



UNITED STATES INSTITUTE OF PEACE

## Strengthening Local Capacity: Training, Mentoring, Advising

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A major task facing individuals engaged in complex operations is to build the local capacity of civil society organizations, the military, business groups, and government bureaucracies. Well-versed as these practitioners are in their areas of specialization, they often have limited experience in educating, training and mentoring others. This course covers the fundamentals of how to develop and transfer professional capacity in fragile states. This course will enhance the ability of participants to answer the question: **How do I build social capital?** Together participants and instructor will develop a framework to answer this question based on core principles and concepts, the experience shared by participants and the results of dynamic exercises. Each participant will have an opportunity to explore the usability of the concepts and ideas introduced throughout the course to their own professional realities.

**Objectives:** Participants will gain knowledge and skills on:

- Conducting local capacity assessments to determine promising and sustainable knowledge transfer approaches
- Engaging adult learners in fragile environments
- Working with local communities for viable solutions
- Mitigating political, ethical, cultural and/or social differences
- Managing expectations of donor and recipient groups

**Students will keep a journal to reflect on issues, concepts, ideas discussed in class. Journals will be used for learning and self-evaluation and will not be shared during the course of the program.**

### Day One

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## Framing Local Capacity

Professionals from various fields and/or sectors know how to effectively perform their functions in their environments and will have short adaptation period in similar environments. However, professionals from a democratic society embark on a capacity building mission in post-conflict or fragile/failed states, they will no longer be professionals practicing their craft but educators, trainers, mentors and advisors who will assist their indigenous foreign colleagues in learning how to do theirs. Mission effectiveness depends on an ability to understand the environment, its challenges and to recognize the opportunities it offers. We will begin this course with a discussion of the various forms of local capacity and of the importance of a sound and realistic assessment of local capacity for project design and implementation.

9:00 – 9:30 am

### **Introductions**

#### ***Defining capacity - icebreaker***

Define capacity building at the local level in your own words.

Develop a set of principles that should guide all capacity building efforts and be prepared to explain why.

9:45 – 10:30 am

### **Project management**

Conflict sensitive practices

Measuring the impact of intervention

Sustainable capacity

#### **Relevant literature:**

- Sartorius, Rolf. “Participatory Monitoring and Evaluation: Improving Program Performance While Building Capacity of Local Institutions.” Impact Notes, No. 7. Social Impact.
- Cohen, John M. and John R. Wheeler. “Building Sustainable Professional Capacity in African Public Sectors: Retention Constraints in Kenya.” *Public Administration Development*, Vol. 17, pp. 301-324, 1997.

10:30 – 10:45 am

### **Break**

10:45 – 12 noon

### **Assessing local capacity**

Defining capacity and capacity building

Assessment of needs for training/capacity

Identifying opportunities and limitations

#### **Relevant literature:**

- UN/DESA. Department of Economic and Social Affairs/. United Nations, New York, 2007. “Building Capacities for Public Service in Post-conflict Countries” ST/ESA/PAD/SER.z.E/121

Chapter 7: Consolidating State Legitimacy through Citizen Engagement in Post-Communist Transition.

- Carrol, T.F. “Building Social Capital Through Local Organizations: Solidarity Grassroots Groups and the Poor.” In *Social Capital, Local Capacity Building, and Poverty Reduction*. Manila: Asian Development Bank, 2001
- Fishel, John T., and Andres Saenz, Eds. *Capacity Building for Peace Keeping: The Case of Haiti*. Washington, DC: National Defense University Press, 2008.

12 noon – 1:00 pm

**Lunch** – *guest speaker*: Nasreen Al Bawari, former Iraq minister of public works.

1:00 – 2:15 pm

**Exercise: *Strategies for assessing capacity***  
Small groups assess and analyze capacity levels and strategy in three separate scenarios.

- Community Mobilization in Afghanistan
- Cyprus Sex Trafficking

2:15 – 3:00 pm

**Debrief**  
What knowledge and skills have we accumulated today?  
How can they be used in each participant’s own world?

## Day Two

### Managing Dilemmas

Once a trainer, mentor, advisor has identified the challenges and has assessed the opportunities and resources, success depends on the ability to be sensitive not only to actual capacity on the ground but to the dilemmas that arise from the paradoxical situation of having to manage donor expectations and incorporate local solutions with a view to sustainability. From having to ensure the integrity of the mission, its financial management and its progress to winning the hearts and minds of the local authorities and citizens, while being sensitive to specific issues such as gender, transferring knowledge becomes a complex endeavor.

9:00 – 9:30 am

Recap from day one  
Introduction of the day’s learning objectives  
How will we build on what we have learned?

9:30 – 10:30 am

**Dilemmas and pitfalls**  
Balancing local ownership and donor expectations  
Institutional buy in

Cooperation with local population  
Networking

**Relevant literature:**

- Gibbons, Michael. "Learning for Leverage in Education: A Project Strengthening Local Education Organizations in East Africa Through Capacity-building, Operating Grants, and Action Learning 1997-2001." Banyan Tree Foundation, Proceedings: Fielding Graduate Institute Action Research Symposium. Alexandria, VA, July 23-24, 2001. 15 pp.
- Acharya, Arnab, Ana Teresa Fuzzo de Lima, and Mick Moore. "Proliferation and Fragmentation: Transaction Costs and the Value of Aid." *Journal of Development Studies*, Vol. 42, No. 1, 1-21 pp. January 2006.

