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.
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:

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


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:

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:

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?
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 Intercultural communication of knowledge Guest speaker: Maria Cseh, Professor GWU (tentative) Intercultural conflict inventory Ethnocentrism spectrum Language, translation and communication of knowledge Relevant literature:

10:30 – 10:45 am Break

10:45 – 12:00 noon Principles of adult learning in train the trainer situations Andragogy vs. pedagogy Learning modalities Relationship with the solution(s) Relevant literature:

12:00 noon – 1:00 pm Lunch & discussion: 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.

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**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:**


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.