vvob
education for development

VVOB's Policy Note on Capacity Development

How can VVOB support the education sector to develop capacities to make schools better perform, thereby achieving better learning achievements?

Final version

1. Policy note: sense of urgency, objectives and process

Although part One of the general MYP document (2008-2013) is quite comprehensive and clear, we notice in practice that the contents of it, let alone the existence of the content of the document, are not known or shared by many colleagues both in Brussels as in the South. This means actually we have a vision and strategy on CD but nobody knows it sufficiently and in practice there are different viewpoints, approaches, and terminologies being used. Therefore, as VVOB we need a common **understanding of what we mean by and how we do capacity development support within the education sector** since it is at the core of what we do.

Secondly, we noticed that in the process of writing logical frameworks for period 2011-2013, the language used to describe the sub results of the Logical Framework remained quite vague in many countries, even though tools have been offered in the process of developing the country MYP's. We are particularly interested in improving the capacity analysis of our chosen operational partners in order to come to a **conceptual framework and strategy for CD** and.better guidelines and tools for capacity analysis.

Finally, we would like to better understand the **value of our technical assistance with respect to CD** as this is ultimately linked to the competencies of our staff. This is seen as a high priority for 2011 by VVOB's Strategic Advisory Board. At the same time it is noted that this will give us an advantage in terms of donor diversification as well.

For the reasons mentioned above, we developed this capacity development policy which takes advantage of our rich experiences in the South. In order to capture these experiences, we started from successes and challenges in our country programmes. A participatory methodology consisting of in-country workshops was applied in our partner countries and at VVOB Brussels from March-June 2011. A draft policy note, including the definition and principles, was in place by our reflection days of September 2011.

During the reflection days we set out a roadmap in order to come to a VVOB-model and instrumentarium for CD by June 2012. The first phase – the documentation phase – needs to be concluded by mid-December. At that moment, we would like to have an overview of potential models of CD (models that allow a diversity in approaches). For each model a short overview of pro's and contra's related to applicability for VVOB will be available. That analysis will allow us to take a decision on the VVOB-model on CD early 2012. Afterwards the instrumentarium for implementation of that model will be prepared in the run-up to the VVOB Seminar in June 2011. At the same time we participate in the LEN-CD Learning Journey[1] on CD from November 2011-May 2012 by working together with GIZ, African Union and BTC on 'CD in Practice' and we involved Volker Hauck [2], Head of Knowledge Management at ECDPM, in it.

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[1]
http://www.train4dev.net/index.php?id=8&tx_mjseventpro_pi1%5BshowUid%5D=328&cHash=ec202076fa&recentView=listView

[2] In 1998 Volker Hauck joined ECDPM as Senior Programme Officer. He is the founder and editorial board member of Capacity.org, a newsletter and web-platform run by ECDPM, SNV and UNDP.

The target group of this document is all VVOB personnel. The language of this document is in English. Translations to other languages (Dutch, French, Spanish) can be arranged later.

2. VVOB's definition of capacity development

VVOB's engagement into capacity development as contribution to the improvement of the quality of education in development countries, is at the core of the mission statement of VVOB. Through strategic partnerships VVOB works from the meso-level[3] towards:

- sustainable solutions for education and training challenges within the framework of local policies in developing countries. (Operations South)
- a stronger solidarity between Flanders and developing countries. (Operations North)

To achieve this, we support **local capacity development programmes** through a balanced mix of resource supply, service delivery, networking and exchange.

The introduction to the MYP document 2008-2013 and 2011-2013 focuses in more detail on what exactly this means for the VVOB Operations in the South, in terms of:

- what it is (which definition of CD we adhere to)
- how we do it in principle, or what general principles we use for CD within VVOB, and
- how we do it in practice, or how these principles are translated by VVOB.

In the light of the next MYP 2014-2019, this policy note hopes to give a coherent answer to these questions.

We define capacity in the education sector as the ability of people and institutions to support quality education and to adapt to changing contexts. **Capacity development support in education** is a support action (facilitating processes) towards people or institutions through which their abilities are enhanced (becoming better performing) and self-sustained. This definition is based on a common exercise we performed in all countries mid 2011.

Our **strengths** are educational expertise and participation in empowerment, learning and change. We do this through a balanced mix of resource supply, service delivery, networking and exchange, and by adhering to 11 principles[4].

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[3] Meso level: Fullan (2005) differentiates three levels of CD (2005). The school/community is the first of these levels, the district/region is the mid level and the state or policy level is the third. His approach is called the tri-level solution. The added value of Fullan's work lies in its direct applicability in the education sector.
[4] The 11 principles are elaborated further in the text under chapter 5

Good quality education for VVOB is one that *"provides **(1) all children** with the capabilities they require **(2) to become economically productive, develop sustainable livelihoods, contribute to peaceful and democratic societies and enhance individual wellbeing.** The learning outcomes that are required **(3) vary according to context** but **(4) at the end of the basic education cycle must include threshold levels of literacy and numeracy, basic scientific knowledge and life skills** including awareness and prevention of disease. **(5) Capacity development to improve the quality of teachers and other education stakeholders is crucial throughout this process.*"*

Capacity development towards education stakeholders in general and teachers in particular is crucial to improve the education sector in a sustainable way.

