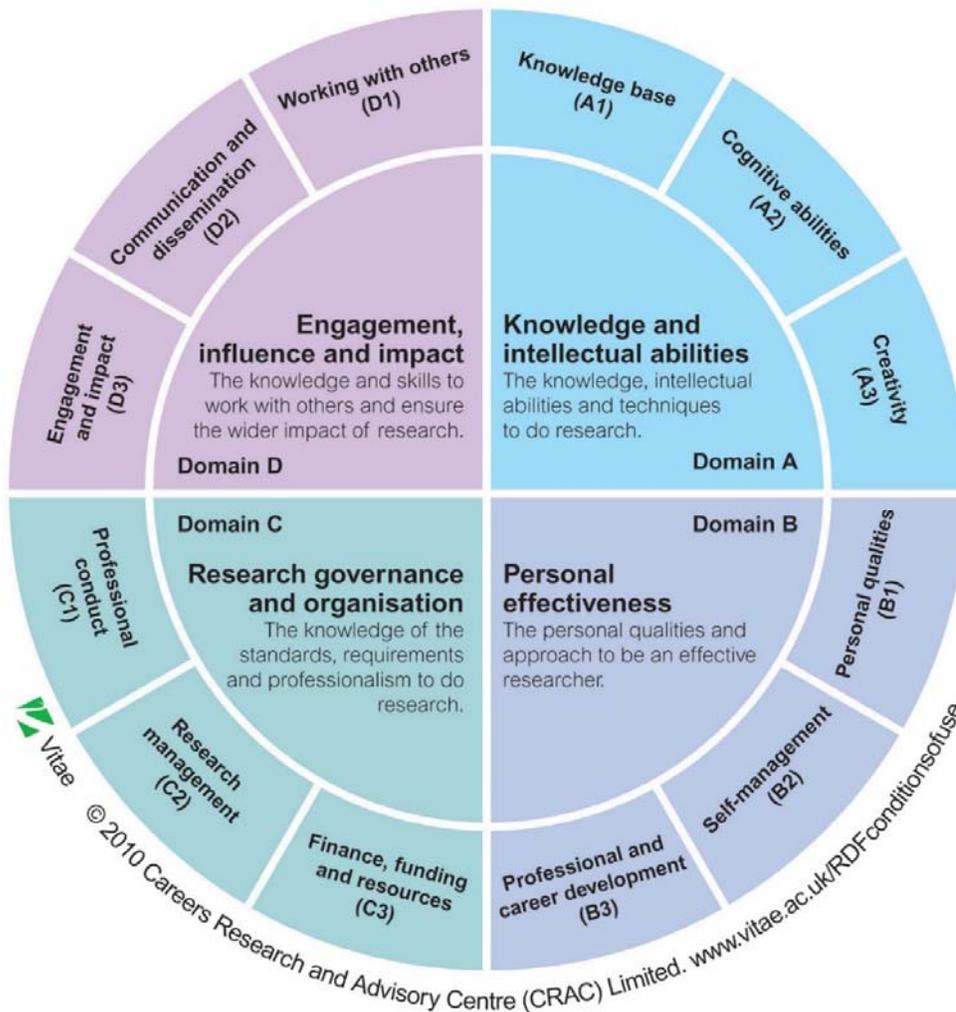
The ***Vitae Researcher Development Framework (RDF)*** can be used by member organizations to review and develop institutional policies.

RDF is the widely endorsed framework underpinning professional development for researchers at all levels. In 2009, Vitae developed the RDF for researchers, in collaboration with the higher education sector and other stakeholders. The Framework is grounded in research through interviews and focus

groups with over 100 researchers and additional expertise from specialists and stakeholders. Within an iterative, interpretive design, the methods used in the project were: semi-structured interviews with researchers, focus groups, literature reviews, sector wide consultations, specialist reviews and advice and expert panel review. The interview data were analyzed using a phenomenographic approach and the results were validated by an external independent advisory group of expert, established researchers. The resulting Framework captures the knowledge, behaviors and attributes that the higher education sector, overall, has identified as significant for researchers.

