



**BØRNE- OG
UNGDOMSNETVÆRKET**

Module-based Approach to Capacity Building

Mini-guide on linking Personal Competency Development and Organisational Change

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The drawings used are by Silva Ferretti (silva.ferretti@gmail.com) and they symbol the following:

	<p>Quotes from external sources</p>
	<p>Reflections by facilitators or participants</p>
	<p>Suggested tools and exercises</p>

1. Introduction

Capacity development or capacity building has long been at the core of international development assistance but meanings and interpretations are multiple – and a general recognition is emerging that in a development context standardised trainings and “how-to-manuals” seldom lead to the anticipated organisational learning and change.

This guide aims to present an innovative framework that can support organisational learning and change in the context of capacity building and partnership for international NGOs, their partner organisations and stakeholders, e.g. children and young people.

By introducing a model, which reflects a module-based approach to capacity building and learning, the aim is to inspire the building of **the bridge between individual competency development and organisational learning and ultimately change**. The guide combines conceptual exploration with practical step-by-step suggestions, challenging the reader to consider his or her own role in a change process:

Unless individuals explore what underlies their own typical thinking and action, they are likely to make only superficial changes to existing strategies, which will limit the potential for more fundamental learning and change.

In short the model includes three learning modules/workshops, linked to small change initiatives undertaken by the participants within their own organisations, and including peer support processes and practise based coaching.

In an evaluation commissioned by the Danish Ministry of Foreign Affairs, the consultant termed the training model “a best practice which should be replicated.....The combination of training modules, change initiatives to be carried out in one’s own organisation between the modules, and peer support groups to pair with forms a best practice which builds the bridge between personal competency development and organisational learning”¹.

The Children and Youth Network has used the model in a Danish context with staff members from child-focused NGOs working in Africa/Asia/South America, and some members of the network have furthermore used the model in support of their own internal change processes - often with participants from a mix of cultural backgrounds. The model was originally developed in collaboration with INTRAC² when the network conducted the first capacity building process on children’s participation in 2004. Different themes have in addition to children’s participation been explored by use of the model: capacity building and organisational development, working with children as stakeholders, working in partnership with civil society, and young people and citizenship.

A recent module-based process, focused on young people and citizenship and with the title “Young Voices”, has drawn inspiration from a so-called mini-study³ on this topic carried out by the Children and Youth Network, selected member organisations and their partners in the global south. The study aimed to involve children and young people as active co-researchers, and in this way the study was taking a more creative and participatory

¹ Review of the Children and Youth Network, the Danish MoFA/Danida, March 2006.

² INTRAC is a British-based agency that supports civil society organisations around the world, particularly in the global South, through **research, training, and consultancy** - See more at: <http://www.intrac.org>.

³ **Young Citizens at Crossroads: Voices from Latin America and Africa**, by Maya Mynster Christensen, BU-net 2014.

approach to explore how citizenship is practiced from below. The study has informed the “Young Voices”-process and by involving the Danish member organisations the aim has been to ensure that the knowledge generated via the study continues to inform future work⁴.

This guide aims to synthesize and document the approach by drawing on examples from the processes on all the above-mentioned themes – but it should be noted that most exercises and tools stem from the recent “Young Voices”-process.

The aim of the guide is to:

- Share an innovative model for designing and implementing a module-based approach to capacity building and organisational learning.
- Explore personal and organisational obstacles to change, including obstacles to absorption, integration and application of new knowledge and learning.
- Provide practical reference material for INGO and CSO staff and facilitators working on capacity building.
- Share examples of learning and reflection by use of quotes and participants’ examples.

The guide contains quotes and reference from background material, research and course participants – the latter are given without direct reference to the individual concerned. Other reference is given with the relevant information.

Who is the guide for?

The guide aims to meet the needs of a range of readers, including.

- Staff of INGOs who as part of capacity building programmes are involved in undertaking training and workshops with their partners and stakeholders.
- Capacity building networks, incl. the Danish NGO/Global Focus, or training institutions that are developing capacity building programmes for INGOs/CSOs.
- Facilitators/consultants working with INGO/CSO on capacity building and change.
- In addition, local NGOs/CSOs may find the guide a useful reference.

Structure of the Guide:

The guide is divided into six sections:

Section 1: introduces the background to the module-based approach to capacity building.

Section 2: explores the concepts of capacity building, learning and change, and takes a critical view at individual competency development, organisational capacity and change – and how mental models at the individual and organisational level might either hinder or facilitate learning and change.

Section 3: introduces the module-based approach and describes the stages included. This part also includes reference to tools and exercises used to facilitate new insights into learning and change.

Section 4: in which we reflect on our experiences of working with the module-based approach. What did we learn? What is there to take forward? What advice is there to give to others, incl. aspects to consider when wanting to use and replicate of the model.

Section 5: introduces some of the tools and exercises used.

Section 6: lists resources and background material.

⁴ For reflection on this process, see: **Turning voice into action**, by Marianne Bo Paludan with Rowan Popplewell, INTRAC Praxis Note no. 65, November 2013.

2. Exploring the concepts of capacity building, learning and change

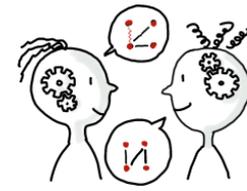
	<p>“Through learning we re-create ourselves. We perceive the world and our relationship to it. We extend our capacity to create, to be part of the generative process of life”.</p> <p><i>Peter Senge</i></p>
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2.1 Capacity development or capacity building?

Capacity development and capacity building are often used interchangeably. In a recent review of the Danish NGO networks the following definitions were used: **Capacity development** can be understood as an organic process of capacity change, rather than a deliberate act to strengthen skills, introduce new systems, contract new people etc. Capacity development can be catalysed through diverse means - exposure to new contexts, engagement in new types of work, a change in funding etc. **Capacity building** then becomes one such ‘catalyst’, being the purposeful, conscious effort to bring about capacity development. Capacity building is a structured process that is framed around the answer to the question ‘capacity for what?’ It has a clear purpose and set of specific objectives.

Both capacity development and capacity building can operate at different levels – individual (competencies); organisational; sub-sector (networks, platforms, coalitions etc.); and sector-wide (the civil society sector as a whole). Capacity building is used here to highlight the purposeful and conscious effort to bring about capacity development.

Capacity building done well can make a real difference. Learning is a key element in capacity building, and integrates *thinking* and *doing*. The module-based approach to capacity building emphasises the **learning process** and **the importance of relationships** as opposed to a purely target driven approach.

	<p>“A major assumption in capacity development is that <i>we have it right and we pass it on to you</i> (the partner) and that for partners their main experience of capacity building is one of compliance, usually compliance with our and the donor’s culture and systems”⁵</p>
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Furthermore, the module-based approach to capacity building combines **technical knowledge** – on e.g. children’s participation, young people and citizenship, and partnership – with a focus on **attitudinal and behavioural change**, also called mental models.