For VVOB, it is important to make a clear distinction between the existence of endogenous CD processes in the countries we work, the place of the partners and the role of VVOB in support of those. For that reason, we highlight the differentiation between capacity, capacity development and support to capacity development [5].

Capacity is the ability of people (teachers, directors, district officers in charge of education, officers of the Ministries of Education), organisations (schools, district offices for education, ME) and society as a whole (other sectors, other national and international actors) to achieve their objectives and to manage their affairs successfully. It involves three educational levels, the individual, the organisational and the enabling environment, which are interdependent.

Capacity development is the process by which these people, organisations and societies as a whole strengthen, create, unleash, adapt and maintain educational capacities over time. It is seen as an endogenous process for which in-country partners are responsible and goes well beyond the technical level. It entails a concern with the wider political context in which capacity development in education takes place and the incentives generated by organisations and the overall environment to pursue educational change.

Capacity development support refers to what VVOB (and other external partners) do to promote, accompany, facilitate or catalyse capacity development and related change processes in education. The endogenous perspective means that capacity development cannot be imported. It must fit with the respective country context. Together with country partners, the technical cooperation and its technical assistance of development partners needs to be tailored based on sound analysis of the capacity situation, including the wider context in which the assistance takes place.

Technical Cooperation (TC) is the provision of educational know-how in the form of short- and long-term personnel, training and research, twinning arrangements, peer-support and associated costs.

Technical Assistance (TA) is within the context of TC, the personnel involved (individuals as well as teams of consultants).

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3. What kind of capacity development support are we doing?

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[5] OECD/DAC (2006) The Challenges of Capacity Development-Working towards Good Practice.

The involvement of VVOB in processes of capacity development differs greatly from the country we work in, the subsector we focus on and the education domain we concentrate on[6]. We asked the different country teams to place their approaches to capacity development within different continuums e.g. from hands-on to hands-off approaches, from supply-driven to demand driven, etc.[7]. Thereby, we asked to focus on the examples they mentioned as good practices. Although the results are not equally spread across the countries and although we only took into account the good practices which were mentioned by the country teams, the results below give a tendency of what kind of CD support we are doing.

Looking at the different types of CD we found that training, support/advice and study visits are the most implemented methods in our CD work. As the programmes progress there is a tendency to move for example from hands on to hands off, from down stream to up stream. In terms of implicit versus explicit capacity development, we found that VVOB's capacity development work is explicit in 63% of the cases. This means that VVOB's CD work is mainly focusing on activities where the partner's capacity development is the main objective. 60 % of the cases show that VVOB's CD interventions are hands on (with reference to the countries that filled in this scale). It signifies that VVOB does not choose to distance itself from actively addressing the plans and executing the processes of CD. Almost 4/5 (79%) of the CD practices are demand driven. 68% of the CD work is down stream oriented. This implies that VVOB is organizing CD interventions which are focusing downstream on the partner organization and which are mainly strengthening its technical, operational and implementation capacity. In 70% of the cases, VVOB is working on CD of technical capacities. This means that T.A. competencies are oriented on technical capacities rather than on general capacities. With regard to the levels on which we do CD support, it is clear that organizational CD is the most important level we work on, followed by institutional CD and individual CD. Although there might be a contradiction between VVOB offering CD of technical capacities and working mostly at the organizational level, this suggests that working at the organizational level does not *per se* implies explicit organisational development (OD). For sure, VVOB stands for education, and VVOB is engaging into CD processes. However, how education is linked to the CD part is not always very clear. During the exercise, we came to the insight that there are two factors that make that we are more engaged into facilitation of education processes, namely one is that VVOB is known for its educational expertise, so partners approach VVOB specifically for that expertise, and two is, OD is an unknown domain and from the quote "you don't know what you don't know" follows that partners can also not express needs in pure OD matters if they are not aware of those needs.

Capacity for education is not developed in a vacuum. In the countries we work, it is always grounded in a broader national plan for education and/or a national education strategy. More and more, countries dispose of capacity needs assessments and/or CD plans [8]. For VVOB, effective capacity development begins with three fundamental questions[9]. The answers to these questions create the design of each specific capacity response according to the specific educational priorities and issues that are at stake. These questions are:

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[6] As VVOB we work on 7 educational themes as there are : Curriculum Development ; Continuous Professional Development ; Didactics ; ICT and Media; School Management, Participation and Internal Quality Control ; External Quality Control ; Strategic Planning.
[7] FOD Buitenlands Zaken (2008) Evaluatie van NGO partnerschappen gericht op capaciteitsversterking. See: http://diplomatie.belgium.be/nl/binaries/evaluatie_ngo_partnerschappen_capaciteitsversterking_tcm314-112949.pdf
[8] See Capacity Building Plan Rwanda, www.pscbs.gov.rw
[9] According to UNDP (2009), Capacity Development : a UNDP Primer. New York : United Nations Development Programme.

1. What kinds of capacities need to be developed to achieve the broader education objectives?
2. Whose capacities need to be developed? Which groups or individuals need to be empowered?
3. To what end do we need to develop this capacity? What will be the purpose?

Thereby, we identify **three levels** of where capacity is grown and nurtured: in an enabling environment, in organisations and within individuals.