RDF is structured into four domains covering the knowledge, behaviors and attributes of researchers. It sets out the wide-ranging knowledge, intellectual abilities, techniques and professional standards expected to do research, as well as the personal qualities, knowledge and skills to work with others and ensure the wider impact of research. Figure 4 below captures the domains and sub-domains of the Vitae RDF.

Figure 4: Vitae’s Researcher Development Framework (RDF)



6) Strengthen Institutional Provision and Quality

Vitae offers its member organizations an extensive library of resources including high quality, tried and test training resources to establish and enhance development programs for researchers.

7) Professional Development for those supporting researcher development

Vitae offers online resources and events to develop staff involved in supporting researcher development, in addition to providing access to communities and networks involved in the same to facilitate exchange and best practice sharing.

8) Inspire researchers to realize their potential

Vitae offers researchers extensive online resources to support professional development such as the researcher booklets series, an online course on professional development planning and researcher profiling which aids researchers in understanding career journeys of other researcher.

9) Evidence and Impact of Researcher Development

Vitae offers various tools to assess the impact of researcher development through the Vitae Impact Framework and the Researcher Development Evaluation Toolkit.

4.3.4 Events

Most of the Vitae events are aimed at those with responsibility for supporting the professional and career development of researchers. Vitae runs an annual **International Researcher Development Conference** in addition to a series of smaller **Vitae Connections** events dedicated to sharing practice and continuing professional development, each having a specific theme. A springtime series of networking seminars is also another way for Vitae members to provide input and feedback on changes they wish to see for coming years with regards to resources and support needed on their institutional researcher development journey.

4.3.5 Training & Development

Vitae provides leading edge, high quality training courses, specifically designed for researchers, and train the trainer programmes to build sustainable capacity for organizations - using a variety of delivery methods. Vitae has a number of established programmes for all stages of the researcher journey, from beginning research to developing a research career. Refer to Appendix 4 (Training & Development at Vitae: Preparing for Leadership) to see an example of training resources offered by Vitae to member organizations.

4.3.6 RDF Planner

The RDF planner is an online app provided by Vitae and constitutes a powerful professional development tool that can help individual researchers to identify strengths, action plan, review achievements and create a portfolio of evidence. The Planner is based on Vitae's RDF. Benefits for integrating the use of the app for researcher development include:

- Records of assessment and progress can be used in career conversations
- Signpost researchers directly to institution's courses and resources
- Access to Vitae support, guides and resources to engage researchers in professional development and career planning

5. Conclusion: Key Considerations

This report provides some key points and consideration that are critical to take into account during the design, implementation and evaluation of the TAMKEEN program. Within this context, some of the recommendations put forward for TAMKEEN include:

Need to consider the broader framework

Capacity building refers to the approaches, methodologies and strategies used by developing countries, and/or external stakeholders, to improve performance at the individual, organizational, network/sector or broader system level. Within the context of designing and developing a Leadership Program for Arab Women Scientists and from a capacity building perspective, change at the individual level should be contemplated as part of a broader framework. Capacity building projects that focus narrowly on training of individuals without giving adequate attention to organizational issues, broader processes of empowerment or relevant factors in the 'enabling' environment run the risk being of limited benefit. It is therefore crucial to take such broader considerations into account while designing and developing the program.

A systematic approach is critical

Successful capacity building programs follow a systematic approach to capacity development, starting with: 1) identifying and implementing strategies to effectively engage key stakeholders impacted by the program 2) conducting a capacity assessment to determine development needs 3) designing a program that takes into account institutional arrangements, leadership, knowledge creation and dissemination and accountability 4) Implementing an all system inclusive program and 5) building evaluative capacities within the program.