10:30 – 10:45 am

**Break**

10:45 – 11:45 am

**Roundtable** on the ethical dilemmas: influencing or convincing?

11:45 – 1:00 pm

**Working lunch**

**Gender and knowledge transfer**

Engendering reintegration and rehabilitation programs  
Integrating vulnerable populations in capacity building approaches  
Develop sensitivities to gender relations/roles

**Relevant literature:**

- Burnet Jennie (2008) "Gender balance and the meanings of women in governance in post-genocide Rwanda" *African Affairs* 107: 428, pp. 361-386.
- Faltas, Sami and Christian Paes Wolf. "DDR: Not Only a Job for Soldiers" in People Building Peace II: Successful Stories of Civil Society, Tongeren et al. (Eds.) pp. 607-617.

1:00 – 2:15 pm

**Exercise: *Differing Expectations***

The perspectives of donors and of development practitioners can at times be quite different. What are the fundamental assumptions and expectations that donors make about development and its success? What about those of practitioners and the community itself?

2:15 - 3:00 pm

**Debrief**

What knowledge and skills have we accumulated today?  
How can they be used in each participant's own world?

## Day Three

## Engaging Learners

Trainers, mentors and advisors that serve in capacity building missions are doers who are asked to transfer knowledge, a task not usually associated with the training of professionals such as police officers, attorneys, judges, military personnel, human rights activists, etc... Transferring knowledge to populations in fragile environments requires sensitivity to the audience, its trauma, challenges, and culture. Furthermore, adult learning needs are quite different than traditional youth education. Essentially, missions are most effective when their participants understand their place and relations with the local environment and how their roles will be/can be/have to be adapted according to several key principles.

9:00 – 9:30 am	Recap from day one How will we use what we learned?
9:30 – 10:30 am	<b>Intercultural communication of knowledge</b> <i>Guest speaker:</i> Maria Cseh, Professor GWU (tentative) Intercultural conflict inventory Ethnocentrism spectrum Language, translation and communication of knowledge <b>Relevant literature:</b> <ul style="list-style-type: none"><li>• Hammer, M.R. “The Intercultural Conflict Style (ICS) Inventory: A Conceptual Framework and Measure of Intercultural Conflict Resolution Approaches.” <i>International Journal of Intercultural Relations</i>, Vol. 29, pp. 675-695.</li></ul>
10:30 – 10:45 am	<b>Break</b>
10:45 – 12:00 noon	<b>Principles of adult learning in train the trainer situations</b> Andragogy vs. pedagogy Learning modalities Relationship with the solution(s) <b>Relevant literature:</b> <ul style="list-style-type: none"><li>• Hess, Mary. “Principles of Adult Learning, and Possible Implications for Curriculum Design.” Luther Seminary, 2000. Expanded from, Vella, Jane. <i>Learning to Listen Learning to Teach</i>. San Francisco: Jossey-Bass, 2002.</li><li>• Chalofsky, Neal E. “Professionalization Comes from Theory and Research: The Why Instead of the How To.” <i>New Directions for Adult and Continuing Education</i>, No. 72, Winter 1996, pp. 51-56.</li></ul>
12:00 noon – 1:00 pm	<b>Lunch &amp; discussion:</b> Transferring knowledge to vulnerable populations.

1:00 – 2:15 pm

**Exercise: *Mentor director of health ministry to capitalize on information/communication technology***

Wireless technologies to the Internet are powerful tools for enhancing human development. But policy makers in Jakarta have not realized the potential to improve the lives and health of people. You have been asked to share your knowledge of ICT's and how a government health program can upgrade its use of technology.

2:15 – 3:00 pm

**Debrief**

Application of lessons on participants' worlds.

## Day Four

### Brokering Knowledge

It is crucial to keep in mind that trainers, mentors and advisors do not constitute a permanent actor in the capacity transformation initiative. Essentially, no international capacity building mission should constitute part of/or the whole solution, or the new program/reform will likely lack staying power. Thus, sustainable local capacity rests on the effective transfer of knowledge, the imparting of skills and the creation of fora which are equipped to circumvent roadblocks that arise along the way. Consequently, international mission participants should act as facilitators who orchestrate and manage rather than perform the tasks that make up the new system.

9:00 – 9:30 am

Recap from day one

Introduction of the day's learning objectives: How can what we learned yesterday add/enhance what we learned today?

9:30 – 10:00 am

**Facilitation**

*Facilitating the transfer of knowledge/skills*

Serving as a broker of information

Fostering sustainable interactions

What to do when problems/dead ends arise

Co-analysis of desired outcome

**Relevant literature:**

- Abu-Nimer, Mohammed. "Conflict Resolution Training in the Middle East: Lessons to be learned." *International Negotiation*, Vol. 3, pp. 99-116, 1998.

10:30 – 12:00 noon

**Exercise:**

*One on one facilitation practice:* Choose a skill that you want to teach to a colleague in the class and facilitate the development of that skill.

12 noon – 1 pm

**Lunch – Discussion: *Addressing roadblocks***

What happens to your credibility after a setback that you are not responsible for but associated with?

1:00 – 2:00 pm

**Exercise:**

***Training for Mekong Delta journalists***

Design and conduct a short course for Vietnamese journalists on the role that media can play in advancing humanitarian goals and reporting unbiased news on the issue of the HIV/AIDS pandemic.

***Promoting citizen participation in Romania***

Explore and discuss the challenges you can expect to encounter in rebuilding trust in government. Develop an approach to transfer knowledge in citizen participation.

2:00 – 2:30 pm

**Discussion** and sharing of ideas

2:30 – 3:00 pm

**Debrief**

Application of lessons and to the model of transfer of knowledge.