4. The enabling environment: is the broad social system within which people (teachers, directors, district officers in charge of education, officers of the Ministries of Education) and organisations (schools, district offices for education, ME) function.
5. The organisational level: refers to the internal structure, policies and procedures that determine these organisations' effectivenes. It is here that the benefits of the enabling environment are put into action and a collection of individuals come together. The better resourced and aligned these elements are, the greater the potential for growing capacity.
6. At the individual level: are the skills, experience and knowledge that allow each person to perform. Some of these are acquired formally, through education and traning, while others come informally, through doing and observing. Access to resources and experiences that can develop individual capacity are largely shaped by the organisational and environmental factors described above, which in turn are influenced by the degree of capacity development in each individual. Between the individual and organisational level, the level of the team was differentiated.[10]

4. VVOB's vision and mission on capacity development: 11 principles

CD PROCESSES ARE ALWAYS CHANGE PROCESSES

The mission statement as well as the introduction to the MYP document 2011-2013 give some hints and basic ideas that justify the choice for and the type of CD offered in our programmes. It expresses the need to see CD processes as change processes, this is where VVOB positions itself for what concerns C.D.

Other ideas/ positioning statements towards CD mentioned in the MYP introduction are:
- VVOB should work as a meso-player and ensure links to macro and micro levels
- VVOB should work through strategic partnerships
- The starting point of every CD should be the available and potential capacity of the partners.
- The final aim of VVOB is institutional capacity development (not HRM or ID), although we acknowledge that no change in institutions is possible without a change in individuals of that organisation/institution. However in low income countries (DRC, Rwanda, Cambodia, Zimbabwe, Zambia), VVOB could temporarily consider joint implementation as part of a strategy of C.D.
- A good mix between downstream and upstream CD processes need to be taken up
- The deployment of technical assistance is for VVOB a central instrument in availing CD
- VVOB will only work on CD strategies (expressed in sub-results) towards the results of operational partners (expressed in intermediate results in the logframe). The assumption is that by better defining what VVOB will do as CD strategies to operational partners, we will be better able to focus our interventions, and learn along the way to be more effective in achieving results at level of intermediate results.

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[10] These six items are common in most literature on CD.

- Doing proper capacity development means that you have to build in exit strategies from the beginning

The above ideas/ positioning statements can be further worked out into a concept that gives a clear understanding of how change happens and how CD processes, read change processes, can be guided (see Chapter 5).

During the reflection days (26-30th Sept. 2011), we looked closer into sustainable change processes.

- Sustainable change can only be attained when the child is at the centre. This doesn't mean that we have to move to the micro-level. It implies that higher levels need to be involved (meso and where possible macro). Hence, it is important to gauge the scale at which VVOB can work.
- Knowledge on individual level shall never lead automatically to CD. Changing/opening mindsets of people (society & partners) is the challenge. From that point of view, communication strategies become very important. Is training the best option to reach change in mindsets? This depends on the issue. Anyway, creating awareness is crucial.
- Change can only be attained when there is (donor) harmonisation between the different education partners, such as UNICEF, ME, ... This is a challenge for VVOB. Moreover, the quality of our CD work will influence the sustainability of our actions. It implies that we preferably work at all levels, from individual to societal CD.
- Realistic scaling (micro, meso vs macro) leads automatically to more realistic CD.

11 PRINCIPLES

Originally, ten principles were borrowed from the 10 default principles of UNDP [11]. Based on the output of the country workshops, we came to a set of 11 principles which reflects the way in which we do CD.

a. Build on and strengthen existing capacities

We strive to make optimal use of expertise available within the country. This does not imply that there is no room for outside expertise and developing new capacities. In fact, strengthening existing capacities often goes hand-in-hand with exposure to other approaches.

b. Look at available options and find solutions relevant for the specific context

Capacity development means learning. This includes looking at lessons learned and solutions from similar situations. Knowledge transfer is not an option, but learning from other cases can be inspirational if the knowledge and skills can to contextualized.

c. Work in equal partnership and have mutual respect

Capacity development requires respect. We respect our partners' social and cultural capital as much as possible. We only challenge cultural practices when they are in conflict with our own core values (openness, respect, equity, solidarity and integrity) or with our operational values (result-oriented, innovation, learning organization, participation, quality and flexibility).

d. Move at the right pace and with a long-term horizon

Capacity development is a long-term process: there are not many golden bullets, quick fixes and short-term results, especially in the education sector. Our engagement for capacity development therefore has a long-term horizon.

e. Act in terms of sustainable capacity outcomes

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[11] (content.undp.org/go/cms service/download/publication/?version=live...).

Sustainability of capacity development entails strengthening institutions, rather than just individuals. Our actions therefore support responsible leaders and inspire institutions to effectively work toward capacity development.

f.   Be accountable (also to ultimate beneficiaries)

We are accountable to our investors, partners and stakeholders. These also include our ultimate beneficiaries: schoolchildren and their teachers. We don't work directly at their level, but our theory of change, stories and case studies and impact studies allow us to connect with them.

g.   Integrate external inputs into national priorities, processes and systems

External inputs in capacity development need to correspond to real demand and need to be flexible to respond effectively to national needs and possibilities. Where such systems are not strong enough we reform and strengthen them, rather than bypassing them. That's why in most cases we work directly with government ministries, rather than civil society.

h.   Challenge mindsets and power differentials

Capacity development is not power neutral and challenging vested interest is difficult. Frank dialogue and moving from closed curtains to a collective culture of transparency is essential to promote a positive dynamic for overcoming them.

i.   Facilitate multi-stakeholder processes, be a neutral broker

Positive changes in education often occur as an interplay between individual capacities, institutional innovation and the processes of learning in which stakeholders engage. We facilitate these capacity development processes as a neutral broker.

j.   Do things together and learn from action

We are action-oriented. Actions and experience help us to improve performance and acquire knowledge.

k.   Be creative and think out-of-the-box

We allow ourselves and our partners to approach problems in new, innovative ways. We take up the challenge to conceptualize problems differently, and organizational reflections and joined learning help us in this.