Recommendations on ideal program design: key best practices to be considered by TAMKEEN Participants' profiles

The AWARD program opens up its fellowship to two underserved but nevertheless critical groups namely: Post-Bachelor degree holders and women above 40 years of age. This opens up the room for capacity building for critical segments of women populations that otherwise might have limited opportunities for growth and development.

A focus on soft and hard skills

The AWARD program helps women scientists in developing both science skills and leadership skills, both of which are critical specifically in regions where education curriculum is not at par with international standards and the level of soft skill development offered across local and national institutions is limited due to various reasons. The AWARD program doesn't only rely on classroom led training on these topics, but moves the training into acquiring a practical aspect through involving fellows in community outreach events and requiring them to mentor others during their second year on the fellowship. Such opportunities open up the space for fellows to practically apply and grow their leadership skills. Additionally, the AWARD program has managed to develop partnerships with leading international research and development institutions and international universities to open up the opportunity for post-graduate fellows to establish ties, allowing them access for advanced science training.

Extensive training programs database

The AWARD program has managed to develop an extensive series of training programs focused on various aspects from leadership development to gender training to science skills building. Not only is the repository of AWARD's training program impressive, the program has moved beyond this to enable sustainability of program delivery through its complete reliance on local trainers to deliver all training programs.

In-person mentoring

Fostering mentoring partnerships is a key cornerstone of the AWARD program, offering fellows the opportunity to be mentored by senior scientists from within their local communities. The AWARD program emphasizes the importance of tapping into local mentors within physical proximity to the fellows to enable a closer interaction, an aspect that lends to more effective impact of the mentoring relationship.

Partnerships to impact change at the levels of the enabling environment, sector/network and organizations

The AWARD program is very active in developing partnerships with local organizations and institutions, providing training and development opportunities to various scientists and leaders outside its program. This allows for impact at the level of its enabling environment, sector/network and local organizations.

Focus on fellow outreach and Woman to Woman Impact

The AWARD program includes within its criteria of selecting fellows women scientists who support – or have the potential to support – women farmers. This allows for a multiplier effect to take place, encouraging women to support women. Additionally, through its fellow outreach events, the AWARD program is solidifying the role of its fellows – and women scientists in general – at creating an environment both aware and passionate about the contribution of agricultural science to economic and social sustainability and prosperity in general, and the contribution of women to agricultural science impact.

A strong Monitoring and Evaluation (M&E) System

As a critical component of any capacity building program, the AWARD program seems to have invested heavily in tracking the impact of its program at the level of the fellows, organizations and communities at large. AWARD's empowerment model serves as a best practice in building an effective M&E system rooted in the understanding of women empowerment intricacies.

Virtual Training

The structure of the virtual learning offerings at the VV Grow Fellowship lends great support to the capacity building journey of its fellows. Designed to include a personal touch (through the availability of trainers in the form of available one-on-one calls with fellows), a consistent structure followed by channels for practical application of knowledge gained (through weekly webinars followed by weekly assignments) and a content that is built successively and incrementally, the structure sets a best practice in virtual learning.

The right mix of virtual and in-person training

The VV Grow Fellowship allows for peer and trainer interaction and knowledge building virtually, helping fellows develop an initial virtual relationship and a common language, ahead of gathering all fellows for its in-person workshop. The in-person workshop accelerates the growth of already established relationships and deepens understanding of concepts and skills gained during the virtual learning phase. This fusion of virtual and in-person experiences of capacity building is a powerful tool for fellow development and growth.

Growth Support Services

Beyond training – both virtual and in person -, mentoring and networking experiences built into the structure of the VV Grow Fellowship, the program offers support services that includes grants and tie-ups to local institutions that can further impact and accelerate the growth of the fellows and their businesses.

Tapping into existing world-class frameworks and resources

The Vitae Researcher Development Framework (RDF) is the product of a tremendous amount of experience and work done towards researcher development and such established resources and frameworks can lend strength and edge to researcher development in the region. TAMKEEN will benefit greatly from utilizing a systematic approach embedded in competency development according to a well structured, well mapped out and well supported framework such as that of RDF.