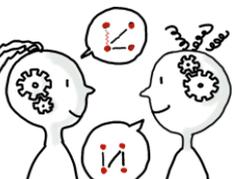
In other words, efforts to encourage changes in thinking cannot be limited to abstract conceptual knowledge transfer and discussion but must include reflection and practice. Attitudinal and behavioural change can only be achieved when those involved feel a strong sense of motivation and confidence.

⁵ Quote in **Capacity, compliance and coffee with a purpose – Reflections on capacity building, partnership and organisational change**, by Geoff O’Donoghue, Children and Youth Network, September 2006

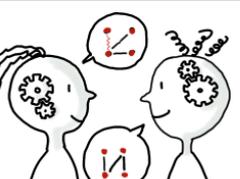
2.2 What is learning?

	<p>“Learning is a developmental process that integrates thinking and doing. It provides a link between the past and the future, requiring us to look for meaning in our actions and giving purpose to our thoughts. Learning enriches what we do as individuals and collectively, and is central to organisational effectiveness, to developing the quality of our work and to organisational adaptability, innovation and sustainability”.</p> <p><i>Bruce Britton</i>⁶</p>
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The module-based approach to capacity building is an invitation for learning, whether it is carried out within one organisation or within a network of organisations. In order for learning to take place the training will have to be flexible and able to accommodate the needs, experiences and outlook of the participants and their participating organisations. There has to be a balance between facilitator input and active learning, e.g. in the form of individual reflection and group work.

	<p>Four learning barriers – according to Otto Scharmer:</p> <ul style="list-style-type: none">- Not recognizing what you see- Not saying what you think- Not doing what you say- Not seeing what you do
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Unless individuals explore what underlies their own typical thinking and action, they are likely to make only superficial changes to existing strategies, which will limit the potential for more fundamental learning and change. We are guided by mental models⁷ and we seldom question their accuracy. Often we are unaware that we have them – we simply assume that the way we see things is the way they really are or the way they should be. And our attitudes and behaviours grow out of those assumptions. Consequently, if learning and change are to take place, focus needs to be on the mental models – and on what the implications of these are:

	<p>“If there is a rigid, hierarchical structure which characterises an office.....true participatory programming is highly unlikely to be achieved in the field....If there is no promotion of democratic processes among adults in the office, then it is not possible between children and adults either. It goes even further than that – if such principles don’t exist in the home, you won’t bring them into office with you. Children’s participation isn’t just a strategy – it’s a mind-set, an ideology, a value, a life philosophy that applies to everything you do”.</p> <p><i>Development worker, Delhi, India</i>⁸</p>
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⁶ **Organisational Learning in NGOs:** Bruce Britton, INTRAC Praxis Paper 3, 2005.

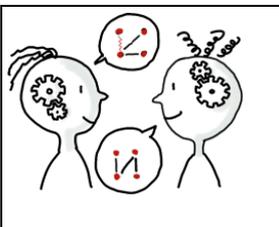
⁷ Covey, S: **The 7 habits of highly effective people**, 1989.

⁸ Quoted in Hart, Jason et al 2003: **Children changing their world: Understanding and evaluating children’s participation in development**, Plan International.

2.3 How to approach change?

As the above quote suggests, the challenge related to changing practice – in this case in relation to children’s participation – does not exist only with the partner in the field. If practice is to change, point of departure is the individual staff member and the organisation in which he or she is employed. Participatory or democratic programming is not simply a technical approach or a new way of working. It is, as suggested here, a value and a way of perceiving ourselves in relation to others.

From this follows that the approach to change reflected by the module-based approach to capacity building implies a strong focus on relationships at 3 levels: 1. How staff members relate to themselves (and are able to change the way they relate to themselves) can have a major impact on the development of organisations. 2. The second set of critical relationships exists between the people that make up the organisation and the organisation itself. 3. And the third focus is on the relationships that the organisation has with others outside of itself – e.g. partners and beneficiaries (refer to James Taylor⁹).

	<p>“Coming from a range of backgrounds and with differing levels of experience, the participants in the training varied considerably in terms of their aspirations. For some this was initially understood to be an opportunity to acquire practical tools, while others had a sense – albeit vague – that a deeper change at the levels of personal and institutional orientation was needed”¹⁰</p>
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The approach to change reflected in the module-based process is inspired by *Theory U* (see figure 1).¹¹ It offers inspiration for how to conceptualise and facilitate change as a learning journey depicted by the letter U. Many practitioners working on systemic change have chosen to use this approach because it emphasises co-creation and learning. Also embedded in this approach is that reflection; dialogue, motivation and personal commitment are prime movers for creating change in the organisational practice.

At the top of the left leg you stop “downloading patterns of the past”. You enter an explorative process where you are open towards new ways of perceiving the problems and tasks. Then you travel downwards through the U towards the bottom where you “let go” of patterns of the past in order to be able to embrace new opportunities. As you travel up the right leg you prototype and test new approaches. Finally, you end up at “performing”, where new results, practices and solutions are demonstrated.

⁹ Taylor, James: **Organisations and development – towards building a practice**, paper developed for Swedish Mission Council, 2012.

¹⁰ “**Working with children as stakeholders in development: the challenges of organisational change**”, by Jason Hart, Marianne Bo Paludan, Lene Steffen and Geoff O’Donoghue, *Development in Practice*, May 2011

¹¹ Scharmer, O. (2007) **Theory U: Leading From the Future as It Emerges**. SOL, Cambridge, Massachusetts. The figure is also found in: Dietrich, K. Ohm. 2013. “**Follow-up on Life Skills Study**.” C&Y Network. www.bu-net.dk

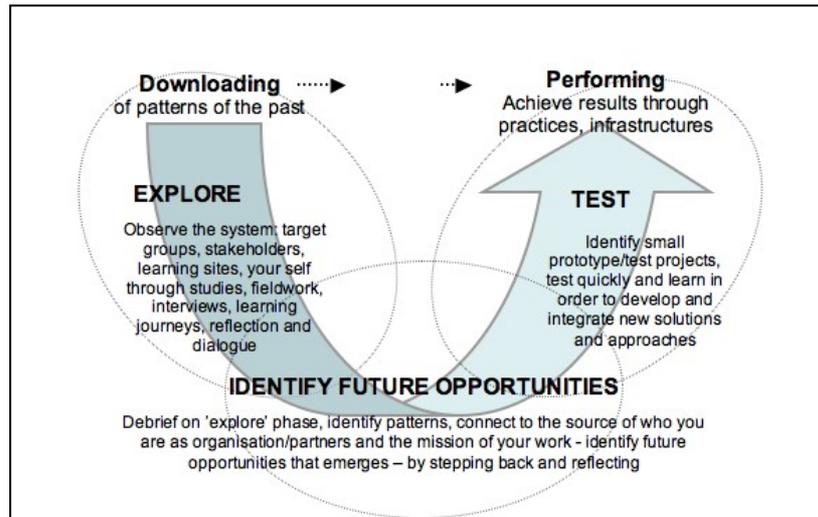


Figure 1: Scharmer, O. (2007). Theory U: Leading From the Future as It Emerges. SOL: Cambridge, Massachusetts.