Volker Hauck recommended to discuss whether results orientation should be added as number 12 to the list of VVOB's principles as new policies on results orientation immediately impacted on the international CD discussion and were a hot topic in the context of CD related policy discussions ahead of the Forth High-level Forum on Aid Effectiveness in Busan. The results of this discussion are reflected in the "Cairo Consensus" that stakeholders from partner governments, development agencies and development practitioners formulated in March 2011 in preparation for the Busan event.

He also pointed out that there has been an intense international policy dialogue on how to deal with fragility and fragile situations. At the moment, this is neither taken account of in the MYS, nor in the Policy Note and should be considered for VVOB's new strategy. The g7+ and development agencies agreed on the "New Deal" that was approved in Busan. The notion of CD played an important role in preparing this New Deal (one of the four g7+ working groups to inform the formulation of the New Deal dealt with CD). There are particular issues in relation to

supporting CD that the international community committed to and that VVOB needs to take into account for countries that are both part of the g7+ and where VVOB is active.[12]

5. Towards a CD framework for VVOB

The way forward on CD defined during the last reflection days in Drongen urges us to articulate our own framework and ways of looking at CD. For VVOB, this implies that we know the key theories that underpin our CD analysis and choices. Moreover, it means that we are conscious about what we are inclined to focus on and what we are not. Concretely, It enhances that after defining capacity development and our principles that drive our CD work, **we intend to develop our CD framework** based on already existing frameworks that are mentioned in the text below. In the literature we find models that are based on:
- the levels you work on as an organization;
- the approaches/strategies that are appropriate for the beneficiaries/partner;
- the roles and the attitudes you take up as a CD supporter;
- the capacities you work on;
- the way to assess, plan and monitor CD in order to reach, continuous performance improvement of CD processes

Apart from the models mentioned above, we had also a look at:
- specific OD frameworks, such as CDRA, Henry Mintzberg, Mc. Kinsey 7 S-s
- the model of adaptive CD based double-loop learning and complexity theory
- the LEN CD Learning package

A feedback group consisting of 22 VVOB people over the countries gave their feedback about the completeness of the models and on the specific advantages/disadvantages of the existing models for VVOB. Therefore, the following CD ID cards were developed.

Way forward
The roadmap and trajectory to follow is defined as follows:

- Two scenarios with possible frameworks will be elaborated on the basis of this policy note. One re: to better orient our own staff and collaborators in the countries of operation on how to understand CD and approach it, another that allows VVOB advisors to improve their advisory practice along a set of models and tools that they can apply (10/2/12).
- Both scenarios will be discussed during thinking day and principle decision with regard to favorite frameworks will be made (16/2/12).
- Chosen frameworks on CD will be concretely elaborated (15/3/12).
- Chosen frameworks on CD will be communicated to PMs and feedback is possible (31/3/12).
- Instruments and tools in support of chosen CD frameworks will be elaborated (30/5/12).
- Proposal will be launched with regard to training that is needed to implement the frameworks.
- Decision will be made in terms of required trainings (15/6/12).
- Action will be taken to create public support (30/6/12).

Recommendations

A point that should be surely taken into account is that the CD framework will not be something apart, but it will be closely linked to the wider Education Sector Plans of the countries where we work. CD is a perspective and approach that must be mainstreamed at the moment these plans are made operational at all levels. For example: when a school reform plan focuses on school performance, as a key means to enable children (and adults in non-formal education) to learn, the CD framework must

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[12] See, for example, the documents discussed during the Monrovia INCAF meeting on the DAC web-site: http://www.oecd.org/document/13/0,3746,en_21571361_43407692_47879501_1_1_1_1,00.html

have the same focus. CD must be driven by and result in tangible enhancement in school performance - for example in how the School Management Committees perform their task, or how local curriculum are developed and used in classrooms. Ownership of the CD process is crucial not only at ministry and central level, but at all levels. In the same way that VVOB cannot "do" capacity development for country stakeholders, then central level authorities cannot impose CD on other levels - there have to be locally grounded processes at all levels of the school system.

The role of a CD framework will be to facilitate and support CD processes, not to control and steer according to a blueprint. As such, it is perhaps better to talk about a "CD framework" rather than a "CD plan". The framework will describe how the system, and the actors, can mainstream CD and make it operational. Therefore, CD should adopt a constant learning perspective, sharing lessons and building on previous successful experiences.

