Capacity Building Resource Manual

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On the Fast Track Workbook

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Foreword

We all live and work in a complex and dynamic environment where one of the few certainties is constant change. In this context, capacity building processes are viewed as essential for helping people in rural Australia understand and manage their changing circumstances to improve a situation.

The Cooperative Venture for Capacity Building for Innovation in Rural Industries (CVCB) aims to build capacity in rural industries to enable more sustainable and competitive industries. To this end, the CVCB has initiated and funded nearly 30 projects examining different aspects of capacity building, from how to design capacity projects to identifying the institutional constraints to capacity building.

This capacity building resource manual has been developed by the CVCB from capacity building research it has supported. The manual integrates this research into capacity building practice and is designed to provide capacity building practitioners and researchers with practical ways of approaching capacity building in their everyday roles. Its aim is to be a key resource for people involved in developing implementing, managing and evaluating capacity building projects.

The Cooperative Venture for Capacity Building was established in 2001 to enhance capacity building in rural industries in Australia. Its goal is to instigate and support learning by farmer and rural communities by investing in R&D that focuses on; enhancing the understanding of learning, improving organisational arrangements to support rural human capacity building, and inspiring innovative farming practices. Its partners are: the Australian Government Department of Agriculture, Fisheries and Forestry; Australian Wool Innovation; Cotton Research and Development Corporation; Dairy Australia; Grains Research and Development Corporation; Horticulture Australia Ltd; Murray-Darling Basin Commission; Sugar Research and Development Corporation; Grape and Wine Research and Development Corporation; Land & Water Australia; Meat & Livestock Australia; and Rural Industries Research and Development Corporation.

This manual is an addition to RIRDC's diverse range of over 1600 research publications which can be viewed and freely downloaded from our website www.rirdc.gov.au. Information on the CVCB is available online at http://www.rirdc.gov.au/capacitybuilding/.

Peter O'Brien
Managing Director
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Executive summary

What this manual is about

This manual for capacity building provides a framework for practitioners to develop, implement and evaluate capacity building projects and activities. It includes case studies to illustrate this framework and the theory of capacity building, and provides references about capacity building.

The manual is accompanied by a booklet called *My Action Plans.* By working through the exercises and activities in the manual and action plans booklet, users can develop an action plan for designing, implementing and evaluation capacity building projects and activities.

Who is the manual targeted at?

The manual is targeted at practitioners involved in capacity building projects and at people who are looking for a practical guide to capacity building and the research completed by the Cooperative Venture for Capacity Building.

Background

The manual and action planning booklet were developed as part of a project called “On the Fast Track”. This project used a co-learning and mentoring approach to help practitioners quickly develop and put into practice capacity building skills. The manual, which was originally a workshop booklet, was used by project participants as a workbook and reference.

Methods used

In the manual, each capacity building element in the framework is explained and a snapshot of CVCB research included to outline the key findings from that research of relevance to capacity building practice. The capacity building elements are:

- outcomes sought
- engagement
- design
- delivery
- evaluation.

Case studies and exercises have been included to help users understand these elements and relate them to their situation, as well as a reference list and where to go for more detailed research findings.

How to use this manual

The manual outlines each element of capacity building, CVCB research findings for that element and provides case studies and exercises to reflect on current practice

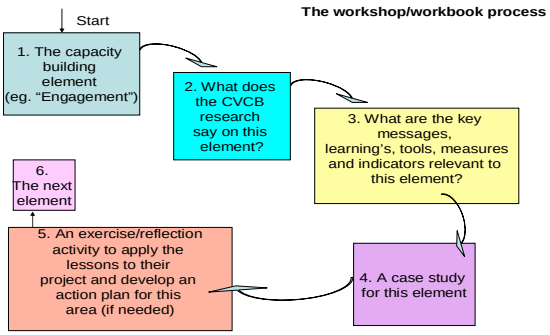
The manual is based on a framework that you can use to think about your capacity building project or activity (Figure 2). In the manual, each capacity building element in the framework is explained and a snapshot of CVCB research included to outline the key findings from that research of relevance to capacity building practice. The capacity building elements are:

- outcomes sought
- engagement
- design
- delivery
- evaluation.

Case studies and exercises have been included to help you understand these elements and relate them to your situation, as well as a reference list and where to go for more detailed research findings. There is also a section on "Pulling it all together" to help you identify how you might use the information and improve on what you are already doing.

The process is outlined in Figure 1.

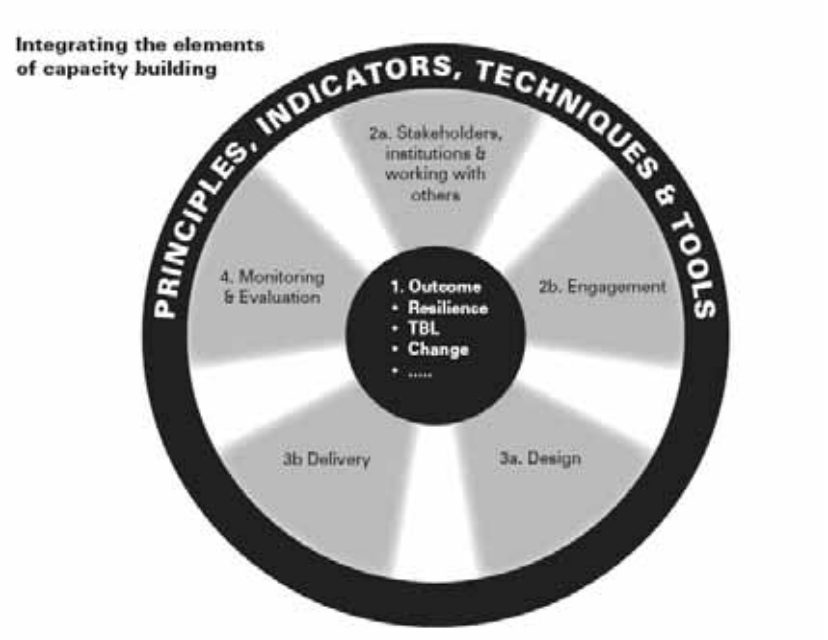
Figure 1. The capacity building process.



Integrating the elements

To help you visualise how to put all the capacity building elements together, a framework has been developed that can assist you in thinking about capacity building. This framework (Figure 2) is built on a metaphor of a bike wheel. If the outcomes for capacity building are well defined and central to the process (wheel "hub"), if all capacity building elements (wheel "spokes") are operating well, if the elements are continually informed by best practice principles, more sophisticated indicators of progress and useful techniques and tools (the bike tyre pumped up so the tyre is at full inflation), then the wheel runs smoothly and achieves its intent (the destination). If one or more spokes, the hub or the tyre are not working well – the wheel is unbalanced or broken – and the aim is not achieved. This framework is suggested as away to think systemically about capacity building – whether you are a project manager, practitioner or investor.

Figure 2. Integrating the elements of capacity building.



Capacity building – our business?

A number of the terms used in the context of capacity building can mean different things to different people. You have your own way of thinking about capacity building and that informs what you do and how you do it.

The CVCB has grappled with the issue of "definitions" in capacity building and what it has come up with is provided below to help begin to build some common (rather than definitive) understanding:

Capacity building

Capacity building processes are designed to help people in rural Australia understand and manage their changing circumstances thereby improving stocks of human, social, financial and natural capital. It occurs when relevant communities of practice consciously use their stock of human and social capital and their access to financial, physical and natural capital to improve a situation, and improve the stock of capital in the process.

Capital

Capacity building involves human, social, physical, financial and natural capital. **Human capital** refers to the capability of individuals while s**ocial capital** refers to the level to which social networks, relationships and processes within a community support individuals to exercise their capabilities. **Physical capital** refers to infrastructure; **financial capital** to goods and services produced through human effort including both physical and financial knowledge; and **natural capital** to the renewable and non-renewable resources found in nature; useful and required for human existence.

Taking the definition and the different forms of capital, capacity building involves improving:

- business profitability and sustainability
- industry profitability and sustainability
- the ecological health of catchments
- the wellbeing of people
- the wellbeing of their communities.

Capacity building includes an ethical perspective because different sorts of capital can be substituted for others, e.g. if we don't have knowledge, we need we use financial capital to buy it (advisors); if natural capital in the form of soil fertility is deficient, we use financial capital to buy fertiliser; if community relationships are poor (social capital), one solution is to build a community centre (physical capital). "This notion of the substitution of forms of capital underlines the importance of an ethical dimension. There is, for example, a groundswell of concern about the way exploitation of the natural environment has been translated into financial capital." (Macadam *et al*, 2005, page 17.)

Distinguishing capacity building from other interventions

- Capacity building isn't education and training or technology transfer although they are tools that can be used to develop capacity.
- It isn't about experts imparting knowledge to others, rather capacity building is based on the concept of everyone learning together (co-learning), and this can be with input from people who have special expertise.
- It isn't a process where an organisation external to the process can determine the final outcome.

Macadam *et al* (2004)

Reflections

What was your understanding of the concept of capacity building before you started reading this manual?

Has your understanding changed?

What is different now?

Outcomes of capacity building

Agreed outcomes drive the capacity building process through design, delivery and evaluation

Effective capacity building maintains a focus on outcomes and strives for consistency between the outcomes sought and the nature, design and conduct of interventions.

Capacity building is an active learning process and central to this are outcomes related to the development of human and social capital.

Capacity building is most effective when project outcomes are agreed, and these may differ for the different stakeholders involved. For example, an increase in financial capital for commercial agents, physical and financial capital for farmers, social capital for community groups, human capital for educators.

Examples of capacity building outcomes and some idea of the range of outcomes can be seen in some examples from the CVCB database (www.couttsjr.com.au/pd/).

The *Women in Dairy* project

- had a substantial impact on many women's levels of motivation, confidence and, to a lesser extent, skills
- resulted in much stronger communities of women
- enabled women to engage in institutional change, both on-farm and off-farm
- brought about structural change in off-farm organisations.

The *Master Tree Grower* project

- developed strong networks of people interested in agroforestry
- improved the skills and capacity of people involved in farm forestry and agroforestry
- provided financial returns for some participants.

The *Coastwest/Coastcare* project

- developed networks of people working on aspect of coastal management
- improved awareness and knowledge of coastal management among the target audience
- improved dune restoration and management.

The *Dairy Moving Forward* project

- developed the ability of a range of advisers from different organisations to understand dairy farm businesses and support farmers to "take-stock" and "take-action" to secure their business future
- developed a new way for industry organisations to work together, and achieve their own goals while making better use of their collective resources (e.g. expertise, finance, membership, networks)

- improved the industry's ability to recognise and benefit from opportunities beyond the project's life.

As can be seen from these examples, capacity building outcomes go further than the adoption of technology or changes to practice in that they focus on improving the various forms of capital. Changes to technology or practice may be an enabling feature for a capacity building project.

Outcomes provide a context for developing the other elements of capacity building

Having determined outcomes for our capacity building project the other elements of our project, design and delivery and evaluation have a context for their development.

Understanding the extent to which outcomes are achieved will differ depending on the outcomes sought. Although this aspect will be the focus of the evaluation element (later in the workbook) it is worthwhile thinking about how you will know a particular outcome has been achieved. It might help to think about the different levels of capacity building being sought. For instance:

Level 1: Change in skills of individuals might be an appropriate measure for building human capital in a new professional domain (e.g. skills of an adviser to assess a farm business from an environmental perspective).

Level 2: Change in how a person learns and reflects on their experience or expertise and their contribution to an industry (change in mind-sets and theories). This may involve the monitoring of novices in an industry through the eyes of experts or mentors – and involve examining questioning behaviour, their anticipation of effects of decisions or courses of action, their time to respond, etc.

Level 3: Change in how communities/networks/groups learn or move beyond sharing ideas and tools to create new methods and ways of improving what they do together.

Capacity building encompasses the infrastructure, tools methods and the people. Tracking or measuring outcomes can be helped by thinking about the levels of change or increased capacity sought. It is also helped by reflecting on the limitations for you or your organisation in achieving desired outcomes because of, e.g., an organisation's ways of doing things.

Your action plan: outcomes

Think about what you are trying to achieve

Think about what you are trying to achieve with your capacity building project or activity. When you have done this start to work through your action plan (see *My Action Plans* booklet. By doing this you will develop a clear and robust action plan about your project's or activity's outcomes.

Engagement

What's engagement?

Engagement brings together all the relevant players in a way that fosters ownership of and involvement in achieving capacity building outcomes.

Engagement in a capacity building process involves the bringing together of all the relevant communities of practice[1] around a common goal but with the opportunity to pursue their own interests. For example in a project to improve weed management some are interested in technological innovation and R&D; others in the commercial, social or environmental implications; and others with regulation, communication and education responsibilities. They have different and in some cases conflicting perspectives, yet may need to work together in order to improve a situation.

Effective engagement in capacity building requires effort at three levels:

1. Target audiences (e.g. farmers/specific communities, service providers)
2. Communities of practice (e.g. particular professional groups)
3. Stakeholders (e.g. organisations)

Because of the interests of its members, much of the CVCB work on engagement has focused on involving farmers in capacity building activities. Some projects have looked at service providers in both the public and private sectors, while those working in the NRM area are particularly interested in engaging communities.

This next section outlines some of the research completed by the CVCB about engaging farmers in participating in capacity building activities. It should provide a guide to help you improve or design ways of engaging the community in capacity building activities and projects.