By use of the U-framework **the module-based approach to capacity building aims to deepen the way we understand and approach change in an international development context**. When organisational change processes face challenges these are often seen as technical, e.g. inadequate procedures or indicators and lack of documented approaches or manuals. While technical capacity is important, personal skills and attitudes are just as important. The question guiding the module-based approach to capacity building is consequently: how can individual competency building link to organisational learning and change? A bridge between the two can only be established if we are able to bring the **mental models** of both the individual participant and the organisation to the surface:

	<p>Mental models: “Mental models are deeply ingrained assumptions, generalisations, or even pictures or images that influence how we understand the world and how we take action. Very often, we are not consciously aware of our mental models or the effects they have on our behaviour”. <i>Peter Senge</i>¹²</p>
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3. The module-based approach to capacity building – in practice:

The module-based approach to capacity building combines technical capacity building in regard to a selected theme with a focus on exploring the change process itself including the mental models. As opposed to “stand-alone” and more standardised training courses, the module-based approach offers an opportunity for exploring and further developing own and organisational practice – primarily because the time span of the process combined with an explorative approach is an invitation for digging deeper. Due to the explorative or experimental nature the following presentation of the module-based approach in practice is therefore not a “how-to-manual” where the idea is to get people from A to B.

¹² Senge, Peter: *The Fifth Discipline*, 1990/2006, p. 8

Change is seen as an interactive and potentially creative process rather than a mechanistic or engineered process that could be delivered from carefully planned blueprints. People learn in different ways and at different pace. The process should consequently be **designed as flexible as possible** seeking to introduce exercises in response to the evolving interests and concerns of the participants. Space for the unexpected should be created. Facilitators also differ, and the tools and exercises presented in this manual could obviously be replaced by other exercises serving a similar purpose.

	<p>“The facilitator can easily get in the way of the change process: over-control the process, over-direct the process and try to manage the process to a certain place. I kept changing things, models etc. – if we are not prepared to do that we stay in “role” – and the contact will not be authentic. It’s the intuitive way of working against the structured way of working – how does the latter accommodate the unexpected?”</p> <p><i>Facilitator</i></p>
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3.1 Terms of Reference and preparation

When preparing for a module-based approach to capacity building it is recommended to develop a set of TOR (see tool 5.1), and in this process it is of particular importance to formulate **explicit training objectives**. The process of developing the training objectives is a capacity building process in itself, and as the training objectives inform the training and learning outcomes they input to **contracting** with and among both facilitators and participants.

In preparing both the participating agencies and their staff members for the process, the engagement of the participating agency is likely to increase by reflecting on how the process is contributing to developments in the work of the agency. In fact, the change and reflection process starts already at the time of registration, because what drives the wish for engaging in the capacity building process at individual and at organisational level? **The motivation for taking part can be made explicit by asking reflective questions at the registration stage:**

	<p>REGISTRATION – Young Voices</p> <p>Please register by answering the following questions in brief. These questions will serve to enable the facilitators to tailor the series of workshops to suit the needs of the participants.</p> <ol style="list-style-type: none"> 1. How does your organisation work with youth and citizenship and/or what are your future plans to do so? 2. What is your role in relation to the work? 3. What is the most important learning from this work over the past year for you personally and/or for the organisation? 4. What is the biggest challenge? <p><i>Source: Invitation for Young Voices</i></p>
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3.2 Contracting and setting the scene

Contracting implies both an ongoing process and a session at the beginning of the capacity building process, which includes managing and aligning **expectations** in regard to both the

practical, professional and psychological level of the process. This can be done by revisiting the training and learning objectives – as stated in the TOR – together with the participants. Contracting should also include ways of working and learning – and relating. Confidentiality is an issue, which is often brought up during a contracting session. It is recommended to revisit “the contract” during each module – also with regard to the **well being and functioning of the group**.

The development of a **framework for the capacity building process** could be considered, thereby making those elements or aspects explicit that will be explored and possibly adjusted during the capacity building process. The framework works as a kind of contract between the facilitator(s) and the participants and provides a steer for the process – but the framework should be flexible and able to evolve during the process:

Proposed framework for working with young people and citizenship:

Drawing from the report on **Young Citizens @ Crossroads** and the 2013 study process in the Children and Youth Network, it is of key importance to emphasize that **working with young people and citizenship requires the use of a different framework for programming**. Based on the study findings and observations the following infrastructure for working with youth and citizenship emerges¹³:

- 1. Social value:** Active citizenship aimed at social innovation and change has to build on a mission of social value, which connects a group of young people to a source that drives innovation and renewal; is essential and must be jointly explored with young people. Young people must see themselves as part of a bigger picture.
- 2. Enabling spaces:** Enabling spaces are characterised by fostering everyone’s contribution and support by giving young people and/or staff time and space to think and reflect together. Depending on the quality of the communication and on how connected young people feel to their mission as citizens and to each other, they choose to pay attention, to take responsibility, to innovate, to learn and share their learning.
- 3. Personal empowerment:** When engaging with young people and citizenship, it is of utmost importance to focus on young people’s agency and personal empowerment, and on building personal competencies, which can enable young people to cope as active citizens in order to avoid a situation where the young feel perpetually undermined and exploited/disempowered.
- 4. Capacity building mechanisms:** New types of skills and new types of learning are key when working with young people’s active citizenship. Capacity building mechanisms that can foster the development of the required skills, knowledge and attitudes are key.
- 5. Capital** must be available to support citizenship initiatives. In order to enhance citizenship competencies it is suggested to raise funds in a way whereby young people exercise their citizenship competencies, e.g. via crowd-funding or other similar means of raising funds which can facilitate social growth.
- 6. Technology and tools:** Both hardware and software, incl. ICT, must be available, whereby citizenship initiatives can generate “products of social value” and young people’s voices lead to social innovation and change.
- 7. Community:** Successful citizenship depends on new ways of organising and young people’s ability to gather a (global) web of peers, mentors, facilitators and partners, who collectively create communities intending to pursue social innovation and change.