As of the mid-2000's, political economy thinking has entered squarely into the policy discourse and practice of international cooperation. Various development agencies and administrations developed tools to undertake Political Economy Analysis (PEA), including DFID (drivers of change) and DGIS (SCAGA). Those tools propose ways to look at development, capacity and change through a different "lens". The MJS recognises this dimension in the CD section (*capacity strengthening can be very 'political'* – p. 33) but does not further elaborate this dimension and its implications for VVOB's work.

VVOB should discuss in the context of its new strategy formulation, to what extent one should bring into the operations tools that:
- can help VVOB to better analyse the political context in which one works as part of the design/ identification phase of a support trajectory;
- VVOB can use together with its partners to formulate/ clarify strategies and work plans (there are certain risks involved on doing PEAs with partners – but discussing this would go beyond the context of these comments);
- make them part of monitoring and evaluations. – The ID cards do not refer to such tools. We'll discuss this further below.

A last aspect that should be taken into account in the further discussion, and that has an influence on the suitability of a certain framework, is the extent to which a sector orientation is embedded within a certain CD framework. The education sector is clearly the focus area of VVOB and we see this in the MYS, the introduction to the Policy Note as well as in the section that presents the ID Cards. In terms of conceptual orientation, one might find this too limited, however. Effective work within a sector can only take place if linkages are made with other sectors that are of direct importance to the education sector, or that needs to benefit from it.

This having said, the three-layered approach of micro-meso-macro within a sector is useful to work with but should be combined with a cross-sector *"linkage thinking"* that helps to look beyond the boundaries of the sector in which one works. For example, education sector planning often needs to go in parallel with water and sanitation programmes (e.g., for digging wells next to schools) or food security programmes (e.g., school feeding). Or, the orientation/ formulation of curricula should be done in consultation with the private and public labour market needs.

To assess CD frameworks, such "linkage thinking" will require to include a criterion that asks about the usability of the tool to assess CD processes across different sectors – an approach that can no longer be addressed through the micro-meso-macro perspective, alone. According to Volker Hauck, SNV for example, does not work any more through an exclusive sector focus and recognizes the importance of 'value chains'. This requires its advisors to work much more with a perspective that recognizes the importance of networks of actors, and multi-stakeholder environments, across sectors and at multiple levels.

Proposing any CD frameworks for VVOB to work with, one should be very cautious. The main question to be solved is, "A CD framework for what?" First, is VVOB in need of a framework to better orient our own staff and collaborators in the countries of operation on how to understand CD and broadly approach it? Working with one or different frameworks could help to deepen the understanding within VVOB on how to address CD and working out very practical tools and instruments, such as CD indicators that are relevant to monitor change for CD. Or, second, should it

be a framework that allows VVOB advisors to improve their advisory practice along a set of models and tools that they can apply?

As for the first point, Volker Hauck recommends to work for example with the approach formulated by the EC. As it has a strong TC and TA component, many issues that are addressed are of direct relevance for VVOB. As for the second point, CD advisory work can take place along a very wide set of approaches and frameworks. Advisors normally take note of different frameworks but apply one or two, or a mix of frameworks to their concrete working situation. Several of the frameworks presented in the ID cards could be of use and could be worked out in a Tool Kit for VVOB. The LenCD Learning Package on CD also lists a number of approaches and entrance points on how to work in practice with CD. VVOB could very well make use of the material that has been compiled for LenCD.

To deepen VVOB's learning practice on CD and related issues, the formulation of a knowledge management (KM) strategy and the setting up of an internal KM system through which the advisory capacity of VVOB's staff can be enhanced should be considered. Concerning the latter, Volker Hauck recommends to look into the work of SNV on KM, the knowledge circles they have created and how this has been merged with a capacity development understanding that is now shared throughout the organisation.

1. Levels where we work on

1) Multiple leveled approach:

CD Framework ID Card
Name of the framework: Multiple Levelled Capacity Building

Part 1: ID

Origin of the framework: INTRAC (www.intrac.org)

Date of the framework: 1990s

Short description: The framework is based on the insight that CD should guard against a too strong focus on one stakeholder. Different levels of CD include institutional, organisational and individual CD, but variants on this distinction have been developed by other organisations (such as including sector, team and global level). In basic terms, individuals operate inside organisations which, in turn, require a particular climate and environment in order to perform effectively.

Evidence of organisations (mention sources) using it:

Austral Foundation:
(http://www.australfoundation.org/Guide%20to%20Results%20Based%20Capacity%20Development.pdf)
- Argues that starting point for capacity development should be key organisations, operating within the institutional framework (p.5). (Btw, this publication also contains an interesting discussion on the 7 S model from McKinsey).
- Focus on interdependencies and synergies between capacity development levels (p.59).