How can I encourage farmer participation in activities?

Positive experience of learning is an important pointer to participation

Farmers tend to decide whether or not to participate in activities and programs based on their previous experiences, the experiences of people they trust and value, and how they normally look for information. This seems to be because they are acquainted with and feel confident about participating or not participating in particular learning environments.

This knowledge is especially relevant when considering that the delivery of many government and industry programs

[1] Communities of practice are groups of people who share a concern or a passion for something they do and who interact regularly to learn how to do it. What people in a community of practice have in common is what they do, underpinned by common beliefs and values, e.g. poultry farmers who use an intensive system such as caged battery hens constitute a different community of practice to free range growers of organic chickens and eggs. Communities define what constitute competence for the people who belong to them and hence what is expected of them.

tends to focus on group-based participation, rather than one-on-one contact.

The farmers who are least likely to participate in or seek learning that does not produce direct on-farm production benefits tend to obtain information through links and services they know well and trust. The first source of information many of them mentioned is the family. For these people, confidence in individuals and information services was generated through historic links and positive and reliable relationships.

Critical factors influencing participation

Critical factors which influence participation in learning activities are:

- relationships between the learner and the learning environment (e.g. non-threatening, well lit, comfortable)
- social and structural factors inhibiting participation (e.g. language, gender, socio-economic status, dispersed potential audience)
- the learning and educational experience of the farmer
- situational (such as time, money, child care, transport and weather), institutional (such as high fees for part-time study and learning locations that are difficult to reach) and dispositional (such as self-esteem and group participation) barriers.

From studies of participation in capacity building activities:

- The level of participation in capacity building varies greatly between industries. It is lowest in traditional broadacre livestock industries, and highest in specialised and intensive industry sectors like grape growing and cotton.
- Farmers much prefer informal capacity building activities, particularly such things as workshops or short courses, demonstration or field days.
- Older farmers tend to participate less in capacity building activities than younger farmers.
- There is a consistent positive relationship between levels of formal educational attainments and participation in a wider range of capacity building activities.
- Australian farmers have low levels of formal education qualifications compared to population as a whole, and to other occupational and industry groups. Discrepancies are greatest for university qualifications and relatively small for vocational qualifications; discrepancies appear influenced by accessibility.

Identify and describe the benefits of learning so they are relevant

Before organising learning events, providers need to identify and describe the benefits of learning in terms that are relevant to the individual enterprise. An example is a value-chain oriented one, where production, environment and quality are all considered as central to developing learning that has meaning for individual farmers and is responsive to the demands of current farming practice.

Working to the needs of different target audiences

Lifestyle farmers have different values and aspirations to traditional farmers and have different needs

In recent years there has been a wave of new buyers of agricultural land around the fringes of urban districts and in attractive rural landscapes in parts of Australia. These new arrivals, lifestyle farmers, are changing the demographics of these areas. Lifestyle farmers, with their predominantly urban backgrounds, are likely to have different values and aspirations compared with those of their traditional farming neighbours. In parts of the rural landscape, traditional farmers are now a minority rural landholder group.

A recent CVCB project identified three different types of lifestyle farmer, each with their own needs:

- 'green' lifestyle farmer: these strongly value the environment as being important, and caring for a piece of land is the primary motivator for buying a farm
- 'lifestyle' lifestyle farmer: their purchase of land is strongly driven by lifestyle - to be out of the 'rat race', to have an open space for their children, or to be able to grow produce for their own consumption
- 'beginning farming' lifestyle farmer: these people may live on or off the land - their purchase of land is mainly driven by the desire to be 'farming'.

Taking account of the needs of lifestyle farmers

The project found that capacity building managers and funders need to:

- Explore ways of exchanging information through more persuasive forms of communication. This is needed to influence the views and values of some lifestyle farmers towards land management
- Acknowledge the social diversity of the lifestyle farm sector and what is important to lifestyle farmers. This will help to build pathways for communication and influence delivery mechanisms.
- Build networks, which will help exchange knowledge and improve communication between lifestyle farmers and traditional farmers
- Provide local place-based information. Local information is needed in a format that caters for different needs of those in the lifestyle farm sector.
- Adopt collaborative approaches. These are more likely to succeed in connecting with lifestyle farmers.
- Build flexibility into program planning and development. New capacity building programs will need to be flexible and recognise socio-demographic change in rural areas.

Strategies for increasing participation

How to increase participation

Localised learning

Many of the available learning programs are organised so that they respond to local needs and conditions. This does not just mean that learning is to be situated in local areas; it means localising it in terms of issues, organisation (through local farming groups or other social groups) and responding to the community's time and relevance demands. Local people should also be involved in the development of learning opportunities.

Intervention in group and individual learning settings

Intervention in more personal interactions, such as individual farm settings and families, and using trusted advisors such as stock and station agents and accountants as learning providers, is necessary if people who tend to not engage in group processes are to be involved in learning beyond their current systems. The cost of this level of intervention is high for the service provider, whether it is government or industry.

Time and costs

All farming enterprises have considerable demands associated with on-farm work, but account must also be taken of other demands that are part of farming, e.g. travel time, family responsibilities, maintenance of farm equipment and infrastructure, holidays, changes in the weather, staffing, and office work. The value placed on the learning opportunity must be such that other demands are put aside to participate.

Two-way, open interaction

It is necessary to use differing learning opportunities to foster wider community discussion and identify areas in need of attention. There should be a two-way communication channel between farmers and government and industry. Understanding how different communities interact and communicate will allow you to identify opportunities.

Adviser/deliverer training about social learning

There is a need to formalise training in social learning processes and participatory approaches. Training could be through distance education, where course requirements are geared to the individual's work setting.

The farmer context

Understanding the farmer context includes understanding what farmers want to know. It is clear from the case studies

that farmers' participation in learning is not determined by a lack of education, extension, information or training experiences and programs; rather, it is determined by how hard it is to 'match' the available learning experiences with what the learners want. There is an important role here for a learning or knowledge broker.

Building relationships with individuals

For the capacity builder, travelling to properties and getting involved through face-to-face communication with farmers can generate an understanding of the local context and the local people. These interactions can be built on over time and can help establish dialogue and a genuine understanding of how you can help farmers in a particular area. Finding out what they want to know by listening and watching what they are doing is important.

Relationship building comes at a high cost for both the service provider and the officer.

Following up

Following up on what is needed by target groups is fundamental to forming solid and beneficial relationships in local areas. This is often a difficult thing for capacity builders to do because it takes time and they need to move on to other work duties.

Monitoring and revising as change takes place

It is important to consider changes in production, natural resource management, threats to livelihood, and changes to family and social circumstances that might affect participation. An understanding of these circumstances can be reflected in learning opportunities.

Tools for capacity builders and managers

1. Checklist for improving participation.
   - Why do you want to improve participation – equity, achievement of project outcomes, critical mass?
   - Define the target audiences
   - Describe in as much detail as possible the characteristics of each target – demographics, learning needs, learning styles and preferred modes, location and learning resources available
   - Set realistic participation targets
   - Describe barriers to participation
   - Develop strategies to overcome barriers and achieve participation targets
   - Develop indicators to monitor and evaluate participation levels

2. Consider the visual and performing arts to engage participants. The visual and performing arts have special qualities to help increase understanding and knowledge through aiding communication. They have great power of combining complex information and presenting it in a simple way, while also overlaying several meanings (Curtis *et al*, unpublished.)

Measuring and monitoring participation

While measuring participation is important, doing this for informal learning activities is more problematic and requires different approaches

Measuring participation in different kinds of capacity building activities can help monitor and evaluate the effectiveness of these activities and their outcomes. However, this task is not without its challenges. Bamberry *et al* (1997) assert that formal educational qualifications alone are an inadequate measure of farmers' skills and abilities, because many farmers use a variety of informal learning sources to educate themselves.

As participation in informal learning activities is harder to measure than participation in formal ones, there is a case for new approaches to measuring farmers' skills and qualifications, for example emphasising competencies and recognition of prior learning (Synapse Consulting, 1998; Bamberry, Dunn & Lamont, 1997).

Some researchers have suggested that, given the research findings that indicate farmers participate more often in informal capacity building activities than formal ones, further work is needed to better describe and document this kind of participation (Macadam *et al*., 2004). This could involve:

- creating an inventory and appropriate categories for the range of formal and informal activities that qualify as 'capacity building', which in turn would help identify the full range of organisations and agencies who collect data on participation rates
- developing qualitative and quantitative tools to measure participation in different kinds of informal capacity building activities.

Case study: increasing participation

Name of project

The productivity, environmental and social benefits of increasing producer participation in extension

Author of case study

John McKenzie, based on the work of Jason Trompf and Peter Sale, Department of Agricultural Sciences, La Trobe University, Melbourne, 3086

Capacity building element in focus

Engagement – increasing farmer participation

The case study

A study undertaken in the Glenthompson district of western Victoria found that unless a deliberate effort is made to reach the wider producer community, the more innovative producers will self-select as the ones that join and benefit from extension programs.

The attitudes and practices of thirty six pastoral producers in the Glenthompson district were assessed in 1997 and again in 2005. In 1997 it was found that only 5.6% of the producer community participated in extension activities.

The approach. In the spring of 1997 a facilitated recruitment process was undertaken which involved face-to-face contact with all producers in the district, to discuss their attitudes and practices and to directly expose them to an opportunity to get involved in the Triple P Program.

The Triple P Program is a small-group training program (6 producers per group) that aims to improve the pasture and livestock management skills of participants, and assist them to trial more productive pastures on their own farm.

The results. Following the facilitated recruitment process, more than half (56%) of the producers in the Glenthompson district chose to participate in the Triple P Program. Subsequently these producers went on to form a Best Wool 2010 group that has operated since 2000 and in 2004-05 was awarded the Best Wool 2010 group of the year.

How this approach was an improvement to previous approaches:

1. The facilitated recruitment process increased producer participation in extension in the Glenthompson district from 5.6% to 56% of the producer community.
2. Between 1997 and 2005 there was significant change in the knowledge, attitudes, skills, aspirations and practices of these producers.
3. Increased participation in extension has led to more widespread productivity, environmental and social benefits for the Glenthompson community.

Encouraging buy-in to capacity building

Equal to the need to engage target audiences in participating in capacity building efforts is that of engaging stakeholders and communities of practice groups (see box on next page for definition) in the outcomes and processes of capacity building.

According to Macadam *et al* (2004), capacity building occurs in communities brought together by a common concern. They may be as small as a family farm business or as large as a regional development organisation or catchment body, and may incorporate those who are directly concerned (primary stakeholders), people with relevant expertise and, perhaps others with different perspectives.

Identifying and engaging with relevant communities of practice is a vital key to successful capacity building

For any issue there will be communities of practice that are relevant in terms of their expertise and leadership, their access to different forms of capital, and the hold they have on members. They may be based within the region or outside it. Identifying and engaging them is a critical aspect of capacity building. The fact that they often have conflicting worldviews and interests has to be addressed in the process. Therefore, stakeholder and community of practice engagement is a significant element in achieving capacity building outcomes. The CVCB research in this area has explored the institutional arrangement around capacity building as well as engagement of stakeholders and communities of practice.

The research suggests capacity building projects need to understand and work with stakeholders around:

- their stake in capacity building outcomes (i.e. whether they have a direct impact on, an interest in or are affected by the project)
- their needs
- alignment between their individual interests, their particular role and the project purpose

A tool that can help this process along is called “stakeholder analysis” (see page 17).

Communities of practice

Capacity building involves improving the stock of capital. A prerequisite to doing this is involving the people and groups whose practices and access to capital are integral to improving a particular situation and achieving a specified goal. In this way, those who have an interest in or are affected by the outcome of capacity building are a community of practice. A community of practice can be small, e.g. a farm family determining a succession plan or large e.g. a town or an industry.

The community of practice involved in determining a succession plan could include family members, including those not directly involved; a solicitor; an accountant; and a mediator. A community of practice involved in developing a strategic plan for an agricultural industry could include individual farmers, farmers organisations, community groups, marketers, customers (such as buyers, processors, value adders and consumers); the banking and finance sectors; regulatory, research and extension agencies; and local government.

Communities of practice have a profound effect on their members because they define what it means to be competent e.g. a competent low-input grower of organic vegetables or a competent manager of a corporate cotton farm. Each is likely to be "in step with a different drummer". Similarly, agricultural extension officers, agri-business advisers and natural resource management facilitators constitute different communities of practice.

Communities of practice can inhibit or promote new ways of doing things. Individuals are members of more than one community of practice (e.g. business person, amateur golfer, church goer) and this provides scope for import of new ideas. If, however, diverse communities of practice can be engaged in collaborative learning the scope not only for new ways of thinking, but importantly in capacity building terminology, new ways of acting, are enhanced.

The capacity building challenge is to engage the diverse communities of practice 'whose practices and access to capital are integral to improving the situation'. This is no mean feat because they often dislike each other and the way they view the situation. If they can be engaged there is the potential for a new community of practice related to the problematic situation to emerge. This could be a significant goal for capacity building.

Table 1 shows the diversity of stakeholders involved in service provision to rural industries. This table comes from a review of by Coutts *et al* 2005.