Setting the scene by inviting the participants to become present is essential for the learning process. Inviting people to share their personal intention for taking part will impact on the spirit of the process. Such check-in can be done in numerous ways, e.g. by asking the participants to share a question they each would like to explore during the process. For more ideas, see **tool 5.2: group check-in**.

3.3 Stages in the capacity building process

The capacity building process is designed to consist of minimum three modules or workshops lasting between two and five days, and scheduled over a period of approximately

¹³ Inspired by and adjusted from: **Leading from the Emerging Future – From Ego-system to Eco-system Economies** – by Otto Scharmer and Katrin Kaufer, 2013

nine-month. In this period one ‘three-four’-days workshop is recommended in order for the process and the level of engagement to deepen.

The workshops should ideally be composed of an exchange between practice-oriented and theoretical presentations, exercises, plenary discussions and group work. Time for individual journaling should be prioritized.

The capacity building process, depicted by the U, is divided into three stages of 1) exploring the mental models and generating new knowledge, 2) identifying future opportunities by creating reflection space for learning from the exploration and by connecting to who we are and what is our mission, and 3) Identifying and testing out how these opportunities can be applied in programmes and projects – in the form of change initiatives which provide an opportunity for integrating new insights.

Note: The described stages are not expected to be sequential steps in a linear process – in an interactive process like the module-based approach to capacity building, the stages are not discrete or discontinuous. Rather **the stages described can be observed as a constant and evolving stream of interactions in the overall module-process, in the course of the specific modules, in the change initiatives and in the individual participant’s own change process.**

One option is at the **first workshop** to include an overall focus on exploring the topic in question, followed by the **second workshop** which unpacks the nature of change and identifies future opportunities, and the **third workshop** will then review and reflect upon the change initiatives undertaken and suggest how learning can be applied and carried forward among the organisations involved.

	<p>“If the mental map is to change, the facilitator needs both to be able to embrace the participants – make them feel safe – but also to be able to make people feel uncomfortable by touching upon something they take for granted. The familiar/the known needs to be made strange – if not we will stay in our comfort zones”.</p> <p><i>Facilitator</i></p>
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Stage 1 - Open mind:

Purpose: Aims at stopping our downloading by **exploring** new information and knowledge via an open mind and willingness to be challenged and change at the personal level. This includes exploring our mental models and our assumptions about the anticipated change process, make the assumptions explicit and think: “what if they don’t hold true”? Other questions are: “To what extent do the assumptions narrow the change process”? And “how might the assumptions change”?

How is the “open mind stage” approached? The facilitators aim to engage the participants in processes of critical self-reflection on the individual and organisational perceptions and structures that guide their approaches to the topic in question, e.g. citizenship. As part of this process, input and presentations at the workshop should aim to inspire the participants to nuance their perspectives on what e.g. citizenship implies by way of making them ‘see through the eyes’ of young citizens. This can be done by use of exercises, which serve to develop new approaches that would match the creative ways in which e.g. citizenship is practiced ‘from below’.

The **agree-disagree exercise, tool 5.5**, aims at exploring the different views in the room and at an initial stage the exercise can promote useful debate and reflection.

	<p>“I was surprised by the ‘taken-for-grantedness’ and moral assumptions that sometimes guided thinking. Moreover, I was surprised by the lack of critical discussions on potential discrepancies between their own perceptions/practices and the perceptions/practices of their partners in the global south”.</p> <p><i>Facilitator</i></p>
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A **visual input** can be a very powerful way of promoting critical reflection on the individual and organisational perceptions and assumptions about an issue. A visual input furthermore has the potential to generate new knowledge about the topic being explored. For an **example of a visual input, see 5.4**.

	<p>“I chose to show the film – which is definitely not a feel-good film – because it portrays a context in which children and young people are already participating. In an extreme manner. Here participation is not an abstract idea. It’s very real and emotionally touching. The film has the potential to disturb our mental models”.</p> <p><i>Facilitator</i></p>
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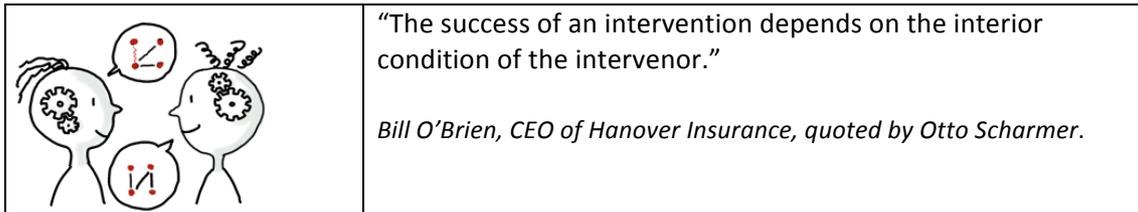
Stage 2 – Open heart:

Purpose: Identify future opportunities by creating space for reflection as part of the capacity building process. This includes assessing the evidence related to the assumptions about the anticipated change process. What are the barriers to those changes? What and who (structures, systems, relationships, processes, values) needs to change? How is the identified evidence related to me as a person and to my organisation? And what might I do differently in order to influence bringing about the changes needed?

How is the “open heart stage” approached?

The discipline of working with mental models starts with turning the mirror inward. In this perspective **learning is not just intellectual but also personal and emotional**: people need to expose their own thinking and make that thinking open to the influence of others. This requires confidence and trust – and an **open heart**.

The purpose of the workshop is consequently to inspire the participants to slow down and by providing time for reflection allow them to reflect on their own practice – challenges and successes – and how they may do things differently in the future. A successful change process depends on **the quality of attention and intention** that those taking part bring to the process and situation. Unless individuals explore what underlies their own typical thinking and action, they are likely to make only superficial changes to existing strategies, which will limit the potential for more fundamental learning and change. By inviting the participants to explore their own attention and listing qualities, by use of the exercise **listening levels, tool 5.10**, the idea is to enable the participant to realize the importance of their own skills and attitude in the change process:



Attentive listening is the ability to focus clearly on what is being said by someone else. This means that we listen when someone else is speaking and avoid downloading, by reconfirming what we already know, or withdrawing into our own thought process.

Listening and attention skills can be further explored and developed by focusing on feedback and by inviting the participants to do structured **feed-back exercises** related to their work or change initiatives, see for example **tool 5.8**.

The quality of attention and intention impacts not only at the individual level but also at the organisation level – but in order to explore habits of attention at the organisational level and how the way we pay attention individually and collectively, determines the organisational practice, it is key to share a common framework for **how to understand an organisation**. A simple and useful framework is presented in **tool 5.6: To be-to do-to relate**. The framework portrays an organisation as a living system and can both inspire the development of exercises focused on diagnosing ones own organisation or be used to illustrate a wanted future situation.