UNESCO (CapEFA programme)
(downloaded at: http://capacity.org/capacity/opencms/en/topics/learning/capefa-translating-theory-to-practice.html)
- Highlights need to 'go beyond training aimed at improving human resources towards a concern for the overall policy framework and environment in which individuals and organisations operate, as well as the formal and informal relationships between institutions (p.21, p.37). (called a 'systemic and holistic' perspective on CD)
- CD is more than training since it involves fostering institutional environments and organisations in a comprehensive, strategic way, including the processes of change management (p. 111)

Part 2: Usefulness of CD framework for VVOB towards its partners

Criteria *(please indicate in the table below)*	No, not at all	Rather not	Maybe, not sure	Rather yes	Yes, certainly
i) Can the CD framework be adapted to the different (complex) situations we work in?	No, not at all	Rather not	Maybe, not sure	**Rather yes**	Yes, certainly
ii) Is there an added value for VVOB?	No, not at all	Rather not	Maybe, not sure	Rather yes	**Yes, certainly**
iii) Is there an added value for the strategic/operational partner?	No, not at all	Rather not	Maybe, not sure	**Rather yes**	Yes, certainly
iv) Is there an added value for the relationship between VVOB and its partners?	No, not at all	Rather not	Maybe, not sure	Rather yes	**Yes, certainly**
v) Is there an added value for collaboration with government/public sector organisations)?	No, not at all	Rather not	Maybe, not sure	Rather yes	**Yes, certainly**

	No, not at all	Rather not	Maybe, not sure	Rather yes	Yes, certainly
vi) Is the framework compatible with VVOB's 11 CD principles?	No, not at all	Rather not	Maybe, not sure	Rather yes	Yes, certainly
1. Build on and strengthen existing capacities	No, not at all	Rather not	Maybe, not sure	Rather yes	Yes, certainly
2. Look at available options and find solutions relevant for the specific context	No, not at all	Rather not	Maybe, not sure	Rather yes	Yes, certainly
3. Work in equal partnerships and have mutual respect	No, not at all	Rather not	Maybe, not sure	Rather yes	Yes, certainly
4. Move at the right pace and with a long-term horizon	No, not at all	Rather not	Maybe, not sure	Rather yes	Yes, certainly
5. Act in terms of sustainable capacity outcomes	No, not at all	Rather not	Maybe, not sure	Rather yes	Yes, certainly
6. Be accountable (also to ultimate beneficiaries)	No, not at all	Rather not	Maybe, not sure	Rather yes	Yes, certainly
7. Integrate external inputs into national priorities, processes and systems	No, not at all	Rather not	Maybe, not sure	Rather yes	Yes, certainly
8. Challenge mindsets and power differentials	No, not at all	Rather not	Maybe, not sure	Rather yes	Yes, certainly
9. Facilitate multi-stakeholder processes, be a neutral broker	No, not at all	Rather not	Maybe, not sure	Rather yes	Yes, certainly
10. Do things together and learn from action	No, not at all	Rather not	Maybe, not sure	Rather yes	Yes, certainly
11. Be creative and think out-of-the-box	No, not at all	Rather not	Maybe, not sure	Rather yes	Yes, certainly
vii) Does the framework embrace a growth oriented vision and does it allow innovations on CD?	No, not at all	Rather not	Maybe, not sure	Rather yes	Yes, certainly
viii) Does the framework facilitate M&E of our CD work?	No, not at all	Rather not	Maybe, not sure	Rather yes	Yes, certainly
ix) Is there any toolbox (including tools/kits) available?	No, not at all	Rather not	Maybe, not sure	Rather yes	Yes, certainly
x) If yes, is it applicable to the education sector we work in?	No, not at all	Rather not	**Maybe, not sure**	Rather yes	Yes, certainly
xi) Does the model enable individual, organisational and institutional CD	No, not at all	Rather not	Maybe, not sure	Rather yes	Yes, certainly
xii) Is the model focused on organisational development (OD)?	No, not at all	Rather not	**Maybe, not sure**	Rather yes	Yes, certainly
xiii) According to your opinion, what is the biggest advantage / disadvantage for applying the framework for VVOB towards its partners?	The integration of various levels of CD has already been integrated into VVOB's CD principles. However, as UNESCO's fields of action (p. 41, CapEFA) in CD indicate, the consequences of taking a multi-levelled approach may mean a stronger emphasis on advocacy, supporting national policy and legal frameworks, strengthening evidence-based policy and planning at sector-wide levels and partnership building, and a lower emphasis on training groups of individuals.				

Part 3: Usefulness of CD Framework for VVOB internally					
Criteria *(please indicate in the table below)*	No, not at all	Rather not	Maybe, not sure	Rather yes	Yes, certainly
xiv) Does the model enable individual, organisational and institutional CD of VVOB?	No, not at all	Rather not	Maybe, not sure	Rather yes	Yes, certainly
xv) Does the framework embrace a growth oriented vision and allow innovations within VVOB?	No, not at all	Rather not	Maybe, not sure	Rather yes	Yes, certainly

xvi) According to your opinion, what is the biggest advantage /disadvantage for applying the framework for VVOB internally ?	The CapEFA Guidance notes from UNESCO (CapEFA, p.54 – 55) could provide a useful model to be used by country teams to optimize their CD strategy. Rather than a blueprint, it provides a set of commonalities and challenges for CD across different contexts and disparate thematic areas.