Table 1. Professionals involved in rural service provision (2005)

Geographical coverage	Organisation/grouping	Number full time Equivalents (est.)
National/ACT	NHT, Landcare, catchment coordinators, Waterwatch, Bushcare and other facilitators funded by NHT, Federal Government, federal, State and regional groups	760
	R&D corporation funded industry development officers	* 50
	Large agribusiness	* 500
	AACM consultants	4
Queensland	Department of Primary Industries	200
	Department of Natural Resources and Mines	* 120
	Environmental Protection Agency	36
	BSES (sugar)	40
	CPPB (sugar)	15
	AACM consultants	30
	Other consultants and advisers	40
New South Wales	Agriculture NSW	354
	Other government departments	* 150
	AACM consultants	83
	Other consultants and advisers	* 40
Victoria	DPI	200
	Other government departments	250
	AACM consultants	49
	Other consultants and advisers	* 60

* estimate only

Stakeholder analysis for capacity building

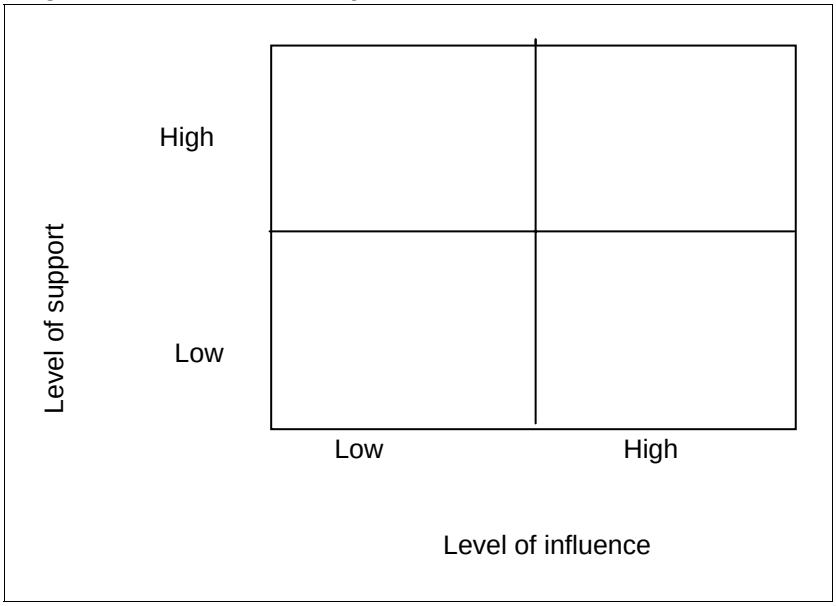
Use stakeholder analysis to identify and assess stakeholders and relevant communities of practice

Stakeholder analysis is a technique for identifying and assessing stakeholders and relevant communities of practice. The process is as follows:

1. Brainstorm a list of the individuals, groups and organisations that might have; (a) an impact on the project, (b) an interest in it, or (c) be affected by its implementation. Be as specific as possible.
2. Place each person, group or organisation on the matrix on the next page in terms of their potential level of interest and support, and their level of potential influence.
3. The entries in the top quadrants are of particular significance. Your aim is to work with the people in the top right quadrant to pull as many as possible in the left quadrant across to the right.
4. List the key people, groups and organisations and record below your assumptions about the wants and needs of each, particularly the leaders.
5. Categorise the key people, groups and organisations as either (a) project initiators – the relevant communities of practice, and (b) those with a stake in the outcome - those who will have to be consulted and kept informed.

Use this analysis to devise a strategy to encourage participation and/or support, based on an assessment of their wants and needs.

Figure 3. Stakeholder analysis chart



Source: *Action Learning Project Management Workbook*, Centre for Systemic Development, University of Western Sydney.

Measuring and monitoring stakeholder engagement

Use the stakeholder analysis tool to identify stakeholders and communities you need to involve in your project

The stakeholder analysis tool can help managers or practitioners determine the appropriate stakeholders or communities of practice to be involved in a project. Further, after implementing the strategies to engage these individuals or groups, a measure of engagement or change in engagement can be assessed as a whole or for each individual or group. Some examples from Fenton (2006) are shown below:

In the last 12 months, would you say the level of participation by stakeholders, landholders and community in regional NRM activities has been…
very satisfactory; satisfactory; somewhat satisfactory; unsatisfactory

In the last 12 months would you say the diversity of different stakeholders, landholders and community involved in regional NRM activities has…
increased significantly; increased slightly; remained the same; decreased

Working with others to get the job done

Capacity building projects will often be delivered more effectively through partnerships, e.g. between agencies and agribusiness

Engaging target audiences, stakeholders and communities of practice often has a focus on people involved with a project rather than the "delivery" of capacity building projects. However, it is becoming more accepted that "delivery" is not just a function of one organisation or group and that co-delivery with a variety of communities of practice is becoming more important. This is a different dimension of engagement; that of engagement through working together and working

across organisations and institutions. CVCB research has found that:

- In many areas and industries agribusiness has largely supplanted the extension role previously held by government.
- Increasingly, agribusiness is undertaking R&D work.
- Agribusiness has the capacity to (and does) act as an information conduit from farmers back to researchers and decision makers.
- As rural extension is becoming more professional, there has been a move towards developing courses, workshops and training programs that fit under the Australian National Training Framework (under which the Vocational Education and Training – VET -falls) and which can build on to formal qualifications.
- Extension (industry training) and the VET sector, the formal Vocational Education and Training system, each a vital part of Australia's education and training for agriculture, have developed and are seen as separate training domains. There is reason to believe that better alignment of the two would improve outcomes from investment in training, and improve rural capacity building.
- Agricultural consultants are becoming a more important part of the agricultural knowledge and information system in Australia.
- Where consultants are used, a key to effective relationships is having clearly defined enterprise goals towards which the consultant and the client work. Consultants are seen to be most effective where they provide a 'sounding board' working through alternative approaches and solutions rather than providing expert recommendations to a passive client. Producers who actively work with consultants and provide their own experience, observations and relevant information gain more than those who leave consultants to their own devices.

The three areas of engagement with service providers outside traditional or single organisation delivery providers that have been the focus of CVCB research have been:

- service providers (e.g. agri-business, private consultants)
- training brokers
- VET/VTE organisations.

The following tools have been compiled to help practitioners think about engagement in these three areas.

Tools to engage with service providers

Stone (2005) has identified the key role that agribusiness is playing in providing information and knowledge-based services to farmers. Table 2 summarises the likely ways agribusiness will connect with its clients in the future. This can provide an insight to how to engage with agribusiness in capacity building activities.

Table 2. How agribusiness is likely to connect with clients in future (S*ource*. Stone, 2005)

Priority for agribusiness	Techniques used	Purpose/role	Notes
High	1:1 personal contact	Sell products and facilitate info access	By consultants and resellers and other specialists
	Phone contact	Clarify information, make sales	Also to support social interaction of above groups
	Trials, field days and demonstrations	Accessing information Working with key growers/opinion leaders	The 'seeing is believing' concept
	Specialist consultants	Expected to be the primary advisers in future – with a particular role in niche and boutique industries	Adviser for farmers and target market for other agribusiness to get product /advice to farmers
	Group processes	Facilitate information access, canvass use and implications of information, allow for connection with others (farmers and agribusiness)	Complement 1:1 contact, support other processes
	Publications	As for group processes	As for group processes
	Women	Connect with key influencers	Other techniques used – but women often key conduit in decision making
	Influencing resellers	Connect with another conduit to the farmer	Uses their networks and processes – greater diffusion of messages and sale of product
Medium	Computer based information dissemination – email and Internet	Both by itself and in support of 1:1	Requires a far higher degree of computer literacy than currently exists
	e-commerce	To connect with all business activities and source information	As above – but will be driven by agribusiness
	Collaborative relationship with clients	Cement relationships with all clients and relevant family/business decision makers	Recognises collective decision making that can occur in a farm business
	Training programs	To inform and educate	High level of reliance on FarmBis among traditionalists
	Reseller employed consultants/specialists	As for specialist consultants	Farmer take a different view of those aligned with resellers and product suppliers than independent consultants
	Direct mail	Target information needs – and general contact	Targets are ad hoc
Low	Bus tours (and similar)	Seeing is believing, bring farmers into sphere of influence	Highly regarded as a means of exposing rural industry to innovations

Priority for agribusiness	Techniques used	Purpose/role	Notes

Tools to engage with training brokers

Kilpatrick *et al* (2006) identified the role of training brokers and developed the following definition to describe what they do:

> *A training broker plays an active and purposeful role in identifying training needs. A training broker considers the whole suite of present and potential training opportunities and actively matches needs to training, acting in the best interests of the client.*

Brokerage is a collaborative process involving client, broker and provider, and may include a range of other stakeholders such as natural resource management and catchment groups, agribusiness, extension officers, farmer associations, and FarmBis networkers and coordinators, as well as primary producers themselves.

A guidebook for those interested in developing better skills as training brokers is available on the CVCB website at http://rirdc.gov.au/capacitybuilding/trainingbrokers/index.htm

Tools for accrediting delivery programs through the VET sector

Accreditation of capacity building learning activities is another option which is increasingly of interest to some farmers. Table 3 is a checklist to help capacity building project deliverers align training products with accreditation schemes.

Table 3. Checklist for accrediting an extension training program

Name of training program:

Steps	Actions	Done	Results
Step 1 Establishing the Need	Clarify intended training – general content, desired outcomes, target audience.		
	Establish that there is a market for the intended course. (Number of people x location x time).		
	Establish that this is likely to be an enduring need – not a one off; and/or can link easily into existing training packages.		
	Clarify how the training aligns to relevant industry, state or national strategies and priorities.		
	Explore existing (accredited) training/courses available and look for scope to directly use, build-on or work with similar training courses.		

Steps	Actions	Done	Results
Step 2 Map against Units of Competency	Link into a RTO (some have business development units) with experience in the accrediting of extension programs. Include a person from the RTO on the project team.		
	Explore existing Training Packages that most suit the desired training outcomes.		
	Choose the level/s consistent with the aims of the program.		
	Align course components that fit best against competencies included in the Training Package at the desired levels.		
	Determine with the RTO the qualification level which best matches the competency levels in your training course (may be a compromise because of the range of skills being addressed).		
	Look at how past experiences, existing skills and competencies can be captured as part of total training, recognition and qualification pathway process.		
	Someone with Certificate IV in Workplace Training and Assessment (BSZ or TAA) is required to sign off the competency – best if there is someone in the partner organisation approved by the RTO or there may be a cost.		
Step 3 Register the matched units	Work through the RTO who will undertake the registration. Note that once the course is registered it can be used by other RTOs (although not the course materials you have developed).		
	Develop the necessary training course components: workbook; facilitator's guide; educational tools (e.g. photos); and assessment tools (for example sheets to fill out so specific participants' competencies can be assessed. This can be a major blockage – and you may need to work closely with the participating RTO.		
Step 4 Participants to register	Advise participants prior to the training course that it is accredited and what that might mean for them – note the guide for participants that is a companion to this guide.		
	Provide participants with registration forms where they can 'tick' if they want to be formally assessed for units of competency. Those who want accreditation will also need to fill out an enrollment form with the RTO.		
	Provide participants with relevant competency assessment instruments and forms at the appropriate stages of the training event. Collect the completed forms.		

Steps	Actions	Done	Results
	Provide opportunity for assessment of past experience/skills at different times during the training process. This can be a significant task for participants – and support would help.		
	Provide those participants seeking assessment with any assessment instruments and forms they may need post the training event (e.g. in applying skills to own property). Organise to collect these in a timely fashion.		
Step 5 Assessment	Collate assessment evidence forms: pass on to the RTO with a covering letter and report and/or supply the RTO with the assessment evidence as stipulated or agreed.		
	RTO or approved assessor assesses and make a decision on each participant (student) and deems whether they successfully met each unit –with enough supporting evidence.		
	RTO sends a Statement of Attainment to each successful participant stating that they have gained competency in the following units. Particular specializations can be noted in these certificates (they are not qualifications).		
Step 6 Building qualifications	Recognise their progress in terms of competencies gained through your training course and encourage them to build on it.		
	Provide guidance to participants about the steps they need to take and possible opportunities (for example other training courses of which you are aware) to build to a qualification.		

Case study: engagement

Name of project

Taking Stock: An Approach to Engaging the Australian Dairy Industry in Farm Business Management

Authors of case study

Ruth Nettle (University of Melbourne*)* and Chris Murphy (Dairy Australia)

Capacity building element in focus

1. Engaging target audiences and co-investors.
2. The consultant model of delivery – through industry co-investment.

The case study

Taking Stock was developed by the dairy industry as a farm management service to help businesses respond to the pressures of prolonged drought; deregulation of milk prices; and a downturn in the global commodity price for milk.

It involved collaborative development of an industry-wide approach, involving uniform, agreed parameters for business analysis and a one-to-one delivery mechanism, using trained advisers. The aim was to have dairy farmers basing their business decisions on the realities of the industry and their own farms, build confidence about their business, and develop a culture of business inquiry in the dairy industry. It also aimed to support this culture with a more capable service sector. Taking stock was launched in 2005 and still runs today (2007). Eighteen hundred of the nine thousand dairy farms in Australia, more than 150 service providers and fifty organisations have been directly involved in developing and delivering it.

The approach: *Taking Stock* used a process that had five distinguishing features:

- engages dairy farm families in discussing, assessing and recognising their current situation and future options
- is one-on-one based, using credible (trusted/reliable) deliverers (dairy company field staff and other service providers) who have a solid understanding of farm management and dairy industry issues
- has a specific format, including a software application, based on agreed, consistent physical and financial indicators that can be used as required, to structure dialogue and provide relevant analysis of a range of farm issues, and which can be completed in a relatively short period of time (3 to 4 hours)
- initiates action planning by dairy farm families and signposting to resources matched to their analysis and specific needs
- helps dairy farmers develop better ongoing advisory relationships.