Closing Remarks

With the lack of capacity building programs in the Middle East and North Africa region with a specific focus on developing women scientists, TAMKEEN can leverage a lot of learning and best practices from other international and regional program as outlined in this report, placing itself in a unique position to deliver impact and achieve its objectives of empowering Arab Women in Science.

Appendix 1: Definitions of Capacity Building: What leading organizations think

The World Customs Organization – an intergovernmental organization (IO) that develops standards for governing the movement of people and commodities, defines capacity building as "activities that strengthen the knowledge, abilities, skills and behaviour of individuals and improve institutional structures and processes such that the organization can efficiently meet its mission and goals in a sustainable way."¹⁰

Oxfam International – a globally recognized NGO, defines community capacity building in terms of its own principals. OXFAM believes that community capacity building is an approach to development based on the fundamental concept that people all have an equal share of the world's resources and they have the right to be "authors of their own development and denial of such right is at the heart of poverty and suffering."¹¹

For the Organization for Economic Co-operation and Development/Development Assistance Committee (OECD/DAC), capacity development is the process whereby people, organizations and society as a whole unleash, strengthen, create, adapt and maintain capacity over time.¹²

For the Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH, capacity development is the process of strengthening the abilities of individuals, organizations and societies to make effective use of the resources, in order to achieve their own goals on a sustainable basis.¹³

The Canadian International Development Agency (CIDA) defined capacity development as the activities, approaches, strategies, and methodologies which help organizations, groups and individuals to improve their performance, generate development benefits and achieve their objectives.¹⁴

The World Bank – Africa Region defines capacity as the proven ability of key actors in a society to achieve socio-economic goals on their own. This is demonstrated through the functional presence of a combination of most of the following factors: viable institutions and respective organizations; commitment and vision of leadership; financial and material resources and skilled human resources.¹⁵

Appendix 2: Excerpt from “Capacity Development: Why, What and How” by Joe Bolger, Canadian International Development Agency¹⁶

The Enabling Environment

The ‘enabling environment’ represents the broad context within which development processes take place. Experience suggests that this environment may in fact be either enabling or constraining, or possibly a mix of both. For example, poorly conceived policies, high levels of corruption, or lack of legitimacy can make for a highly ‘disabling’ environment with significant consequences for development initiatives. On the other hand, sound policies, high levels of commitment, effective coordination, and a stable economic environment can be important contributors to an enabling environment which can greatly increase prospects for success.

Attempts to effect change at the enabling environment level generally take a considerable length of time given the nature of the issues being addressed - policies, structures, attitudes, values etc. While not all capacity development initiatives will seek to effect change in the enabling environment, they will need to be sensitive to factors at this level which may have an impact (positive or negative) on initiatives which are focused primarily on the organizational, sectoral or individual level.

The Sector/Network Level

There is an increase focus on development at this level, e.g. sector or sub-sector programs. This reflects an increasing awareness of the importance of coherent sector policies, strategies and programming frameworks, as well as effective coordination within and across sectors. Capacity Development initiatives at this level may focus on policy reform, improvements in service delivery, or increased coordination among institutional actors. Investments may target the sector as a whole or a sub-sector, or alternatively focus on themes (e.g. poverty reduction), or area-based programming. Inclusion of networks in this level signifies the importance of collaboration within and across sectoral, thematic or other types of programs in any attempt to strengthen or more effectively utilize capacity.

Change at this level can be challenging given allegiances to traditional ways of ‘doing business’, competing organizational priorities, lack of coordination among related initiatives (e.g. sector reform programs and public sector renewal) or simply a lack of capacity. On the other hand, reforms at this level can contribute significantly to synergies and promote more effective use of existing capacities.

The Organizational Level

This capacity level focuses on organizational structures, processes, resources and management issues. Traditionally, it has been the most common point of entry for bilateral donors. An important dynamic exists among the organizational, the sectoral and enabling environment levels, with performance of individual organizations being affected by a range of factors in each of those realms. Similarly, organizational performance depends on the availability, effective use and motivations of individuals.