2) <u>Tri-level solution of Michael Fullan</u>

<table>
<tr><td colspan="6">CD Framework ID Card
Name of the framework: Michael Fullan's Tri Level Solution</td></tr>
<tr><td colspan="6">Part 1: ID</td></tr>
<tr><td colspan="6">

Origin of the framework: Michael Fullan is the former dean of the Ontorio Institute for Studies in education of the University of Toronto. He is recognised as an international authority on educational reform. He wrote interesting articles of which the following are the most interesting for VVOB. T
- Fullan, M. (2003) The three level solution. School/districts/state synergy. Education Analyst, Society for the Advancement of Excellence in Education, Winter 2005. See:
- Fullan, M. (2008) The six secrets of change. San Francisco: Jossey-Bass. See: http://www.michaelfullan.ca/resource_assets/handouts/08_Nov_Keynote_A4.pdf

Date of the framework: 2005 and 2008

Short description: The added value of Fullan's work lies in its direct applicability in the education sector. He differentiates three levels of CD (2005). The school/community is the first of these levels, the district/region is the mid level and the state or policy level is the third. His approach is called the tri-level solution. The tri-level solution focuses on total system transformation through the conscious, deliberate, reflective actions of the state in tri-level CD within a framework of accountability. Capacity development concerns competencies, resources, and motivation. Individuals and groups are high on capacity if they possess and continue to develop these three components in concert (2008). Fullan is introducing the term reculturing instead of CD i.e. the process of increasing the focus on core instructional goals, processes and outcomes by improving the capacity of teachers and others to work together on these matters.

Evidence of organisations (mention sources) using it:
- Linked to the contingency theory, as it is a system solution.
- OISE: Ontario Institute For Studies in Education. See: http://www.oise.utoronto.ca/oise/Home/index.html
- IFIP, Capacity Bulding for CB in Education. See: http://books.google.be/books?id=Sbb2L0CwNbUC&pg=PA268&lpg=PA268&dq=fullan+developing+countries&source=bl&ots=pUU8XCxmNJ&sig=F34UJUP8jF5UCIrUfOtksOsRW9A&hl=nl&ei=9nTfTpiYFMiEOofKrO4C&sa=X&oi=book_result&ct=result&resnum=8&ved=0CFIQ6AEwBw#v=onepage&q=fullan%20developing%20countries&f=false

</td></tr>
<tr><td colspan="6">Part 2: Usefulness of CD framework for VVOB towards its partners</td></tr>
<tr>
<td>Criteria (please indicate in the table below)</td>
<td>No, not at all</td>
<td>Rather not</td>
<td>Maybe, not sure</td>
<td>Rather yes</td>
<td>Yes, certainly</td>
</tr>
<tr>
<td>i) Can the CD framework be adapted to the different (complex) situations we work in?</td>
<td>No, not at all</td>
<td>Rather not</td>
<td>Maybe, not sure</td>
<td>Rather yes</td>
<td>Yes, certainly</td>
</tr>
<tr>
<td>ii) Is there an added value for VVOB?</td>
<td>No, not at all</td>
<td>Rather not</td>
<td>Maybe, not sure</td>
<td>Rather yes</td>
<td>Yes, certainly</td>
</tr>
<tr>
<td>iii) Is there an added value for the strategic/operational partner?</td>
<td>No, not at all</td>
<td>Rather not</td>
<td>Maybe, not sure</td>
<td>Rather yes</td>
<td>Yes, certainly</td>
</tr>
<tr>
<td>iv) Is there an added value for the relationship between VVOB and its partners?</td>
<td>No, not at all</td>
<td>Rather not</td>
<td>Maybe, not sure</td>
<td>Rather yes</td>
<td>Yes, certainly</td>
</tr>
<tr>
<td>v) Is there an added value for collaboration with government/public sector organisations)?</td>
<td>No, not at all</td>
<td>Rather not</td>
<td>Maybe, not sure</td>
<td>Rather yes</td>
<td>Yes, certainly</td>
</tr>
<tr>
<td>vi) Is the framework compatible with VVOB's 11 CD principles?</td>
<td>No, not at all</td>
<td>Rather not</td>
<td>Maybe, not sure</td>
<td>Rather yes</td>
<td>Yes, certainly</td>
</tr>
</table>

	No, not at all	Rather not	Maybe, not sure	Rather yes	Yes, certainly
1. Build on and strengthen existing capacities	No, not at all	Rather not	**Maybe, not sure**	Rather yes	Yes, certainly
2. Look at available options and find solutions relevant for the specific context	No, not at all	Rather not	Maybe, not sure	**Rather yes**	Yes, certainly
3. Work in equal partnerships and have mutual respect	No, not at all	Rather not	Maybe, not sure	**Rather yes**	Yes, certainly
4. Move at the right pace and with a long-term horizon	No, not at all	Rather not	**Maybe, not sure**	Rather yes	Yes, certainly
5. Act in terms of sustainable capacity outcomes	No, not at all	Rather not	**Maybe, not sure**	Rather yes	Yes, certainly
6. Be accountable (also to ultimate beneficiaries)	No, not at all	Rather not	Maybe, not sure	**Rather yes**	Yes, certainly
7. Integrate external inputs into national priorities, processes and systems	No, not at all	Rather not	Maybe, not sure	**Rather yes**	Yes, certainly
8. Challenge mindsets and power differentials	No, not at all	Rather not	Maybe, not sure	**Rather yes**	Yes, certainly
9. Facilitate multi-stakeholder processes, be a neutral broker	No, not at all	Rather not	**Maybe, not sure**	Rather yes	Yes, certainly
10. Do things together and learn from action	No, not at all	Rather not	Maybe, not sure	**Rather yes**	Yes, certainly
11. Be creative and think out-of-the-box	No, not at all	Rather not	Maybe, not sure	**Rather yes**	Yes, certainly
vii) Does the framework embrace a growth oriented vision and does it allow innovations on CD?	No, not at all	Rather not	Maybe, not sure	**Rather yes**	Yes, certainly
viii) Does the framework facilitate M&E of our CD work?	No, not at all	**Rather not**	Maybe, not sure	Rather yes	Yes, certainly
ix) Is there any toolbox (including tools/kits) available?	No, not at all	**Rather not**	Maybe, not sure	Rather yes	Yes, certainly
x) If yes, is it applicable to the education sector we work in?	No, not at all	Rather not	Maybe, not sure	Rather yes	**Yes, certainly**
xi) Does the model enable individual, organisational and institutional CD	No, not at all	Rather not	Maybe, not sure	**Rather yes**	Yes, certainly
xii) Is the model focused on organisational development (OD)?	No, not at all	Rather not	Maybe, not sure	**Rather yes (Six secrets of change does)**	Yes, certainly
xiii) According to your opinion, what is the biggest advantage / disadvantage for applying the framework for VVOB towards its partners?	*Using a multiple-levelled approach within education, namely the levels where we work upon as VVOB (school/community as micro level, district / region as meso level and policy as macro level) is a big advantage to plan our activities. Moreover, it is interesting that the framework is closely linked to the change theory by referring to six secrets of change: love your employees, connect peers with purpose, capacity building prevails, learning is the work, transparency rules, systems learn.*				