Critical success factors

Accessibility to a broad audience of farmers. This meant reducing any barriers to participation in the program. The design principles to achieve this were: the process was not to be onerous in terms of data collection; there was a focus on

meaningful indicators for farm decision making - not for benchmarking or comparative farm analysis that was known to be a barrier to broader participation; it was positioned as an 'entry level' to farm business analysis and understanding (not competing with more in-depth analysis packages already available); there was a limited number of meaningful indicators chosen (i.e. collaborators had to nominate only six key indicators of farm financial and physical health, which had to be those also known to contribute to farm tactical decision making); and offering a genuine choice to farmers in who delivered their *Taking Stock* no matter where they lived (e.g. Atherton Tablelands Qld or Gippsland Victoria).

***Engagement of farm families**. Taking Stock* is delivered one-on-one to individual farm families by selected service providers. The level of engagement of farm families (defined as participation by all members of the farm family and wider group to jointly identify issues and opportunities and implement a shared action plan) depends greatly on the trust and credibility of the service provider. To increase the likelihood of engagement a choice of trusted deliverers was critical, and deliverers were trained and encouraged to work on engaging all members of the farm family in visits, not just focus on analysis.

***Advisor training and support**.* About half of the 156 service providers that have been trained are from dairy companies. Deliverers were provided with training, regular update sessions, an email discussion group, access to a regional coordinator to handle enquiries and provide support, and improved organisational mentoring. Before delivering *Taking Stock* only 30% of service providers felt confident in assessing the financial and physical health of a farm business and prioritising these issues for action. A year later 67% of these providers felt confident.

Evaluation has revealed increased capacity of the service industry sector as a result of being involved in *Taking Stock*. This capacity has many elements including: increased capacity in farm biophysical and financial skills (through learning together and from each other); increased interpretive skills and systems' understanding; new or re-energised networks with deliverers understanding the capacity of others and their organisations, which generated more development and collaboration in other industry initiatives; and increased capacity in the 'people' or non-technical aspects of farm management (i.e. building advisory relationships, managing conflict, understanding farmers' goals, etc.)

***Engaging a range of deliverers and leveraging funds**.* To meet the need for wide access to *Taking Stock* by dairy farmers required that a range of service providers, including dairy company field staff, agriculture department extension personnel, rural financial counsellors, farm management consultants, and accountants, be recruited. Thirty-four companies and organisations committed to delivering *Taking*

Stock. Many of these organisations contribute significant resources to the project. This has required a lot of new interaction and relationship development. The model for delivery with participating organisations has been based on co-investment with a reasonable sum negotiated per farm serviced and a co-funding arrangement of 50:50. This has enabled significant additional resources, in both cash and in-kind, to be leveraged off the initial funding by Dairy Australia.

Action planning and follow up. The development of an action plan is the key outcome of the *Taking Stock* process and provides 'sign-posting' to direct participants to appropriate activities, programs and support based on their specific assessment and needs. Follow-up support is a critical element in ensuring action is taken, not only in helping the farmer to identify appropriate actions, but also to monitor progress and provide encouragement. Fifty-four per cent of farmers stated they had acted to change aspects of their farms management or business as a direct result of their *Taking Stock* interaction and had received follow-up.

Co-development. Designing *Taking Stock* was a collaborative effort that involved major input from a number of milk processors, farm consultants and bankers. A collaborative development process meant that the form of the final product couldn't be determined at the outset. Dairy Australia provided a central pivot but did not impose a model or a pre-determined approach.

How this was an improvement on the past

Despite significant investment in farm business management "training" by the dairy industry in the past that exposed farms to identifying risks and issues, these programs did not provide enough follow-up or support for implementation of plans.

One of the legacies of the program is an emerging consensus across the industry on common definitions and methods of calculation and an agreed set of farm performance indicators.

For Dairy Australia collaboration has enabled it to activate a new delivery capacity in the industry in the farm business management area. The next challenge is the issue of limited demand for fee-paying services above and beyond *Taking Stock.*

Words of wisdom

Some external agencies in a servicing relationship with farmers have undervalued the power of engagement and yet are surprised by lack of implementation of their advice or uptake of their services. Collaboration is about negotiating expectations, sharing solutions and developing capacity to innovate and move forward together.

Exercise: engagement

Thinking about engagement

Think about your current approaches to:

- participation and engaging target audiences
- engaging stakeholders
- working with other deliverers.

Identify audiences, strategies, evaluation methods and areas of concern

For these three areas:

- List the different types of target audiences/stakeholders in projects among the group.
- List the different strategies the group has for engaging each of the target audiences and stakeholders.
- List the different ways people assess their engagement strategies, i.e. how you know they are working or not.
- Identify areas of concern the group has about engagement, and their projects.

Reflection: engagement

Thinking about the CVCB research go to your action planning booklet and complete the tasks on engagement.

Use this to refine your action plan.

Your action plan: engagement

Your aim is to develop an action plan for engagement

Work through the engagement section of the *My Action Plans* booklet. By doing this you will develop a clear and robust action plan about the engagement approach for your project.

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CVCB factsheets

Go to Appendix 2 or download these factsheets from website http://www.rirdc.gov.au/capacitybuilding/reports.html#Factsheets

What works and why in extension
Best practice in extension
Capacity building – what is it?
A guide to funding capacity building projects
Capacity building: a policy challenge
Designing, implementing and evaluating capacity building projects
Facilitated groups: keeping them fit and healthy
Training for capacity building
Developing new technologies and systems
Information on demand

Design

How to better design projects to make more of a difference

When designing capacity building projects make sure: outcomes are defined by stakeholders; all members of the community of practice are involved; there is a common agenda and collaboration; and political and institutional commitment

Fundamental to the design of capacity building projects are four central principles, as follows:

1. The outcomes of effective capacity building are improvements in all the stocks of capital, as defined by stakeholders. As well, there needs to be consistency between the outcomes and how a project is designed and implemented in achieving the outcomes.
2. Capacity building projects try to include all of the members of the community of practice to which the project relates. The implications are that this will introduce different opinions, interests and world views into the community of practice, and that it will avoid those who are potentially important to have involved being left out of the process.
3. Effective capacity building creates a common agenda and a willingness to collaborate among the members of the relevant communities of practice.
4. Political and institutional commitment to the capacity building project's goals is a key to achieving outcomes.

Designing a capacity building project is different from designing an extension or education project

What does this mean for designing capacity building projects?

Have a broader project focus. It is clear that the aim of a capacity building project is to improve capital stocks and, as a result, an individual, group's or community's capacity to manage their own circumstances. Extension and education projects often aim to increase one or two capital stocks. Often they concentrate on building the skills of people, i.e. human capital, so they can benefit as individuals, possibly through an improved financial position, or as a group through an improved natural resource base.

A capacity building project, however, aims to improve all capital stocks so a first step in designing the project is to identify the desired improvements in each type of capital: human, social, financial, physical and natural. As well as identifying the improvements in capital, the project should develop a process to enable these improvements to occur.

Look for assets not just problems or needs. A feature of capacity building in practice, which differentiates it from other project approaches, is that it emphasises asset mapping rather than needs assessment. Needs assessment focuses on what's wrong with a community or what is missing. In contrast, asset mapping moves the

focus from what is not in the community to what is, thus providing a basis on which to build capacity.

Bringing people inside the circle. When you are designing a capacity building project, it is essential that all of the people and groups with an interest in the project be included, even if they have different views about the subject. It is important that all members of the project group, or community of practice, be brought into a project in such a way that they are able to contribute to all aspects of project management from design to implementation and evaluation. By implication, this community of practice should include a wide range of groups, institutions and individuals.

These different groups and individuals will bring different knowledge and skill sets to bear on the problem based in their different practices. A possible first step for a project is to confirm the identity of these people and their willingness to be involved. It should also be recognised that there will be different motivations for different members of the project community. These will range from financial to social motivations.

The role of each group member will vary and how they are involved in the project will vary, but if they are strategically important to the outcomes of the project they must be involved in some way. Involvement should always be voluntary and on equal terms with other members of the community of practice.

Working together around constraints. As the community of practice forms, a common agenda can be developed. The agenda will clarify the aims of the project and need to be agreed to by everyone.

All projects are subject to prevailing institutional arrangements. These arrangements include relevant laws and regulations, the various government departments that monitor these laws and also the prevailing social and political norms and conventions. It is important for projects that all of these institutions are fully supportive of the project and are willing to contribute the resources required for successful outcomes.

Co-development of outcomes. An important difference between capacity building projects and more traditional extension and education projects is that it is not possible to predetermine outputs, which are often used as measures of success or achievement, e.g. a specific number of workshops or a particular publication. Prescribing such things before a project starts, without consultation with the community practice, is against the fundamental principles of capacity building. What is important in determining the success of a project is that it is evaluated and that the stock of capital, as defined by

stakeholders, has improved. This means that it is crucial for any capacity building project to include some process or strategy for measuring the current stock of capital of all types, and the changes in capital stocks resulting from the project.

Lower to higher order capacity building

Capacity building – a progression, not a product

There is a need to see the building of capacity as a progression rather than as the product of a model. While activities using the models of the capacity building ladder (see Figure 5, page 36) certainly build capacity, looking at them in isolation does not describe how the capacity of individuals, groups or organisations develops.

In many situations there is a discernible progression from the development of basic level skills such as being able to perform a task, to higher order skills such as evaluation of the task. Criteria for the application of this continuum can be developed in relation to all the communities of practice involved in the project. Project designers could consider how the project proposes to deal with, and plan for, the lower to higher progression for each group.

Considering private *vs* public good

Where the benefit is a private one, participants might be expected to pay more

A second way to look at capacity building outcomes is to consider the outcome for the person or organisation involved. Is the increase in knowledge, skills or attributes for the private or public good? This question has implications for funding capacity building. We might expect that the level of contribution to the cost of capacity building required of a participant would be highest where there is a private good outcome and reduce to no contribution where the outcome is solely public good. This is not the case today. The *FarmBis* subsidy, for example, does not discriminate between the private and public good.

When designing projects consider applying the principle above, that is participants pay more where there is a greater private good outcome.

Case study: CountDown Downunder

Author of case study Pauline Brightling (Dairy Australia) and Ruth Nettle (University of Melbourne)

Capacity building element in focus Training delivery model – for advisers and farmers

The case study

CountDown Downunder was a program created in 1998 to help farmers meet new milk quality standards, improve farm profitability and protect export markets. The industry goals were for all milk supply to have cell counts below 400,000 cells per millilitre (mL) and at least 90% of supply to be below 250,000 cells/mL, thereby increasing the net return to farms by an estimated $33 million each year.

The approach. The *Countdown* approach consisted of:

- establishing clear, consistent recommendations on mastitis control
- building regional networks of advisers who have a special interest in solving mastitis and related milk quality problems
- designing the *Countdown Downunder* Farmer Short Course to promote adoption of best practice on farms:
  - 89 courses were held across Australia between 2001 and 2005
  - courses involved small group (15-20 people) sessions over 6 days (21 hours of adult learning)
  - each farm developed a Mastitis Action Plan for their herd.

The key elements of the training delivery model. The *Countdown Downunder Farmer Short Course* helped farmers use their own knowledge and experience to develop practical Mastitis Action Plans tailored to their situation and risk management approach. To stimulate change on farms, the course repeatedly:

- created a challenge for farmers to 'close the gap' between their current management practices and best practice as recommended by the Farm Guidelines
- encouraged the use of triggers for the early detection of udder health problems
- promoted a team approach between milk staff, managers and advisers on-farm
- helped farmers be comfortable about using the services of dairy advisers.

Results

- More than 1,800 farmers from the eight dairying regions across Australia have completed the Farmer Short Course and developed a practical Mastitis Action Plan tailored to their situation and risk management approach.
- Participants surveyed in November 2004, up to four years after they had attended a course, remained very positive about the experience. Most had fully (40%) or

partially (51%) achieved the goals of the Mastitis Action Plans they had developed during the course, they were more confident in managing clinical mastitis and the Bulk Milk Cell Count (BMCC) was lower in many herds (Brightling 2005).
- 65% participants more confident in managing clinical cases
- survey herds also had lower BMCC than the national herd during the drought of 2003
- The performance of the entire industry in relation to milk quality moved closer to the industry targets, and *CountDown Downunder*, as the main industry wide intervention for improvement, was considered to significantly contribute to the dairy industries capacity to manage milk quality.

Critical success factors
- Allow participants to recognise the opportunity to improve and be motivated to do it.
- Have access to clear, up-to-date best practice information.
- Support farmers in being able to 'close the gap' between current farm management and best practice.
- Use skilled advisers to train and support action plans.
- Train advisers in how to work together with other disciplines to solve complex on-farm problems.
- Enable participants and advisers to monitor progress and act on "triggers" from their on-farm activities.
- Promote the regular review and updating of plans.

How this approach was an improvement to previous approaches:
- The Farmer Short Course is delivered by a team of 46 *Countdown* trained advisers throughout the regions. These advisers consisted of veterinarians, farm consultants and milk supply officers. Their ability to motivate, inform and support farmers underpins much of the industry's long-term ability to control mastitis. Before this, advisers used their professional associations to develop their skills, but this did not enhance their ability to work with each other.
- Many of these people are now also involved in delivering other dairy programs such as *InCalf* and *Taking Stock*, so the skills they developed with Countdown have extended to other fields.
- Reinforcing the action planning process in the design of new services and training packages.