Capacity development encourages not only a thorough analysis of issues at the organizational level, but an assessment of how factors in these other levels may either constrain or support a process of organizational change. For example, an analysis by stakeholders may lead to the conclusion that attempts to strengthen local health bodies through training programs may not result in improved health delivery in the absence of adequate salaries for decentralized health workers. Capacity Development interventions at this level will usually seek to promote synergies among organizations and may be designed to contribute to change at the sectoral or enabling environment level, e.g. more effective integration of activities within the sector, and the promotion of new policies based on the innovative practices of individual organizations or networks.

The Individual Level

This level in the Capacity Development framework refers to individuals as social or organizational actors, e.g. small holder farmers, water engineers, planners, accountants – and the way their skills or abilities are harnessed or strengthened to contribute to the realization of development objectives. From a capacity development perspective, change at the individual level should be contemplated as part of a broader framework. Too often, development projects have focused narrowly on training of individuals without giving adequate attention to organizational issues, broader processes of empowerment or relevant factors in the 'enabling' environment. Experience suggests that investments of this type risk being of limited benefit if these broader considerations are not taken into account in the design of the intervention.

Appendix 3: Systematic Capacity Building Process

UNDPs 2008-2013 “Strategic Plan for Development” promotes a five-step process for systemic capacity building outlined as follows¹⁷:

10) Engage stakeholders on capacity development

An effective capacity building process must encourage participation by all those involved. If stakeholders are involved and share ownership in the process of development they will feel more responsible for the outcome and sustainability of the development. Engaging stakeholder's who are directly affected by the situation allows for more effective decision-making, it also makes development work more transparent. Advocacy and Policy Advisory are two forms of strategies to engage key stakeholders

11) Assess capacity needs and assets

Assessing preexisting capacities through engagement with stakeholders allows capacity builders to see what areas require additional training, what areas should be prioritized, in what ways capacity building can be incorporated into local and institutional development strategies. Capacity building that is not rooted in a comprehensive study and assessment of the preexisting conditions will be restricted to training alone, which will not facilitate sustained results.

12) Formulate a capacity building response

Once an assessment has been completed a capacity building response must be created based on four core issues:

Institutional arrangements Assessments often find that institutions are inefficient because of bad or weak policies, procedures, resource management, organization, leadership, frameworks, and communication. Fixing problems associated with institutional arrangements by developing human resource frameworks "cover policies and procedures for recruitment, deployment and transfer, incentives systems, skills development, performance evaluation systems, and ethics and values."

Leadership leadership by either an individual or an organization can catalyze the achievement of development objectives. Strong leadership allows for easier adaption to changes as strong leaders can influence people. Coaching and mentoring programs can help encourage the development of leadership skills such as, priority setting, communication and strategic planning.

Knowledge Knowledge is the foundation of capacity. Greater investments should be made in establishing strong education systems and opportunities for continued learning and the development of professional skills.

Accountability the implementation of accountability measures facilitates better performance and efficiency. A lack of accountability measures in institutions allows for the proliferation of corruption. Strengthening of accountability frameworks that monitor and evaluate institutions is critical.

13) Implement a capacity building response

Implementing a capacity building program should involve the inclusion of multiple systems: local, national and institutional. It should involve continual reassessment and change depending on changing situations. It should include evaluative indicators to measure the effectiveness of initiated programs.

14) Evaluate capacity building

Evaluation of capacity building promotes accountability. Measurements should be based on changes in an institutions performance. Evaluations should be based on changes in performance based around the four main issues: institutional arrangements, leadership, knowledge, and accountability.

Appendix 4: Training & Development at Vitae: Preparing for Leadership

Programme overview: Preparing for Leadership

Overview and aims

The programme is aimed at research staff who are typically within zero to 4 years as a postdoctoral researcher. The programme will be suitable for researchers who are starting to take leadership roles or who wish to take on more leadership roles in the future.