Stage 3 – Open will:

Purpose: Testing new insights via small prototypes/change initiatives in order to deepen and integrate new approaches and learning into the organisation and its internal functioning, projects/programmes and relationships – and ultimately enhance its performance. To what extent does the testing generate a need for rethinking key questions and/or elements of the organisation’s key functions?

How is the “open will stage” approached?

From the beginning of the capacity building process the participants have been invited to engage in small change initiatives (see section 3.4). A change initiative is an invitation to rethink or reframe one’s fundamental assumptions about the situation at issue. This requires **open will** and is facilitated by an opportunity for being in a reflective space. Moments of silence, individual journaling, and the ability to connect to a deeper level might help people to view the system from a perspective that allows them to see how their own actions contribute to the problem at hand. For this purpose the **case clinic exercise** is useful, see **tool 5.9**.

Western culture is very skilled at describing the world as consisting of separations and clear boundaries. In order to get to grips with systems thinking, it might be useful to start by exploring ones own system, namely the family that the individual belongs to. For this purpose, see the exercise described in **tool 5.7 – systems thinking exercise**.

Many of us are preoccupied with thoughts and mental models that hinder us from being thoroughly present in the body and open minded. Introducing body-exercises might therefore generate presence and a deeper level of interaction in the group – for inspiration see **tool 5.1: Embodiment – a true move**.

By the closing of each module it is recommended by means of questions and individual journaling to focus on integrating learning into work life and the participant's personal life.

	<p>“There is an almost obsessive demand for tools. I could hand over the tools – but our commitment was to support the participants to learn how to work differently. The desire to have tools is a way of avoiding to touch the personal”.</p> <p><i>Facilitator</i></p>
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3.4 Change initiatives within own organisation

Participants are asked to engage in small change initiatives within their own organisation based on their learning from the workshop and guided by a simple template – see **tool 5.3 Change initiative template**. This process is supported by the facilitator and by exchanges in the peer group.

	<p>“We are not where we should be – there is dissatisfaction in regard to the gap between our mission statements and the way we work. People and the organisation know that”.</p> <p><i>Participant</i></p>
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A change initiative can grow out of a wide range of starting points: being dissatisfied with where or how things are; wanting to introduce current best practice, projects failing, wanting to improve communication e.g. with partners etc.

	<p>“The point about inviting people to engage in undertaking change initiatives is simply to demystify change. Go and try something out – and let's talk about it afterwards. The point is not to succeed or fail. What is important is the collective aspect: you might fail whereas others succeed with their change initiative, but that is not the main point – what matters is being able to depersonalise the issues that you encounter. When change reaches the personal level, tendencies play out in away that rests with us all”. <i>Facilitator</i></p>
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Experience from working with change initiatives tells, that the processes should be approached with small steps and a realistic level of ambition, by genuinely involving those concerned, and those facilitating the process should prepare well. However, tension and friction – creative or destructive – will always be part of a change process. The success of the change process depends on how this tension is handled. If experiencing a tension or resistance it is key to have the courage to explore what might be causing it.

	<p>Change initiative example:</p> <p>“.... the participants developed a policy paper on children's participation and presented it at a staff meeting – where it was met with considerable resistance. When later reflecting on the session, the participants agreed that as the policy paper was presented in its final form it left staff with no sense of ownership of the product, a fact which may have explained their resistance. The policy paper had been developed without the genuine</p>
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	involvement of staff, hence not modelling what it was all about, namely participation. The participants realised that they had not 'walked the talk'" ¹⁴ .
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3.5 Peer groups

Peer support and networking with other participants should be encouraged and supported by organizing the participants in peer groups. Peer groups allow the participants to dig deeper into their current work, discuss challenges and potential new ways forward – in smaller settings where confidence and trust are easier to nurture. Interaction in the peer groups could take place both during and between the modules.

	<p>"I would like to know what I am supposed to do differently".</p> <p><i>Senior staff member and participant</i> - by end of a module which had focused on exploring new knowledge and practice</p>
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3.6 Facilitator role

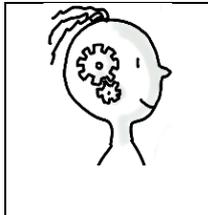
In order to be able to engage people in an authentic learning process, which allows for a personal shift to happen, the role of the facilitator is of great importance. In essence the facilitator has to be able to create a safe and open learning environment. The facilitator bears the responsibility of modeling the topic, which is being explored. In the case of participation or citizenship, the facilitator should encourage ways of working in which all participants have the opportunity to speak and to be listened to with respect.

	<p>"As preparation for the workshop I first sought to get a sense of how the participants would approach citizenship. I did so by reading their individual replies to the questions posed at the time of registration, and by looking into policy papers and practitioners' approaches to the topic. I outlined a number of questions that could serve to nuance or challenge the ways in which Western NGOs would most commonly approach citizenship amongst young people in the global south. My presentations and inputs were structured around these questions. Most significantly, however, I prepared for facilitation by way of engaging with the 'Young Citizens at Crossroads-study', which highlighted what citizenship implies, and how citizenship is practiced by the young people who are targets of programmatic interventions. By drawing on findings from this study, I sought to offer insight into concrete dynamics upon which new methodologies and ways of supporting citizenship could be built. Finally, another important part of the preparation phase was to engage with the experiences that guided my personal approach to the topic. In doing so I sought to turn implicit biases into explicit assumptions and standpoints".</p> <p><i>Facilitator</i></p>
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Facilitators must hold skills both in regard to facilitation of the change process but also in regard to technical theme at hand. Ideally the facilitator should be able to act as a steward of the group by offering skills, focus and energy so that the group's well being is taken care

¹⁴ Ibid

of while the potential of the group is nurtured. The facilitator may consider including **practice-based coaching/mentoring** of the individual participants or of the peer groups in order to support the change processes. Inviting another peer group to observe the coaching session and possibly share their observations at the end of the session might enhance the learning potential.



“For the facilitator there is an issue of ethics – we invite people to step out of their roles – and join a joint journey. We ask them to take a risk. So we have to facilitate that journey properly. There is a power issue as well – if you invite people to go to a vulnerable place and you’re not prepared to go there yourself, you somehow misuse your power. But you have to stay steady”. *Facilitator*

4. Experiences from working with the module-based approach

The module-based approach to capacity building has been tried out several times and in different cultural settings. The following points reflect key observations and learning, which should be considered in case of replication:

Length of modules: in order for the engagement to reach a deeper level you need to include a module – ideally in the beginning – which lasts at least 3 days.

Venue: Choice of venue can potentially impact greatly on the learning outcome. Experience has shown that a **learning process is clearly influenced by how the learning venue is organised and situated:** opportunities for taking walks or other kinds of physical exercise impact positively on the learning process. If a venue e.g. hosts art exhibitions this is an invitation for engaging with creativity. Being close to nature provides opportunities for exploring “living systems” in nature.