Words of wisdom
Social research conducted as part of this program identified potential "stalling points" for the action planning process, much of which depended on the role of the adviser. This work helped improve the design of the program by better supporting advisers in their management support role rather than their "technical" ability to diagnose issues/problems.

Delivery

There is a link between the delivery process used and the outcomes that can be achieved

How do you choose the best delivery approach for your capacity building project? Related to this question is that of what is best practice as far as delivery is concerned?

CVCB research into "what works and why" in capacity building found that:

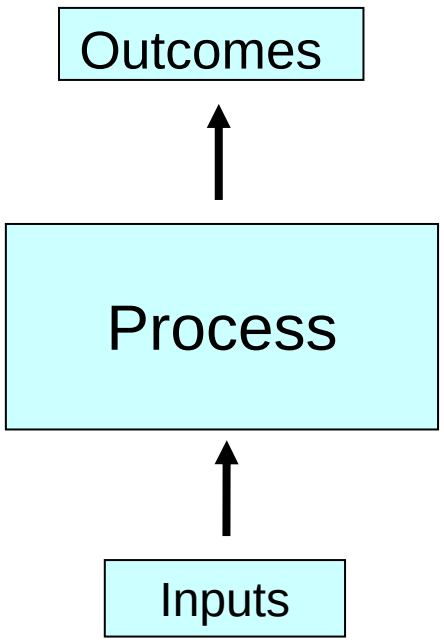
- a range of approaches is used to deliver capacity building outcomes, and these can be categorised into five key delivery models (Coutts *et al* 2005)
- different approaches have different underlying philosophies and are suited to different contexts and different desired outcomes
- the approaches are complementary and a mix is important in fully addressing capacity building in a community or industry
- a number of lessons have been learnt that can improve the effectiveness and impact of each of these models.

These findings can be used to support the design of effective delivery approaches.

Outcomes are affected by the process

A key underlying lesson from the research is the need to understand the link between the delivery process used and the outcomes that can be achieved as illustrated in Figure 4. This is equally important in design, delivery and evaluation.

Figure 4. The link between the delivery process and outcomes



Choosing a delivery model

A common failing has been in claiming, for example, that a delivery process is all about building individual capacity (to better plan, problem solve and make decisions) while stipulating set technical or managerial outcomes (e.g. adopting a piece of technology or using a decision support system) and evaluating the 'success' of the delivery project on whether these pre-set targets have been reached. As well, such processes have often been focused on a set technical or practice change agenda rather than an agenda that focuses on planning, problem solving and decision-making.

Research for the CVCB has identified that there are five main delivery models in use across rural industry capacity building projects in Australia. These models, their underlying philosophy, common delivery processes and outcomes are described below. Against each model, best-practice tips are provided for applying the models. Strategies for choosing particular approaches to capacity building delivery are also provided.

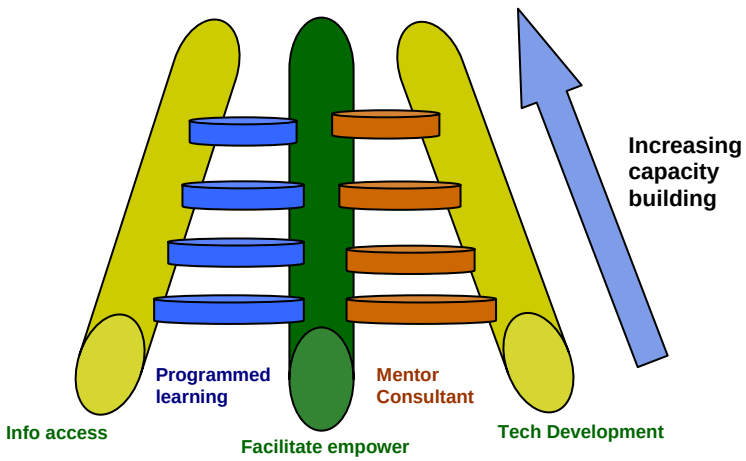
The models were identified from a review of over 50 recent and current extension projects from around Australia across agriculture and other fields. Best practice models were also developed as part of the project. The five delivery models are:

1. group facilitation/empowerment
2. technological development/problem solving
3. training
4. information access
5. consultant/mentor.

These delivery models were seen to work together to build capacity in a community or industry as indicated by the three-legged capacity building ladder in Figure 5.

Note. For the database of projects go to www.couttsjr.com.au/pd/

Figure 5. The capacity building ladder



This suggests that the portfolio of projects funded and developed to build capacity in a community or industry over time should be mindful of the mix of delivery models required and their complementary relationship. This means that each delivery project does not need to incorporate each model. Similarly, a project team should be looking to how they can best make links to projects working under different models.

Model details

Details of the five delivery models

A description of each model is provided in this section as well as the criteria for selecting a model and best-practice tips when using it.

1. The group facilitation/empowerment model

Approach. With this model, participants increase their own capacity in planning and decision making and in seeking their own education/training needs based on their situation. Groups may undertake their own research. The project will often provide or fund a facilitator to help groups define their own goals and learning needs and to help them realise these.

Outcomes. This model is mainly about developing personal attributes and skills, e.g. planning, problem solving, information seeking, decision-making and communication. These skills are generally developed within a context such as "improving the capacity of beef producers towards more sustainable farming", or the funders may have a high level agenda such as "improved uptake of advanced marketing techniques". The more specific the funder's 'technical' objectives, the more it detracts from the process and personal outcomes.

Reasons for choosing. Why would you develop a project under this model? If we go back to the capacity building ladder and matrix, a key reason for developing a project under this model within an industry, issue, locality or community is **because there is not one there already**. The argument for this is that projects under this model provide a framework for individuals to work through their specific learning needs and provide a mechanism for them to seek out activities and programmed learning opportunities to meet these needs.

Other reasons to develop projects under this model include:

- issues being dealt with are complex with no easy solution
- there are a number of relevant workshops and courses available but there is a lack of motivation and organisation to access these as needed
- there are not the institutional frameworks to involve people in problem solving and taking up opportunities
- it is clear that people on the ground will have the best knowledge of issues, opportunities and needs.

Evaluation. The focus for evaluation of this model should be on whether the process is conducive to participants

determining their own learning needs and developing their personal skills and whether the outcomes of improved planning, problem solving, communication, information seeking and decision-making have occurred.

Participative evaluation is important to this process. The next level of evaluation is concerned with how the process has contributed to making improvements within the industry and community context in which it is operating. As much as funders may have a commitment to the initial goals, they also need to demonstrate that their faith in a facilitated learning model produces impact at a production, environmental and/or social level.

Example

Bestwool/Bestlamb, Victoria

This project reflected the group facilitation/empowerment model well. The funding (now supplemented by participant fees) provided a facilitator to work with self-formed groups of growers to pursue their own learning needs. Groups chose their own facilitators who took them through a planning and prioritisation process to come up with participants' learning needs. These were met by a combination of internal group discussions, inviting 'expert' input, attending relevant events, participating in workshops, going on study visits and/or undertaking on-farm research. Facilitators were provided with opportunities to meet together and be made aware of new information and opportunities. Regional events were used to bring different groups together and a newsletter shared information between the wider groups. Evaluation has included interviews with group members, facilitators and informed stakeholders as well as analysis of topics pursued by each group and changes in key industry practices against non-participants.

Table 4 is a checklist to help you design and evaluate projects designed under the group facilitation/empowerment model.

Table 4. Checklist helping with the design and evaluation of projects under the group facilitation/empowerment model

Design criteria	Pointers for designers and deliverers	Ranking* 1 – 5
Potential participants want facilitation assistance.	Impetus could come from either a project team or potential participants themselves. The key point is that it is not imposed.	
Groups are self selected.	It is important that members aren't chosen by an outside agency or organisation.	
There are participant champions within groups.	Groups work best when participant champions provide leadership and enthusiasm. A danger sign is if your group relies on a facilitator to do this.	
Facilitators are selected or endorsed by the group.	These could be public, private or community people.	
A planning cycle is incorporated into the process.	A planning cycle provides some confidence that issues will be dealt with in a systematic way. This cycle needs to include opportunities to reflect on progress.	
Group members have opportunity to receive training in group process and planning.	An assumption cannot be made that people know how to work and plan together and some allowance should be made for this.	
Groups meet regularly.	This would be affected by localities and types of issues facing the groups.	
Boundaries for use of funder resources and reporting needs are negotiated and agreed to by funding bodies, the project team and group members.	Funding bodies need some boundaries and broad objectives for monitoring and accountability purposes. These boundaries need to be clear, as well as how they will be reported against.	
Opportunities are made for professional development of facilitators and to develop facilitator networks.	Facilitators need to be connected to each other and further develop their facilitation and 'technical' knowledge to ensure they are of maximum benefit to the groups.	
Opportunities are made for groups (representatives) to meet and share experiences.	Actions and learning of other groups can provide a significant stimulus to like-groups in other localities.	
Group members are encouraged to benchmark their knowledge, attitudes and practices.	Benchmarking is a way of measuring and reinforcing individual and group progress and growth.	
Members contribute an increasing level of their own resources to group activities.	This assists with ownership and sustainability beyond the life of a project.	
Courses and workshop opportunities need to be made available to facilitators and groups as part of the smorgasbord of opportunities available to them.	Assurance that groups will hear of potential training opportunities is important so they can make appropriate choices for their needs.	

* 1 = fully covered; 5 = not covered

2. The technological development/problem solving model

Approach. In this model individuals work together to develop specific technologies, management practices or decision support systems, or to tackle common issues or problems, which will then be available to the rest of the industry or community. It often involves local trials, demonstrations, field days and on-site visits and involves a range of stakeholders who can bring different skills, perspectives and experience into the process. There may be groups, committees or sub-committees formed as well as events directed to the wider industry and community.

Outcomes. The outcomes relate to the issue being addressed, e.g. if it is tackling a weed problem then what more is known about the weed and how to control it? What inroads have been made in addressing the spread of the weed? Inevitably this project will also have secondary outcomes relating to people extending their networks, information seeking and problem solving skills.

Reason for choosing. The main reason to develop projects under this model is to mobilise effort in dealing with a specific technological, managerial, community or environmental issue that needs to be addressed. It may be that some good research is being undertaken, but it needs to be tested, adapted and integrated into practice. Alternatively, it may be an issue identified by people involved in group facilitation/empowerment groups or the broader industry or community that needs addressing so a project is developed which may or may not involve formal research.

Other reasons to consider developing projects under this model include:

- using technological knowledge to develop new management strategies in practice
- increasing knowledge about a technological model or system by experimenting with it in practice
- developing specific technology
- using technology with groups.

Evaluation. To evaluate a project under this delivery model, the focus is on the gains made in developing the technology, management approaches or addressing the common problem. Benchmarks are critical to be able to measure progress made. The next level is to look at gains in networking, social capital (people working together) and the ability and confidence to mobilise and deal with this and other issues.

Example

Rural Water Use Efficiency Project, Queensland

This project had a focus on improving irrigation water use efficiency across a number of industries dependent on irrigation. It had a very strong on-ground focus involving on-farm measurement of water distribution and use, demonstrations and trials and training. Local committees provided input and direction. Financial incentives and awards were also used to encourage the use of more water efficient equipment and processes. Evaluation focused on uptake of incentives, practice change, estimating the gains in water availability which could be directed at improved production and on the cost-benefit of the project.

Table 5. Checklist helping with the design and evaluation of projects under the technological development/problem solving model

Design criteria	Pointers for designers and deliverers	Ranking* 1 – 5
Issue or need identified by industry or community or endorsed by representatives.	A perceived need may arise in any group, but all key stakeholders need to be convinced of the need.	
Facilitation provided to mobilise and assist in process.	Facilitative extension skills are critical in gaining broad involvement and providing an action plan.	
Process to inform and involve stakeholders in problem definition and determining approaches to tackling it.	Steps need to be explicit as to how the stakeholders will become engaged.	
Committees and/or forums to provide on-going local input and feedback apart from hands-on participants in process.	These formal mechanisms have been shown to have real benefit in providing 'safe' places for inputs and needed feedback.	
The process is designed to allow researchers/experts and producers/ community participants to work together.	The point is that this should be a participative process recognising the strengths of all.	
There is a strong on-farm/on-site trial and demonstration and assistance component.	In some cases, on-farm trials may mirror – or extend – formal research sites.	
Benchmarking is a key feature of tracking benefits and progress.	Change resulting from the technological information and its impact needs to be measurable for stakeholders to gauge benefits and progress.	
Other supporting mechanisms are available to assist development and integration – such as incentives, policy etc.	It is in the context of the mix that assists in motivation and action on desirable changes.	
Training in relevant areas is made available.	Training can help participants catch up with pre-existing knowledge about the technology or management issue.	

* 1 = fully covered; 5 = not covered

3. The training model

Approach. Under this model training programs and workshops are specifically designed to be delivered to targeted groups of landholders, community members, government personnel and others to increase understanding or skills in defined areas. These can be delivered in a variety of modes and learning approaches.