The programme recognises that being effective as a researcher requires many varied skills and attributes, which may differ by discipline.

The programme also recognises that postdoctoral researchers may have a great deal of responsibility for their projects and work, but often not a great deal of authority.

Purpose

- Help participants assess their current position
- Identify where they would like to progress to and what it takes to be in that role
- Have a plan to get there

Learning outcomes

- As a result of this training, researchers will
- Better appreciate the critical situations that have led you to be successful to date
- Consider what leadership might mean
- Have an insight into their preferences that will allow them to exercise leadership in a way that suits them
- Clarify the tasks that are expected of them now and in future roles
- Identify the areas of competency that are required for the next steps into leadership positions
- Create a vision and implement their strategy; decide what is important to them
- Decide the culture they want to create
- Decide how to get the best out of other people
- Decide how to develop themselves to do all of these things more effectively
- Appreciate what is important and essential in any future role
- Develop a peer network

Researcher Development Framework learning outcomes

These are the learning outcome areas as mapped on to the Researcher Development Framework (RDF).¹ For conditions of use for the RDF please refer to www.vitae.ac.uk/rdfconditionsofuse.

The RDF is a professional development framework for planning, promoting and supporting the personal, professional and career development of researchers in higher education. It articulates the knowledge, behaviors and attributes of successful researchers and encourages them to realize their potential.

A primary outcome is defined as an outcome that is likely to be achieved by all participants irrespective of how the resource is presented. A secondary outcome is that which might be achieved but to a lesser extent than a primary outcome and will vary from participant to participant depending on how the training activity is delivered and what focus is presented.

Domain A: Knowledge and intellectual abilities		
A1 Knowledge base	P	S
1. Subject to knowledge		
2. Research methods – theoretical knowledge		
3. Research methods – practical application		
4. Information seeking		
5. Information literacy and management		
6. Languages		
7. Academic literacy and numeracy		
A2 Cognitive abilities		
1. Analysing		
2. Synthesising		
3. Critical thinking		
4. Evaluating		
5. Problem solving		
A3 Creativity		
1. Inquiring mind		
2. Intellectual insight		
3. Innovation		
4. Argument construction		✓
5. Intellectual risk		

Domain B: Personal effectiveness		
B1 Personal qualities	P	S
1. Enthusiasm		
2. Perseverance		
3. Integrity		✓
4. Self-confidence	✓	
5. Self-reflection	✓	
6. Responsibility		
B2 Self-management		
1. Preparation and prioritisation		
2. Commitment to research		
3. Time management		
4. Responsiveness to change		
5. Work-life balance		
B3 Professional and career development		
1. Career management		
2. Continuing professional development		
3. Responsiveness to opportunities		
4. Networking		
5. Reputation and esteem		

Domain C: Research governance and organisation		
C1 Professional conduct	P	S
1. Health and safety		
2. Ethics, principles and sustainability		
3. Legal requirements		
4. IPR and copyright		
5. Respect and confidentiality		
6. Attribution and co-authorship		
7. Appropriate practice		
C2 Research management		
1. Research strategy		
2. Project planning and delivery		
3. Risk management		
C3 Finance, funding and resources		
1. Income and funding generation		
2. Financial management		
3. Infrastructure and resources		

Domain D: Engagement, influence and impact		
D1 Working with others	P	S
1. Collegiality		✓
2. Team working	✓	
3. People management		✓
4. Supervision		
5. Mentoring		
6. Influence and leadership	✓	
7. Collaboration		
8. Equality and diversity		✓
D2 Communication and dissemination		
1. Communication methods		✓
2. Communication media		
3. Publication		
D3 Engagement and impact		
1. Teaching		
2. Public engagement		
3. Enterprise		
4. Policy		
5. Society and culture		
6. Global citizenship		

Primary (P) and secondary (S) outcomes highlighted ✓

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