Residential course: The relationship aspect of the learning process is best nurtured if the at least one module is residential. In that way the participants stay together in the learning environment allowing relationships to develop in more informal ways.

Participants: If more than one participant is coming from the same organisation, this facilitates the ability to bridge the capacity building process, taking place outside the organisation, with learning at organisational level, especially if the **staff members are cooperating on the same change initiative.** The development of “a shared language” and mutual support can be very helpful in the process of applying the learning.

In case of **more participants from one organisation** include staff from different levels of the organisation, e.g. staff with managerial responsibility, this can present a potential dilemma for the facilitators. How free would staff feel to express their views or voice anxieties in the presence of colleagues, employees or managers?

When the module-based approach is implemented within one organisation and participants come from both field and head offices, the process has the potential to deepen a particular issue by providing opportunity, space and encouragement to reflect upon **collective practice within the organisation.**

Facilitator: More than one facilitator can be involved in the module-based capacity building process but for purposes of continuation and rigour one facilitator should be appointed lead. Two facilitators can jointly facilitate the process thereby bringing different skills into the process. In case **external/guest facilitators** are invited into the process, thorough briefing

and preparation of the facilitator is of key importance. What has taken place so far? How is the group functioning? Which issues are key to address? Written material and skype conversations might be useful. An already established relationship between the core facilitator and the external facilitator might support the process a lot. Furthermore, bringing the external facilitator into the country – or even to the venue - the day before is a good investment. One might even consider ways of bringing the external facilitator into the process right from the beginning.

Change initiatives: When the participants engage in developing a change initiative, they are often overambitious in regard to what can be accomplished within the time available. And they stumble and fall. It is consequently key to introduce the change initiatives in a manner, which emphasises the importance of focusing on “the smallest possible change”. Furthermore, experience shows that there is a real danger that the change initiative is approached in an instrumental way - which directs the focus away from the personal. This may partly be due to the original template, which was reflecting a log-frame approach. A revised template is now in place –highlighting both the personal and the process-aspect.

Organisational learning capacity: Focus should be on the capacity of the organisation to participate in and benefit from a module-based capacity building process. This includes a focus on how the organisation is **taking ownership** and which procedures the organisation has in place for **learning and for knowledge sharing**.

Organisers of a module-based capacity building process might consider requesting a **detailed action plan** to be developed by each participating agency. This should reflect the learning objectives of the process and be geared towards the achievement of change at organisational level in relation to the topic of the capacity building process. Alternatively the selection of participating organisations could be done on the basis of a written application in which the organisation is requested to describe **how and in what way the capacity building process is a support for an already on-going change process**. Selection is to be based on the will and intention displayed in the described change process. In that way the module-based process is from the beginning linked to an already on-going organisational change process.

Experience shows that **an organisation’s capacity to participate in a module-based capacity building process is built over time**. Participation in more than one process may lead to a more realistic view of resource use and staff time required. With time, organisations in general value the establishment of internal systems and procedures for learning and knowledge sharing whereby application of learning is facilitated. The learning and change potential of a module-based approach to capacity building is sustained if, as mentioned above, the process is linked to already on-going change processes. This does not have to be an **“agency-focused”-process but could also be a collaborative study**, like the “Young Citizens at Crossroads”-study. In one case, a module-based process was followed up by a reflection paper, **“Capacity, compliance and coffee with a purpose - reflections on capacity building, partnership and organisational change”¹⁵**, which included interviews with both staff and managers from the participating organisations on the application of learning from the process and the obstacles encountered.

¹⁵ See: **“Capacity, compliance and coffee with a purpose – Reflections on capacity building, partnership and organisational change”**, by Geoff O’Donoghue, the Danish Children and Youth Network, September 2006

5. Tools and models used

5.1 Developing TOR for a module-based process

 <p>BØRNE- OG UNGDOMSNETVÆRKET</p> <p>Module-based capacity building process for Danish NGOs working with citizenship among children and youth in developing countries</p> <hr/> <p>BACKGROUND</p> <p>"Globalisation has produced an enormous concentration of power and wealth in the hands of a few global elite. Citizens in the OECD and Arab countries as well as their fellow citizens from Asia, Africa and Latin America are questioning this concentration of wealth and its unaccountable use around the world.</p> <p>Citizens have become extremely distrustful of institutions and leaders, whether in government or business as the legitimacy and accountability of social and political institutions gets eroded. Anarchy, authoritarianism and extremism are gaining wider currency as citizen disillusionment grows" (Civil Society @ Crossroads, page 6)</p> <p>New ways of organizing civil society are being invented. NGOs are challenged when it comes to supporting the creative citizenship of children and youth in a complex world. The young have a penchant for rejecting the existing forms and approaches. For young people, most formal institutions, including NGOs, have become highly alienating hierarchies. In an effort to improve efficiency, we have turned human development into a series of increasingly technical projects – pre-planned and time-bound with easily measurable outcomes and impact. What might the alternative approaches be?</p> <p>In the summer of 2013 The Danish Children and Youth NGO Network conducted a study on young citizens at crossroads in developing countries – a collaborative project between the Danish Children and Youth NGO Network, 8 Danish NGOs and their partners in South. The study explores how young people perceive and pursue citizenship - including ideas for alternative approaches to citizenship. The learning from the study is...</p> <p>To follow up on the recommendations from the study and further contribute to building the capacity of Danish NGOs and their partners in the South, to work with citizenship among children and youth in the developing countries, the Danish Children and Youth NGO Network is conducting a module-based learning and change process.</p> <p>Inspired by the "Follow up on the Life Skills study"-report (by Katrine Ohm Dietrich, Dec 2012) one way to develop a 'reflection process design' is to look for inspiration from approaches to change or innovation. One approach that has been used worldwide in</p> <p>1</p>	<p>Developing Terms of Reference:</p> <p>Different organisations have different ways of developing TOR – some are very comprehensive, some are brief. Whether short or long the main thing is to make sure that the TOR for a module based capacity building process are explicit when it comes to the training objectives, e.g.:</p> <ul style="list-style-type: none"> - Capacity to analyse the existing situation within own and partner NGOs in terms of attitudes and behaviour in relation to the training topic. - Capacity to analyse the context in a way which takes into account the local relationships and how they impact upon efforts to promote change: interaction and power dynamics, i.e. the nature of power, its roots and expression, our own part in the power relations and strategies for managing power and human interactions. -Capacity regarding the practical implementation, incl. safety, wellbeing, access, and equity in the implementation process. It is also important to develop participants' knowledge and appreciation of the processes, incl. the basic tools and ethics involved. - Capacity to design and implement a small change initiative. This change initiative should address necessary change in own NGO and partner NGO in the South and should be thoroughly integrated into on-going processes and activities in both. <p>The process of developing the training objectives is a capacity building process in itself. Formulation of the training objectives informs the training and learning outcomes.</p>
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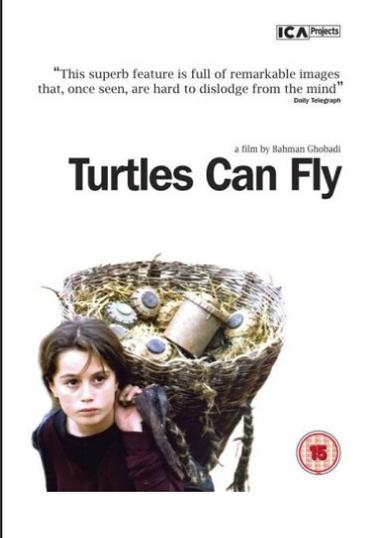
5.2 Group check-in