Outcomes. Outcomes from this model relate to the specific leaning objectives of the training workshop or course. These are generally couched in specific new understanding and/or knowledge about a technique, management process or issue and/or skills to use new tools and techniques associated with this knowledge area. Outcomes are generally restricted to the actual group involved in the training.

Reason for choosing. The training model often follows from activity in facilitated groups. Group participants recognise the need for further learning and courses or workshops are the most appropriate way to meet those needs.

Other reasons to consider developing projects under this model include:

- research projects have been completed which have direct application to a range of practical situations
- information and knowledge about a specific area have been gathered from a range of sources that lend themselves to be packages for others to benefit from
- demand from industry and community, individuals and groups for training in a certain area
- perceived need to improve awareness and knowledge across a wide geographical area.

Evaluation. The focus of the evaluation is in the stated learning outcomes of the training event or package, mostly in terms of new understanding or skills. Benchmarking is very useful before and after training because changes can generally be attributed specifically to the training received. Evaluating actions taken after training is common (e.g. 6 to 12 months later) to see if training resulted in changed practice. Process evaluation is also seen as important including use of adult learning approaches, catering for different learning styles and using experiential learning.

Example

EdgeNetwork courses, MLA

The EdgeNetwork courses have been developed as way of capturing the latest information from research undertaken on a range of topics to benefit the broader group of livestock producers. Based on priorities and market research a team develops the course as a stand alone product and then a different team delivers the course to a pilot group of producers. This is then evaluated by an independent evaluator and changes made before it is offered to a wider group. The courses are aligned to the Vocational education and Training competencies. A mix of media use during the course is encouraged and special effot is made to ensure that local examples and case studies are used in the different locations where delivery is made. Evaluation focuses on the workshop process and the feedback from producers in terms of relevance and applicability.

Table 6. Checklist helping with the design and evaluation of projects under the training model

Design criteria	Pointers for designers and deliverers	Ranking* 1 – 5
The project is based on extensive market research or demand or both.	Projects should result from identified or expressed need and be supported by representatives of potential participants.	
Up-to-date information is accessed from the full range of potential sources and integrated into a cohesive package.	Some effort needs to be made to ensure that information is balanced and incorporates the most up-to date-information.	
A transparent and defendable quality control mechanism is in place in the development and implementation of the project.	There are some 'off the shelf' QA mechanisms that work for training. Those that are used need to be obvious and defended.	
A facilitator's guide is developed that can easily be used by qualified presenters who have not developed the course itself.	Having developers separated from deliverers helps in testing this aspect.	
The course material is aligned with competencies under Training Packages in the VET system.	This should be a given for new projects under this model.	
There is a clear explanation of the VET pathways to allow presenters and participants to understand how the package can contribute to formal qualifications.	There is a lot of misunderstanding about VET accreditation. Including an explanation in course materials will assist in dealing with it.	
There are participant booklets that allow participants to easily follow the activities and learnings and will serve as refreshers after the course.	Booklets should be professionally developed with appropriate spaces for writing and illustrations.	
The training is gender sensitive in terms of timing, content and recommended facilities.	Gender also includes cultural sensitivity and should be assessed.	
A range of media inputs are available to break up presentations.	Consideration also needs to be given to remote locations with lack of equipment.	

Pilots are undertaken and rigorously assessed.	Before launching a project training product, pilots can refine their potential usefulness.	
Adult and experiential learning is incorporated into the delivery.	These are about recognising participant experience and engaging people in the process of learning.	

*1 = fully covered; 5 = not covered

4. The information access model

Approach. This model is used when the aim is to provide individuals and groups with access to a broad range of information and decision-making tools from a distance and at a time that suits them (in terms of their information needs). It can be an 'information package' (CD ROM or paper based), or a centralised location such as a call centre, website or information centre.

There is an interesting dichotomy of information overload and information scarcity for people engaged in decision making and change. The challenge is to provide information pathways that facilitate people's search for the information they require, when they want it, and in a format appropriate to their situation.

Outcomes. The outcome of a successful application of this model is that individuals and groups can fill information gaps and use available information and tools to make decisions and changes in their situation when they choose.

Reasons for choosing. The main reason to develop projects under this model is because there is a lack of potentially useful information accessible to individuals, groups and communities to support them as they tackle their issues and opportunities. The approach is intended to complement other engagement and capacity building approaches; as people are motivated to learn more or follow-up on what they have learnt, they can access relevant information as they need it.

Other reasons to consider developing projects under this model include:

- information from individual projects in specific topic areas is being 'lost' and there is no central repository of new knowledge
- available information in key areas is too fragmented and hence inaccessible or of limited use to people engaged in learning in these areas
- many people who do not attend groups or who are too remote to participate in other extension approaches also need help in accessing information relevant to them.

Evaluation. Evaluation is based on the user-friendliness and usefulness of the information: how easy was it to access; how well did the information meet the needs of the person/group – how applicable was it to their issue; and how did the information impact on decision-making?

Example

Using catchment information systems

A pilot project was undertaken to develop a Catchment Education and Information Exchange Program
to integrate catchment information and facilitate information exchange in catchment management in the Dawson, Dee River, and Liverpool Plains catchments.

This included the use of catchment information systems (CIS). The purpose of each CIS was to provide information to valley residents on natural resources management and environmental planning and to provide improved and equal access to valley residents to information for decision making in regional planning and catchment management. Components included: 'working on your information requirements'; information integration; an interactive community education program; catchment information centres; a 1800 catchment phone link; a charter on the legal issues of catchment information management; institutional arrangements for information management; regional libraries: safe repositories of catchment information; Catchment Information System: interactive web pages and searchable databases and CD ROMS; Catchment Information System: modelling and decision support; Catchment Information System: a searchable Geographical Information
System (GIS); and Review of other experiences.

An evaluation of the project suggested that if organisations are to implement the CIS effectively they need to address fundamental organisational issues before effective information management can occur in catchment management.

Table 7. Checklist helping with the design and evaluation of projects under the information access model

Design criteria	**Pointers for designers and deliverers**	**Ranking* 1 – 5**
Objectives and information client groupings are clearly identified.	The default option of providing information 'because it is there' should be avoided.	
Use of information and client needs can be monitored and feedback provided.	This is a critical element that is central to this model. It may include external evaluation.	
There is opportunity to link to 'real people' and peers who may be searching for similar information or have relevant information.	There are a number of mechanisms, both virtual and physical, to link people in with other 'searchers' and staff.	
Information pathways are clearly provided to meet individual needs.	One size doesn't fit all. It is the facilitation and guidance of people accessing information so that they don't feel 'overwhelmed or lost' that is critical.	
QA systems are in place to ensure currency, relevance and quality of information.	There are a range of QA approaches – transparency and rigour is important.	
Creativity and 'risk-taking' is encouraged and provided for.	This is an area that is still in its infancy and 'action research' would appear to be a needed component.	

Staff and information providers are well supported and training is available where needed.	The assumption can't be made that staff managing and providing information know how to do this best.	
There is 'space' for people to 'play' and experiment with their information seeking.	The principle that information access projects should be fun and allow user experimentation is important.	

*1 = fully covered; 5 = not covered

5. The personalised consultant model

Approach. This model is where a mentor or consultant works over time with an individual or community to improve their managerial, technological, social or environmental situation. It is about providing a sounding board and expert input as appropriate where the 'outsider' gains a detailed understanding of someone's particular situation and hence has the full context. Most importantly, it is about having a relationship with two-way communication over time.

Outcome. A fundamental outcome is having new ideas integrated effectively into a specific situation. Also important is allowing the leap between information and learning gained from involvement in the other models and applying changes in practice in someone's own situation.

Reasons for choosing. Funding bodies and others interested in supporting change would choose the model because they understand the value of having this personal level of support in the 'intervention mix' to help integrate new learnings into people's own situation. They might fund a mentor scheme and/or create opportunities to link effectively with private consultants and firms.

From a client perspective the main reasons for using a consultant are:

- Producers value independent advice.
- The producer wants to expand and diversify the business and needs advice.
- Producers want "peace of mind" and to know that there is someone knowledgeable helping them look after the enterprise helps achieve this.
- Producers want someone to help them make management decisions such as crop rotation and a cropping program. It is good to throw ideas around with consultants.
- There is strong advice to do so from the bank manager or accountant.
- The consultant can stand back and look at the business (and ask the hard questions).

Evaluation. Evaluation would directly relate to the impact of one-on-one mentoring and expert input as well as to enterprise benchmarks. The key questions are: what new thinking/ideas were prompted or clarified as result of the one-on-one input; what decisions resulted from this interaction; what impact did this have on enterprise indicators?

Example

Using a consultant

Wool producer case study: This producer chose the consultant because she had previous contact with him through a Bestprac wool producers' group. The consultant was a facilitator and gained the producer's trust here. She has actively used a consultant for the past six years because it was seen as good to have a sounding board. Private consultants were employed because it is perceived they are more knowledgeable and up to date compared with government service providers.

The most important features of having a consultant were seen to be being able to discuss issues with someone else and develop ideas. The consultant has helped develop a farm business plan. It was seen as important to research the consultant's business before they committed. To best make use of the relationship with the consultant, the producer stated that "training is always needed", but did not specify in which areas. The producer said she became aware of training opportunities through the rural paper, stock journal, "on Country Hour", local newspaper, *Beyond the Bale*, MLA newsletter, and word of mouth.

Table 8. Checklist helping with the design and evaluation of projects under the personalised consultant model

Design criteria	Pointers for designers and deliverers	Ranking* 1 – 5
Client is organised and is clear about what they want.	This is different to *ad-hoc* visits. It is about having a purpose and goal in mind.	
The client and consultant negotiate a written 'contract' in terms of time, costs outputs, timeframe.	Written contracts ensure a "business-like" relationship. It provides a basis of assessing how well the relationship has met expectations.	
The client has as much relevant farm business data as possible for review by – and discussion with - the consultant	Decisions are best based on the most up-to-date data available – it maximises the potential value of the time used.	
Both parties see it as a two-way relationship.	It is not just about a consultant 'telling' a client what to do – but a two way flow of information and ideas.	
The client 'walks' around with the 'consultant' and participates in information gathering, analysis and decision-making.	This is about using the time most effectively and maximising the two-way flow of information. Also landholders will be able to draw attention to things easily missed by an occasional visitor.	
The client makes the ultimate decisions themselves.	This is important in terms of litigation. Some consultants are reluctant to "take risks" – but this can be minimised if the client takes the responsibility for decisions made.	
Continues the relationship over time.	There is value in consultants/mentors knowing a situation over-time and hence can make suggestions in context.	

*1 = fully covered; 5 = not covered

Best practice

Best practice changes over time as we reflect and improve our performance

Best practice is not static, rather it is changing and improving as a result of practitioners examining what they do and their results. This means that we can't ever sit still and think we have achieved an endpoint of best practice. Instead we need to be aware of the importance of the 'reflection' part of the action learning cycle, i.e. reflect on performance so that we can draw conclusions and work to improve what we have done.

We also need to remember that action research cycles have an arrow taking us to the **next** cycle. Just because we come up with 'best practice' based on our reflection and research, doesn't mean that it can't be revised further over time and as a result of changed circumstances.

Your action plan: design and delivery

Your aim is to develop an action plan for design and delivery

Work through the design and delivery section of the My Action Plans booklet. By doing this you will develop a clear and robust action plan about the design and delivery approaches for your project or activity.

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CVCB factsheets

Go to Appendix 2 or download these factsheets from website http://www.rirdc.gov.au/capacitybuilding/reports.html#Factsheets

What works and why in extension
Best practice in extension
Capacity building – what is it?
A guide to funding capacity building projects
Capacity building: a policy challenge
Designing, implementing and evaluating capacity building projects
Facilitated groups: keeping them fit and healthy
Training for capacity building
Developing new technologies and systems
Information on demand

Monitoring and evaluation

Evaluation and monitoring are critical to any project. Monitoring and evaluating progress will help identify whether your project is achieving its aims and whether you need to make any adjustments. It is also important from an accountability point of view.

Unfortunately, many projects suffer from not having adequate monitoring and evaluation strategies. Some key points about monitoring and evaluation:

- Changes in production, natural resource management, threats to livelihood, and changes to family and social circumstances may affect participation in learning opportunities and this means monitoring and evaluation needs to be adaptive (Andrew *et al*. 2005).
- Evaluating the brokerage process for credibility and quality assurance is one of the generic principles of effective brokerage (Kilpatrick *et al*. 2005).
- Monitoring and evaluation tends to focus on the lower levels of the hierarchy (e.g. Bennett's hierarchy lower levels are resources and opportunities offered). This can distract people from higher level capacity-building goals, such as social and environmental consequences for the target group (Macadam *et al*. 2004: 32; Marsh & Pannell 2000).
- Many projects have broad objectives dealing with capacity building skills, which assume that individuals become empowered if their capacity has been built but without identifying what those skills are or what the measures of empowerment are. In particular, there is no attempt to identify or differentiate between lower and higher level skills or to locate a point at which empowerment is likely to occur (Coutts and Roberts, in press).

What is evaluation?

> *Evaluation is about the **systematic collection and analysis** of processes, outputs and outcomes to allow us to make **statements, judgments, claims and conclusions** which have the potential to impact on **current and future decision-making**.*
>
> (Coutts 2005, After Patton 1997)

The critical word here is **systematic**. Anecdotal information can be turned into strong evaluation data if it is collected and collated systematically. Similarly, if we are systematic about what we are evaluating, what information we need and what methods are best to capture that evaluation data, then we are in the right evaluation ball park.

