### CAPACITY DEVELOPMENT ACTIVITIES

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<th>ACTIVITIES</th>
<th>APPROPRIATE WHEN...</th>
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<td>High-level Advocacy</td>
<td>Buy in and commitment at highest level need to be reinforced</td>
<td>You might think of lobbying, media campaigns, public events, etc. to influence both public opinion on the demand side and the highest level decision-makers</td>
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<td>Policy support and dialogue</td>
<td>Policy and/or legislative framework are not conducive to effective results and need revision/upgrade</td>
<td>Successfully formulating or revising policy requires the creation of inclusive multi-stakeholder processes (see CD activity below)</td>
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| Creation of multi-stakeholder processes and support to knowledge exchange | Lack of dialogue, coordination and consultation amongst key actors appear to be a main challenge (e.g. between different types of actors or between central and decentralised governmental authorities) | • The types of processes depend on the objectives to be pursued: expressing needs? Identifying common concerns? Decision-making? Overcoming mistrust? Influencing policies?  
• The options include: Consultations, Consultative forums, Stakeholder platforms, Alliances, Partnerships  
• Further information is available in Learning Module 4 |
| Organizational development support: advisory support for more effective processes and systems | • The institutional set-up and/or business processes and workflow are not conducive to effective work, i.e. insufficient delegated authority to actors, no clear accountability lines, no clear support/commitment from highest levels  
• The organizational mandates of main actors are not conducive to effective results | Further information is available in Learning Module 4 on Organizational Analysis and Development |
| Training of trainers and Institutionalizing training in national institutes | • Training contents do not require frequent updates  
• Appropriate institutes and national trainers are identified | • New trainers require follow-up support and coaching  
• Content requires adaptation to national context |
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| Creation of networks, twinning arrangements (e.g. between research institutes) and South-South Cooperation | • Some actors have technical knowledge/experience that could be beneficial to other similarly-positioned players  
• Organizations and institutions have similar mandates despite different capacity levels | • Requires facilitation and brokering actions  
• Networks and twinning arrangements might be developed in the context of South-South Cooperation  
• There are techniques to support knowledge-sharing networks (see IMARK e-learning)  
• You might start with supporting a network mapping exercise (e.g. identifying who might benefit from connecting with whom). |
| Process/methodological support (e.g. for prioritisation exercises )         | Actors have all required knowledge but have difficulties in organizing the work, prioritizing, reaching conclusions, identifying inclusive agreements, etc | Capacity development facilitators have a double-role to play: providing content and assist with process. It is important to identify when to play which role, and when they should simply ‘observe’ and get “out of the way” |
| Exposure/study visits (e.g. from one farmers organisation to another)      | • A good level of capacities is already in place  
• Funds are available  
• Exposure to other practices is considered useful  
• Regional linkages need to be consolidated | • Study tours should be used to complement and enrich a learning process; they work best when combined with other modalities.  
• It takes preparation time  
• Participants should be expected to define and implement an Action Plan as a result of the visit |
| Technical Advisory Support                                                | Actors lack some technical knowledge in the subject-matter and/or require advice for decision-making | |
| Financial and non-financial incentives                                    | Capacities are in place, but motivation appears to be seriously hindering the process | • Depending on how they are used, incentives can either reinforce or discourage ownership of recipients  
• They should be used carefully to avoid becoming dysfunctional and disruptive to the process  
• A mix of non-financial incentives should be pursued in-lieu of salary supplements. These might include: public recognition and awards schemes, professional development opportunities, participation in decision-making processes, attendance to conferences and training, prestige and reputation, improved working conditions |
## ACTIVITIES

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| On-the-job learning (including leadership coaching) | Little time is available  
Knowledge/skill input is needed ‘on the spot’  
Small groups (2-4 people) require different kind of learning/advisory support at different points in the process | On the job learning needs careful questioning techniques and non-directive attitudes  
More information is available in the On the Job tools in Learning Module 3 |
| Formal face-to-face training sessions | Large groups have the same learning need(s)  
Time and infrastructure is available (room space, projector, flipchart) | Training requires preparation such as learning needs assessments  
It needs to be participatory (e.g. small group-work is preferred to long PowerPoint presentations)  
It is more costly  
Learning results should be evaluated |
| Coaching | New skills need to be integrated and assimilated  
New employees join a team | Coaching can be established formally as a structured process, or can happen informally to build relationships or follow up on other CD activities |

### Sources:
- FAO Learning Modules 1, 2, 3 and 4