	<p>Group check-in</p> <p>Bringing the group together is an important step in the continued interaction. Check-in can be done by asking the participants:</p> <ul style="list-style-type: none"> - Share a piece of news? - If you could explore one question during this module that would be helpful, what would your question be? - How would you define the quality of the group (one word)? Name a quality that you bring to the group? - Bring a picture, which illustrates the topic we are dealing with – say a few words about why you chose this picture.
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5.3 Change initiative template

	<p>Change Initiative Template</p> <p>Formulation:</p> <ol style="list-style-type: none">1. Purpose and personal intention – describe the purpose of your change initiative. What future scenario should it lead to? Describe your personal intention – what drives you?2. Fuel – what fuels the issue and process – for you personally? For your organisation?3. First few steps – describe these:4. What criteria would you use to assess whether your change initiative has been successful?5. Peer group comments/questions <p>Reporting:</p> <p>Describe your experiences: what have you achieved? (personal, organisational, wider level?)</p> <p>What barriers in the system did you encounter?</p> <p>What has surprised you?</p> <p>What advice would you give to others who are about to embark on a similar process?</p>
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5.4 Example of a visual input

	<p>Visual input:</p> <p>In his film <i>Turtles Can Fly</i> Bahman Ghobadi presents a stark picture of Iraqi Kurdish children and young people and their struggles to survive around the time of the US-led invasion of 2003:</p> <p>“I am telling the stories of my country. I can’t help it if those stories are steeped in politics. That’s the reality I’ve been living in. That’s the reality that these people have been living under. The lands are filled with mines. The markets are filled with ammunition and weapons. All you have to do is look at the children and you’ll see the politics that have gone into shaping their lives. That’s just the reality of life here”.</p> <p><i>Bahman Ghobadi</i>¹⁶</p>
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¹⁶ Quote in Hart, J: **Displaced children’s participation in political violence: Towards greater understanding of mobilisation**, in Conflict, Security and Development, Routledge, Oct 2008.

5.5 Agree-Disagree game



Agree-Disagree game:

Purpose: aimed at exploring the different views in the room and promote debate and reflection.

How it is done: Place a card with “agree” at one end of the room and a card with “disagree” at the opposite end. Ask the participants to stand on the continuum between the “agree” and “disagree”-cards in accordance to their response to the statements such as:

Ask young people for their opinions and their answers will be different from day to day.

If you haven’t practiced real citizenship yourself, how can you support others in doing it?

Real citizenship is about fasting, hunger strikes, sit-ins, occupation of public spaces, acts of civil disobedience and defiance of authorities.....

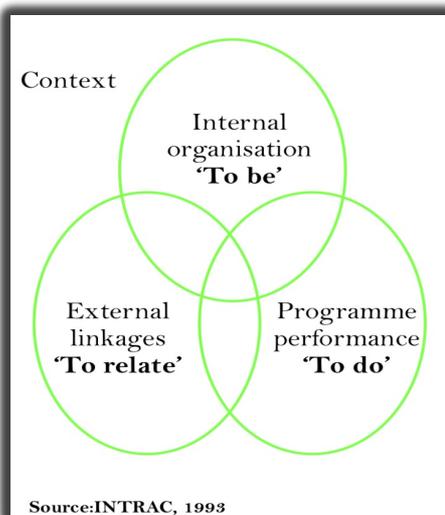
Citizenship and democracy are closely connected. Genuine democracy flourish in an affluent society.

Learning that your views are not valued is just part of growing up and an introduction to the real world.....

Experienced staff will know what is best for young people.

Have a discussion based on people’s responses, ask people why they stand where they do and to give specific examples which has led them to agree or disagree with the statement.

5.6 “To be-to do-to relate”- INTRAC model for how to understand an organisation



Change initiatives and systems thinking:

INTRAC has developed a simple model, which is called “**to be – to do – to relate**”. Organisations are complex, organic and ever-changing organisms that function within differing contexts, which interact with the organisation both positively and negatively. Organisations are “open systems” which not only try to influence the context they are part of but are also influenced by that context. Organisations cannot function in isolation – they need to invest in their relationship with others.

In this perspective organisational capacity can be understood in regard to three different organisational dimensions, which are contextually

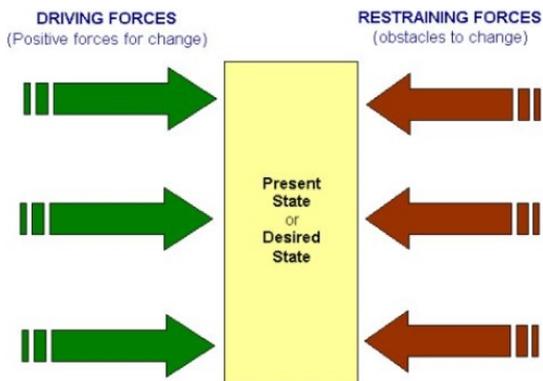
	<p>influenced.</p> <ul style="list-style-type: none"> • The demands and pressures form the external environment • The organisation's internal functioning • The organisation's activities/performance • The organisation's relationships <p>The overarching principle in the model is the interlocking nature of all three areas of organisational capacity. For example, if the organisation's capacity to relate to other organisations is poor, or its leadership is weak, this will affect its performance. Likewise there is a continuous interaction between the organisation and the surrounding context – each impacting on each other.</p>
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5.7 Systems thinking exercise