Strategies and tools

Design criteria for capacity building projects can also be used for monitoring and evaluation

The criteria used to design capacity building projects can also be used to monitor and evaluate them. This means that the following general capacity building criteria, which are important in designing a project, also form part of the evaluation and monitoring process.

Stakeholders. Capacity building projects need diverse and relevant communities of practice collaborating to create a shared agenda.

- Have all the relevant members of the community of practice been engaged for the project?
- Have they all agreed to the project agenda?

Improving capital. A systemic approach to situation improvement, i.e. interrelated strategies that encompass all aspects of capital improvement, is essential.

- Have strategies been developed to improve all forms of capital?
- How will the improvements in capital be measured and monitored, e.g. have assets been mapped?

Learning style. Capacity building programs must be based on stated assumptions that reflect a collaborative learning paradigm.

- Is there clear support for and evidence of a facilitative leadership style?

Measuring improvement. Capacity building projects should incorporate scope for continuous improvement being offered by consistency among desired outcomes, methodology, and the monitoring and evaluation strategy.

- Is the project process one that generates improvements from completed activities?
- Does it monitor improvements as they occur?
- Is there a continuous evaluation process that measures these improvements?

Access to resources. Resources are a critical issue for capacity building projects.

- Is there provision for and access to the full range of resources needed for success?
- Are all the key institutions supporting the project and are all the financial and physical resources available when required?

Evaluating delivery using the five models

The descriptions of the different delivery models in the previous chapter included elements of evaluation. The main point emphasised was that different delivery models lead to different outcomes and hence had different

evaluation questions and criteria.

For example, the group empowerment/facilitation model has a specific emphasis on the more intangible – or personnel - empowerment skills. These were explored in a CVCB funded project called *Evaluation Empowerment – the human element of capacity building*. The skills development that could be a focus of projects under this model is shown in Table 9, together with potential indicators that could be monitored.

Table 9. The skills needed for empowerment

Skills that will lead to empowerment	**Indicators of the skills**
Critical thinking (to include problem solving)	Ability to: • Analyse and reflect, take into account the wider context, look across alternative solutions and to think 'outside the square'. • Synthesise and provide examples of how problems/issues addressed, use hypotheticals/scenarios to see how people would respond • Evaluate and make judgements about situations. • Identify the causes of the problem • Systematically address problems • Remain confident in the face of a crisis/problem • Delegate effectively • Understand and interpret data/ activities/ project • Be comfortable with facing new situations, difficult problems etc • Move from the abstract to the concrete and *vice versa*
Planning	• Understand the planning process • Take oneself or a group through a planning process and cycle • Develop examples of better outcomes (social, economic or environmental)
Communication (to include social intelligence, emotional intelligence, conflict resolution and negotiation)	• Listening and verbal skills • Conflict management skills • Transferring information skills • Know rules and norms in human relations • Have knowledge of self • Take the perspective of other people
Facilitation	• Understand the principles and processes of facilitation • Take a lead in facilitating family/ group/ industry/ community processes
Community cooperation/networks	• Maintain a level of contact with others – individuals and groups • Participate in group activities • Have a range of community interests
Leadership	• Have a level of interpersonal skills and mentoring • Understand leadership principles

Table 9 highlights that each defined outcome has indicators that can be monitored or evaluated. To follow this through, an evaluation 'horizontal logic' is used. The logic says that:

> *If this is what we expect from using a chosen delivery process, then these are the **Key Evaluation Questions** KEQs (or **Key Performance Indicators** KPIs). If these are the KEQs/KPIs that we have to monitor/measure, then this is the **information we need**. If this is the*

*information that we need, then these are the **methods** that can best provide us with this information*.

This is shown in the simplified log (logical) frame (Table 10).

Table 10. Simplified logical frame

What the project is intending to do or achieve.	Key Evaluation Questions (KEQs) and/or Key performance Indicators (KPIs)	Information needed to answer KEQs or report against KPIs	Methods of data collection that will best provide us with the information that we need to answer the KEQs/KPIs
[Desired outcomes]			
[Process used]			
[Inputs provided]			
[Context]			

The extra row of 'context' has also been included to indicate that a project does not occur in isolation of external factors such as prices, climate and policy. To put project performance and outcomes in perspective, we also need to monitor these factors that may be relevant to the project.

As an example, if we refer to the Bestwool/Bestlamb case study from the group empowerment/facilitation model, this *might* look like Table 11.

This same approach can be used for other projects and under different models. The key points are:

- Projects using different models will have different processes and potential outcomes. This means they will have different KEQs/KPIs and require different methods of data collection and analysis.
- Methods should be chosen after the information needs are determined and not before.

There are a range of methods that you can use to evaluate projects. Some of these are listed in Table 12, page 58.

Table 11. How you might use the logical frame to evaluate a facilitation/empowerment model project such as Bestwool/Bestlamb

.

Project	KEQs/KPIs	Information needs	Methods of data collection
Desired outcomes Improved profitability. More resilient industry characterised by more proactive information seekers.	What changes have there been in key performance benchmarks? Productivity has increased by 3%. What increase has occurred in industry information seeking behaviour? There has been a 10% increase in information seeking activities.	What was the performance at the start of the project and at the end; how did this differ between those in groups and not in groups? What information seeking was occurring at the start and end of the project; how did this differ between those in groups and not in groups?	Benchmarking pre and post survey of sample across the industry; those in groups/not in groups. Information request records from agency and private sector.
Process used Facilitated self-learning groups and associated activities including planning cycles, trials, training, newsletters and regional meetings.	How well did the project follow good practice in relation to the self-learning principles and process? Participants directed their own learning needs.	What process was used in practice? How did the participants and facilitators react to it? Was there evidence of participants initiating own learning?	Interviews across participants and facilitators across groups as well as informed persons. Use of 'checklist' to compare findings with good practice.
Inputs Facilitators Operating funds	Were enough facilitators used and were they skilled in the process? Each group has access to a skilled facilitator. Were funds provided and on time? The budget was met.	Facilitator and group numbers, training and skills. Budget payments.	Interviews across participants and facilitators across groups as well as informed persons. Project records.
Context Low prices Droughts Less extension	What changes occurred in the external environment (climate, prices, policies etc) that may have affected/explained project outcomes and performance?	Details of changes in prices, climate, policies etc over the life of the project.	ABARE statistics Industry statistics Climate statistics

Table 12. Useful evaluation methods

Method	Details
Steering, reference or advisory group	These groups are intended to provide key stakeholder input and feedback and hence also provide key monitoring and evaluation data. Structured feedback/reflection sessions beyond normal meeting notes can provide rigorous evaluation information.
Literature/ report interrogation	Gathering known information from other studies, evaluations, reports, project reports and documentation.
Available statistics	Statistics relevant to Level 1 and 2 - through ABARE, private services, industry figures etc. Often not specific enough for project objectives, but use what has relevance.
Face-to-face interviews	High cost. Time consuming. Useful for unstructured interviews and with influentials. Best if exploring issues and for buy-in. Not practical in broader contexts.
Telephone Interviews	Medium cost. Time bound - can be undertaken quickly. Can ensure an exact number of respondents. Can use skilled interviewers. Best for semi and structured interviews. Strike rate 50 to 90%. Issue of privacy for lists and out-of-date lists. Best if influentials interviewed by a 'principal' who knows project context.
Web surveys	Low cost. Time bound (can control the cut-off - most responses within 5 days of invitation). Very much like a mail survey - similar response rates (10-60%). Can target specific individuals, hence randomise. Can encourage higher response rates. Can be used to be sent far and wide for all potential interested parties to provide an input - not random in that case. Can download directly into spreadsheets. Easy to monitor. Can be used as a regular feedback and reporting mechanism for project staff - also feeding into evaluation. Not as useful for the broader landholder population at this stage.
Mail surveys	Low cost. Time consuming. Problem with mail lists. Low responses - issue of non-respondents. Have to input data from hardcopy sheets. Less intrusive. Can send out far and wide. Best for structured surveys.
Focus groups	Medium cost. Time bound; can be completed in a short time. Semi-structured group interviews. Need 4 to 5 for rigour. Not 'statistical' but highly valid for measuring attitudes and opinions.
Observation	Ranges from satellite imagery to grids to observers at events. Less intrusive and complements other data.
Reporting pro-formas/logs	Standard milestone reporting often fails to capture evaluation data. Regular reporting proformas can be developed in line with log-frame needs, going beyond standard milestone needs and providing information against log frame levels.
Evaluation workshops / debriefs	Structured techniques using small groups, discussion, pin-boarding, reflection, scenarios etc.

(QualDATA 2007, Strategic Market Research and Evaluation for RD&E Organisations)

Case study: evaluation

Name of project

Evaluation of the Women in Dairy Program

Author of case study

John McKenzie, based on the work of Bob Williams and Alison Osborne

Capacity Building element in focus

Evaluation

The case study

The *Women in Dairy* evaluation project had the following aims:

- to identify the different kinds of impacts that the *Women in Dairy Program* had on key stakeholders, in particular, who has, and has not, benefited in what way and in what circumstances
- to assess how the program's processes and external environments helped and hindered the achievement of these impacts
- to assess in what ways the theoretical underpinnings have and have not been sustained.

The approach: The design of the evaluation sought to:

- identify the key stakeholders
- assess likely key issues
- maximise the likely utilisation of the evaluation
- identify the main data collection approaches
- focus the evaluation aims and objectives of the evaluation so that it is possible to reach accurate and valid conclusions within the resources, time and data available.

As much as practical, the evaluation sought to reflect the collaborative and action learning approaches that underpinned the *Women in Dairy Program*.

A mixed method design incorporating case studies and surveys allowed for some triangulation of results.

The results. The evaluation posed the question of what can be learned by viewing the Women in Dairy program in terms of:

- human resource development
- community development
- organisational development.

From a human resource development viewpoint the program had a substantial impact on many women's levels of motivation, confidence and to a lesser extent skills. In some cases the industry provided opportunities for those new levels of confidence, motivation and skills to be used, and in other cases women developed their own opportunities.

The impact was mostly off-farm rather than on-farm, where there were often significant ownership and role barriers. At a broader level the impact was hampered by a lack of an overarching human resource development focus within the dairying industry. Perhaps that is one reason why many women focussed on goals that were more "personal" than "industrial".

From a community development perspective the program often resulted in much stronger communities of women. Indeed, it is possible the program had greater impact in local communities than on farms or the dairy industry as a whole. Many women

developed community based organisations to meet their own needs, and also influenced local services to be more responsive to their needs. However, community development strategies should include more than a focus on developing personal and local support. They have to work on the structural, political and attitudinal barriers (at local, regional and national levels) that impede wider community participation. The program had less impact in those areas.

The program had two main organisational development components. There was a motivational component that enabled women to engage in institutional change, both on-farm and off-farm, and an industry level component designed to bring about structural change in off-farm organisations. The organisational development aspect of the *Women in Dairy* program was successful when women were supported by others who were strongly committed to organisational change within their own organisations or farms, and in a position to do something about it. In some cases these individuals were other *Women in Dairy* participants, in some cases partners of *Women in Dairy* participants, and in some cases people occupying key positions in dairying organisations.

The approach was less successful when women participants were "on their own" or set themselves goals that were primarily personal. Organisational change also requires more than motivation and support from influential individuals. In many cases the program did not equip women with the skills necessary to bring about and sustain substantial change in farm or farming organisations. Nor did it provide to those organisations a concrete idea of what the benefits could be.

How this approach was an improvement to previous approaches. The final design drew on a number of established evaluation and research approaches including:

- participatory action research (an approach that allows the evaluation's objectives and methods to change as the fieldwork data emerges)
- realistic evaluation (emphasises the important of the program's environment)
- evaluability assessment (a process of determining the appropriate scale and scope of the evaluation)
- program logic (a way of exploring the assumptions that underpin a program)
- goal free evaluation (where the scope of the evaluation is not bounded by the stated goals of the program)
- grounded theory (allowing the analytical framework to emerge from the data, not imposed on the data)
- reverse program theory (a means of exploring the possible unintended effects of a program).

The melding of these approaches resulted in a design that was appropriate for the type of program and provided the insights required by the aims of the evaluation

How do we know we've achieved stronger and more resilient industries, communities or groups?

Our earlier discussion of capacity building considered outcomes in terms of improving capital (human, social, financial, physical and natural). One way in which we can evaluate the outcomes of capital improvement is to look at the resilience of industries, communities or groups.

Walker and Salt (2006) define resilience as the capacity of a system (community, group, industry) to absorb disturbances (drought, wet periods, economic fluctuations) without a regime shift (for example, a major shift in enterprises or natural resource management).

Nelson *et al* (2006) have developed the concept of adaptive capacity for farm households as a means of assessing resilience.

The adaptive capacity of Australian farm households to external drivers of change, such as climate and declining terms of trade, depends partly on the diversity of assets and activities that they can draw on to form livelihood strategies (Ellis 2000). Adaptive capacity contributes to the more dynamic concept of resilience, defined as the ability of farm households to recover their livelihoods following stress or shocks (Ellis 2000; Walker and Salt 2006).

Greater diversity enables substitution between activities and assets to adapt to external change, particularly if income sources less affected by any particular driver of change are available. Assets and activities are defined broadly within rural livelihoods analysis to reflect the important contributions that human, social and natural capital make to productivity along with the commonly recognised physical and financial assets.

For their analysis Nelson *et al* developed the following:

- a human capital index was created from operator and spouse education levels, combined with a measure of self assessed health status (ABS 2006)
- social capital is reflected in partnerships within the farm business, combined with internet use and membership of Landcare as measures of external social capital
- natural capital uses the pasture growth index from the AussieGrass model (Carter *et al* 2000) as a measure of biophysical productivity; in addition, data on threats to biophysical productivity arising from weeds and salinity have been incorporated using data from the National Land and Water Resources Audit
- physical capital is measured using information on plant and machinery, on-farm structures and livestock
- financial capital is represented using average farm

incomes, diversity of on- and off farm incomes sources, and business finance.

Building on these ideas, Byron *et al* (2006) provide a summary of the sort of data which might be collected to assess the capacity of landholders.

1. Human
   - Technical skills
   - Labour availability
   - Landholder's health/age/life stage
   - Training history

2. Social
   - Support network
   - Landcare involvement
   - Government program involvement
   - Industry involvement

3. Physical
   - Property size
   - Current and potential enterprise mix

4. Financial
   - Farm income
   - Non-farm income
   - Farm equity/debt levels
   - Income stability

5. Natural
   - Soil health
   - Water quality and availability
   - Pest plants and animals
   - Native flora

Similar measures can be used to determine the resilience of communities etc.

Thinking about evaluation

Evaluation planning

Think about the capacity building project or activity you are involved in. Using the simple log frame (over page) work through it to develop an evaluation strategy.

Compare the output of the log frame exercise to the existing evaluation strategy for your project or activity.

What are the major differences?

How can the evaluation strategy for the project be improved?

How could you implement these changes?

What extra resources might be needed?

What the project is intending to do or achieve.	Key Evaluation Questions (KEQs) and/or Key Performance Indicators (KPIs)	Information needed to answer KEQs or report against KPIs	Methods of data collection that will best provide us with the information that we need to answer the KEQs/KPIs
[Desired outcomes]			
[Process used]			
[Inputs provided]			
[Context]			

Your action plan: evaluation

Your aim is to have an action plan for evaluation

Work through the evaluation section of the My Action Plans booklet. By doing this you will develop a clear and robust action plan about the evaluation approach for your project or activity.

Glossary

Brokerage A training broker plays an active and purposeful role in identifying training needs. A training broker considers the whole suite of present and potential training opportunities and actively matches needs to training, acting in the best interests of the client (Kilpatrick *et al.* 2005: xiii)

Capacity building "externally or internally initiated processes designed to help individuals and groups associated with rural Australia to appreciate and manage their changing circumstances, with the objective of improving the stock of human, social, financial, physical and natural capital in an ethically defensible way" (Macadam *et al*. 2004:17) Macadam *et al.* (2004:20-21) suggest that "social and human capital are developed through learning", which is "central to the capacity–building process". CB involves [1] learning, [2] personal autonomy and interdependence, [3] facilitative leadership. This definition encompasses the principles of social learning, while Coutts *et al.* (2005) definition more like that which is used in common parlance. Various strategies and extension models can be used to build capacity. Campbell (2006:4) is similar to Coutts *et al.* (2005) when he says "Capacity is what people need, to be able to do something". Campbell sees knowledge, commitment and capacity as linked "People need to know what to do and how to do it; they must want to do it; and they need to be able to do it. Capacity building is NOT: • Capacity building is *not* education and training or technology transfer although they are tools that can be used to develop capacity. • It is *not* about experts imparting knowledge to others, rather capacity building is based on the concept of everyone learning together (co-learning), and this can be with input from people who have special expertise. • It is *not* a process where an organisation external to the process can determine the final outcome. (Macadam *et al.* 2004)

Double loop learning Learning how to learn something (Macadam *et al*. 2004).

Extension "process of engaging with individuals, groups and communities so that people are more able to deal with issues affecting them and opportunities open to them" (Coutts, *et al*. 2005: vii). 5 models form the supports and rungs of a capacity building ladder, and all are necessary for capacity building. Campbell (2006:15) says "unhelpful to conflate extension with capacity building" – he sees extension as "one way of enhancing capacity". Other tools including infrastructure development, structural adjustment, tax breaks, cash grants and R&D, may be more appropriate depending on the contexts.

Human Capital Knowledge, health, skills and general ability of individuals to contribute to their own and other's satisfaction (Roberts & Coutts, 2006:15)

Institutional The complex of laws, customs, markets, norms and

arrangements	associated organisation that channel our energy towards social goals and the way we relate to others (Macadam *et al*. 2004:22, after Gleeson & Piper 2002)
Learning culture	Creation of an environment in which learning/training is valued by all. Characteristics of a learning culture include identification of learning pathways for individuals/groups, development of learning networks, and empowering clients as active partners in the learning process (Kilpatrick *et al*. 2005).
Networks	Combination of formal and informal linkages and processes for communication with a range of individuals and organisation representatives (Kilpatrick *et al*. 2005).
Single loop learning	Learning something (Macadam *et al*. 2004).
Social capital	The processes between people which establish networks, norms, social trust and facilitate coordination and cooperation for mutual benefit (Cox, 1995)
Social learning	Collective action based on learning partnerships within groups, communities and organisations (adapted from Holling *et al*. 1998; Jiggins & Röling, 2002; Röling, 2002). Social learning links with capacity building in that it requires similar principles and practices. Five elements vital to social learning in land management are reflection, systems orientation, integration of knowledge, negotiation and participation (Keen, Brown & Dyball, 2005).
Training provider	this refers both to Registered Training Organisations (RTOs), as well as to other individuals/organisations who are not RTOs but whose function is to provide some form of education and training to the rural and/or NRM sector (Kilpatrick *et al*. 2005).
Triple loop learning	Learning how to be critical of what and how something is learned. Learning to appreciate how our basic beliefs and world views influence our decision and actions, as well as what lies behind the words and actions of others, and being able to critically assess their ongoing relevance (Macadam *et al*. 2004:25); moving beyond Hugh Mackay's "cage of prejudice" (Macadam *et al*. 2004:28)

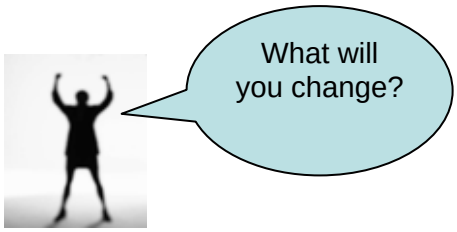
Source. Kelly, D *et al* (2006), *Synthesising Policy Implications: a discussion paper for the CVCB*

Appendix 1. Thinking about your project: what do you need to change?

Anything to change?

- *Very satisfied?*
  Then Is there anything that would be <u>good</u> to change?
- *Its OK…*
  Why is it only OK?
- *Could be better*
  How could it be better?

Be specific about the change!



- What do you need to make this happen?
- Who else is currently involved?
- Who needs to be involved?
- How will you involve them?
- When will it be done?
- How can your mentor help?

Appendix 2.
Fact Sheets

What works and why in extension. Describes five extension models that were identified based on a review of over 50 recent and current extension projects from around Australia across agriculture and other fields, as well as best practice guidelines.

Best practice in extension. If you are designing or reviewing an extension program a good place to start is with the indicators of best practice detailed in this factsheet.

Capacity building – what is it? A guide to the elements of a capacity project, as well as definitions of terms commonly used to do with capacity building.

A guide to funding capacity building projects. Developed specifically for funding organisations, this factsheet describes the key questions to ask when assessing capacity building project applications. Includes a funding template.

Capacity building: a policy challenge. Developed for policy makers, this factsheet describes the challenges in incorporating capacity building principles in policy for the natural resource management and rural sectors.

Designing, implementing and evaluating capacity building projects. Summarises the key issues to address when designing, implementing and evaluating capacity building projects.

Facilitated groups: keeping them fit and healthy. Helpful pointers on how to manage facilitated groups to ensure that they function effectively and efficiently.

Training for capacity building. Describes the key elements of successful training programs as well as providing a checklist that you can use for developing a training program or evaluating how your training program measures up in relation to capacity building.

Developing new technologies and systems. Describes the key elements of successful extension programs based on individuals working together to develop specific technologies, management practices or decision support systems which will then be available to the rest of the industry or community.

Information on demand. Simple guidelines for developing information to ensure, as far as possible, it meets the needs of the audiences it is designed for.

Appendix 3.
My Action Plans

Now you are ready to start developing your own action plans. Action plans are a good way to improve the way you define what you want to achieve for you project in terms of outcomes, engagement, design, delivery and evaluation.

Developing your action plans

To develop your action plans you will work in groups of three. Decide whose action plan will be worked on first. This person hands their action planning booklet to another person who becomes their "scribe". The third person is the questioner and uses the "closing-the-gap" cue card (or the questions written below) to get to the heart of the actions needed. The scribe writes the answers of the person down in the booklet (as close to verbatim as possible as it's that person's plan, not the scribes!). Everyone swaps roles (and action planning booklets) until everyone has an action plan. Sometimes a mentor might act as the third person and in this case acts as the questioner.

Note that if there are questions that are not relevant to you or your project, don't be concerned. Simply go on to those that are.

Bringing it together

After you have developed your action plans, it's important to bring them together so you get a holistic view of your project, what you need to change and the next steps for all the capacity building elements.

You will find a template for doing this on page 72.

Action plan worksheet: outcomes

(Workbook, page 4)

1. What are the outcomes your project seeks/sought to achieve?

---

2. How satisfied are you with these outcomes? (e.g. are they realistic/achievable especially for you/your organisation?, are they agreed by a range of stakeholders?, are they specific to the range of "capitals" where impact is sought? do they specify the target group or level (i.e. farm, service, industry, community, etc)?

   Satisfaction level:
   Is there anything that: would be good to change/could be better?

   How could it be better?

---

3. What will you change?

   What do you need to make this happen?

   Who else is currently involved?

   Who needs to be involved?

   How will you involve them?

   When will it be done?

   How can your mentor help?

Engagement: individual reflection

Thinking about what has been talked about from the CVCB research, group discussions and mentor panel, complete the tasks.

Note. If any of these items aren't relevant leave them and complete those that are.

Describe the potential or actual participants in your project according to the following list:

Target audiences: who are they (be specific – see p. 6 of your workbook)?

Target audiences

- By audience, outline what is known about their learning needs

Target audiences	Learning need

- What is known about factors which might inhibit their participation (see p. 7 of your workbook)?

Target audiences	Inhibitors to participation

- What approaches are being used to engage each audience based on learning needs and participation

Target audiences	Current engagement approaches

Stakeholders: list individuals, groups and organisations who could or will:

- have an impact on the project

- have an interest in it

- be affected by its implementation.

- Stakeholder group - outline your approach to engagement

Stakeholder group	Engagement approach

- Outline the criteria you use to assess how engaged stakeholders are for ensuring your project outcomes.
- Rate how “engaged” each currently is (use criteria)

Stakeholder group	How monitor engagement of this group?	Assessment of how engaged they are?

- Outline new strategies to enhance engagement

Stakeholder group	Potential new strategies to enhance engagement?

Communities of practice: (the people and groups whose practices and access to capital are integral to improving your project and achieving goals – see p. 14 of your workbbok)

- By community of practice outline your approach to engagement

Community of practice	Engagement approach

- Outline the criteria you use to assess how engaged a community of practice is – for
  ensuring your project outcomes.
- Rate how "engaged" each currently is (use criteria)

Community of practice	How monitor engagement of this group?	Assessment of how engaged they are?

- Outline new strategies to enhance engagement

Community of practice	Potential new strategies to enhance engagement?

After this analysis – What one or two changes to your engagement approach would make the biggest difference to your project?

1.

2.

Use this to refine your action plan.

Your action plan: engagement

Your aim is to develop a clear and robust action plan about the engagement approach for your project.

1. How satisfied are you with your current engagement of target audiences, stakeholders, communities of practice and/or groups you need to work with?

   Satisfaction level:

   Is there anything that: would be good to change/could be better?

   How could it be better?

---

2. What will you change?

---

3. What do you need to make this happen?

---

4. Who else is currently involved?

---

5. Who needs to be involved?

---

6. How will you involve them?

---

7. When will it be done?

---

8. How can your mentor help?

Your action plan: design and delivery

Your aim is to develop a clear and robust action plan about design and delivery approaches for your project.

1. How satisfied are you with your current design and delivery approaches or plans?

Satisfaction level:

Is there anything that would be good to change/could be better?

How could it be better?

2. What will you change?

3. What do you need to make this happen?

4. Who else is currently involved?

5. Who needs to be involved?

6. How will you involve them?

7. When will it be done?

8. How can your mentor help?

Your action plan: evaluation

Your aim is to develop a clear and robust action plan about evaluation approaches for your project.

1. How satisfied are you with your current approach to or plan for evaluation?

Satisfaction level:

Is there anything that: would be good to change/could be better?

How could it be better?

2. What will you change?

3. What do you need to make this happen?

4. Who else is currently involved?

5. Who needs to be involved?

6. How will you involve them?

7. When will it be done?

8. How can your mentor help?

PULLING IT TOGETHER

Capacity building element	**What will you change?**	**Priority (high, medium, low)**	**What do you need to do (next steps)? Consider: who, what and when?**
Outcomes (p. 8)			
Engagement Target audiences (p. 28 Stakeholders (p. 29) Communities of practice (p.30)			
Design and delivery (p. 53)			
Evaluation (p. 66)			

NOTES