	<p>Systems thinking:</p> <ul style="list-style-type: none"> • A living system continually interacts with its environment • The different parts of the system inter-relate. We cannot change one part without having an effect on the other parts • Any system is a set of parts that depend on each other and interact to form an integrated whole. Each part is a subsystem in itself or a part of the system. • A system is more than the sum of its parts. • Boundaries around systems are set by humans, not the systems themselves. • In all systems, patterns of behavior can be recognized. <p>The family is an example of a living system that we all have encountered. In order for the participants to explore systems thinking in practice, the following exercise can be useful:</p> <ul style="list-style-type: none"> - Think about 3 generations in your family and select two persons among your grandparents, one person among your parents and yourself. - Carry out a mapping of each person's life in relation to the following aspects: geographic location, education, civil society engagement, political involvement, technology, achievements/challenges, and sources of inspiration. - Is there a pattern? Share the main points from your mapping with a fellow course participant. - Reflection: did anything become clearer after the verbal sharing? If yes,
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	<p>what? Did anything surprise you? If yes, what?</p> <p>Time for journaling.</p>
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5.8 Feed-back exercise

	<p>Feed-back exercise – review of change initiatives: Force-field (after Kurt Lewin) : time available: 13 minutes (identify a time-keeper)</p> <ol style="list-style-type: none"> 1. Presentation of idea: what supports – what works against: 4 minutes 2. Clarifying questions by peer group: 2 minutes 3. Feed-back/Challenge by peer group: 5 minutes 4. Reflection: 2 minutes <p>Purpose: Force field analysis is a quick way of assessing the status of a process. One can also consider use of force field analysis in the process of identifying key questions to be addressed.</p> <div style="text-align: center;">  </div>
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5.9 Case clinic exercise

	<p>Peer-coaching case clinics (adjusted from Otto Scharmer): Case clinics and peer coaching need a structure in order for teams to work together successfully. The structure below outlines one example: Imagine you have 60 min per session and 4-5 persons per team. Here are some specific parameters you could use to construct your clinic:</p> <ol style="list-style-type: none"> 1. Select a case giver and a timekeeper. 2. 10 minutes: Intention statement by case giver: situation/problem/opportunity/project=what do you want to address? <u>Current situation:</u> what are the symptoms of the current difficulties/issues? What are <u>my personal development edges</u> in this? <u>My intention:</u> what would I like to see? What do I want to create? <u>Help</u> = where do I need input and help? Consultants ask clarifying questions. 3. 5 minutes: Coaches suspend their urge to give instant advice.
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	<p>Instead they enter a brief moment of silence, and then each reflects back to the case giver:</p> <ul style="list-style-type: none"> • What images does the case bring to mind? • What feelings and emotions do I sense? • What questions come up for me related to that? <p>4. 30 min: Reaction by case giver + generative dialogue by all.</p> <ul style="list-style-type: none"> • Coaches ask questions to deepen understanding. • Conversation to brainstorm solutions. <p>5. 10 minutes: Recommendations by coaches:</p> <ul style="list-style-type: none"> • What is the key issue to be addressed? (Diagnosis) • What solution/action do I propose? <p>6. 3 minutes: Concluding remarks by case giver:</p> <ul style="list-style-type: none"> • What new insights/answers do the solutions offer to me? • How would I use/combine these ideas going forward? • What are my next steps? • Thank you! <p>7. 2. minutes: Journaling: Key takeaways (all).</p>
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5.10 Listening levels – and exercise

	<p>Listening 1: Downloading habits of thought</p> <p>Listening 2: Factual, object-focused</p> <p>Listening 3: Empathic listening</p> <p>Listening 4: Generative listening</p>	<p>Downloading: Talking nice, politeness, rule-reenacting</p> <p>Debate: Talking tough, rule-revealing</p> <p>Dialogue: Inquiry, rule-reflecting</p> <p>Presencing: Collective creativity, flow rule-generating</p>	<p>Training our attention qualities¹⁷:</p> <p>The facilitator presents the listening levels before introducing the exercise:</p> <ol style="list-style-type: none"> 1. Groups of 5-6 persons are organised in circles (sitting on chairs). Select a timekeeper – approx. 8-10 min for each round. All participants get to try all listening levels. 2. The exercise has 5 positions: one case giver and 4 listeners. In case of 6 persons, number six will be the observer. 3. The case giver presents the case (3-4 min) – ideal a question, which is perceived as open, explorative and relevant in relation to the participants and their process. 4. The participants listen each from their “level of listening”. 5. All participants are now able to pose questions from their level of listening – max. 5 min – focus is on “feeling the question”, and the case giver spends only limited time (if any!) on answering the question. 6. Joint reflection after each round on the experience of listening and asking questions from the respective levels. The observer gives feed-back to the listeners. Include time for journaling.
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¹⁷ Adjusted from “Træning af de fire opmærksomhedsniveauer”, Teori U som innovative ramme for organisationsudvikling, Lone Belling 2012.

5.11 Embodiment: A true move¹⁸



THE VILLAGE - Awareness is the basis for creative team interaction

Many of us are preoccupied with thoughts and mental models that hinder us from being thoroughly present in the body and open minded in conversations, tasks and creative thinking. This step-by-step training enables groups to break old habits and gain fresh perspectives. The method shifts attention from the content of the communication to other important but often neglected sources of insight – rhythm, spatial arrangements, composition in time, choice making process, energetic qualities. The team moves around on the floor like in a village and uses six simple everyday movements to create a “dance”: lying, sitting, standing, walking, turning and greeting. The “dance” is non-verbal and the simplicity of the form highlights what is emerging from the collective and teaches skills that enable the group to communicate genuinely.

“The village” is an element in **Social Presencing Theatre** by **Arawana Hayashi**.

¹⁸ For more information: www.arawanahayashi.com

6. Resources and background documents

“Capacity, compliance and coffee with a purpose – Reflections on capacity building, partnership and organisational change”, by Geoff O’Donoghue, the Danish Children and Youth Network, September 2006

“Follow-up on Life Skills Study”, by Katrine Ohm Dietrich, the Danish Children and Youth Network, December 2013, www.bu-net.dk

“Process journal – training on children and youth participation”, edited by Michael Westi, the Danish Children and Youth Network.

“Theory U: Leading From the Future as It Emerges”, Scharmer, O., SOL, Cambridge, Massachusetts, 2007.

“To network or not to network: NGO experiences with technical networks”, by Lise Rosendal Østergaard and Joel Nielsen, AIDSnet and BU-net.

“Turning voice into action”, by Marianne Bo Paludan with Rowan Popplewell, INTRAC Praxis Note no. 65, November 2013.

“Young Citizens at Crossroads: Voices from Latin America and Africa”, by Maya Mynster Christensen, BU-net 2014

“Working with Children as Stakeholders – Understanding, motivation and capacity”, report from a module-based process and a review on working with children as stakeholders, by Marianne Bo Paludan and Lene Steffen, Save the Children Denmark, May 2008

“Working with children as stakeholders in development: the challenges of organisational change”, by Jason Hart, Marianne Bo Paludan, Lene Steffen and Geoff O’Donoghue, Development in Practice, May 2011