Part 3: Usefulness of CD Framework for VVOB internally					
Criteria *(please indicate in the table below)*	No, not at all	Rather not	Maybe, not sure	Rather yes	Yes, certainly
xiv) Does the model enable individual,	No, not at all	**Rather not**	Maybe, not sure	Rather yes	Yes, certainly

organisational and institutional CD of VVOB?	at all	**not**	not sure	yes	certainly
xv) Does the framework embrace a growth oriented vision and allow innovations within VVOB?	No, not at all	**Rather not**	Maybe, not sure	Rather yes	Yes, certainly
xvi) According to your opinion, what is the biggest advantage /disadvantage for applying the framework for VVOB internally ?	*As the model is focused on CD within the education sector it is not apt to apply for our own CD.*				

2. Approaches and strategies appropriate for the beneficiaries/partner

3) The 5 continuums (Phlix, Geert; zie
www.oecd.org%2Fdataoecd%2F26%2F1%2F47206244.pdf&ei=5aCdToK0AtCUOufEhMEH&usg
=AFQjCNEemsKnwKVVGlkn0S5mVKL164_Ezw)

CD Framework ID Card
Name of the framework: 5 continuums

Part 1: ID
Origin of the framework: ?
Date of the framework: ?
Short description: As far as I understand this is not a coherent framework, developed as one whole for Capacity Development, but rather brings together a few dichotomies to look into Capacity Development. It is rather used in M&E exercises about CD and is as such useful to reflect upon CD. It can especially be used to compare and categorize ongoing or finished CD-activities.
Evidence of organisations (mention sources) using it: HIVA, ACE, IOB

Part 2: Usefulness of CD framework for VVOB towards its partners

Criteria *(please indicate in the table below)*	No, not at all	Rather not	Maybe, not sure	Rather yes	Yes, certainly
xvii) an the CD framework be adapted to the different (complex) situations we work in?	No, not at all	**Rather not**	Maybe, not sure	Rather yes	Yes, certainly
xviii) s there an added value for VVOB?	No, not at all	Rather not	Maybe, not sure	**Rather yes**	Yes, certainly
xix) Is there an added value for the strategic/operational partner?	No, not at all	**Rather not**	Maybe, not sure	Rather yes	Yes, certainly
xx) Is there an added value for the relationship between VVOB and its partners?	No, not at all	**Rather not**	Maybe, not sure	Rather yes	Yes, certainly
xxi) Is there an added value for collaboration with government/public sector organisations)?	No, not at all	**Rather not**	Maybe, not sure	Rather yes	Yes, certainly
xxii) s the framework compatible with VVOB's 11 CD principles?	No, not at all	Rather not	Maybe, not sure	Rather yes	Yes, certainly
12. Build on and strengthen existing capacities	No, not at all	**Rather not**	Maybe, not sure	Rather yes	Yes, certainly
13. Look at available options and find solutions relevant for the specific context	No, not at all	**Rather not**	Maybe, not sure	Rather yes	Yes, certainly
14. Work in equal partnerships and have mutual respect	No, not at all	Rather not	**Maybe, not sure**	Rather yes	Yes, certainly
15. Move at the right pace and with a long-term horizon	No, not at all	**Rather not**	Maybe, not sure	Rather yes	Yes, certainly
16. Act in terms of sustainable capacity outcomes	No, not at all	Rather not	**Maybe, not sure**	Rather yes	Yes, certainly

	No, not at all	Rather not	Maybe, not sure	Rather yes	Yes, certainly
17. Be accountable (also to ultimate beneficiaries)	**No, not at all**	Rather not	Maybe, not sure	Rather yes	Yes, certainly
18. Integrate external inputs into national priorities, processes and systems	**No, not at all**	Rather not	Maybe, not sure	Rather yes	Yes, certainly
19. Challenge mindsets and power differentials	No, not at all	Rather not	Maybe, not sure	**Rather yes**	Yes, certainly
20. Facilitate multi-stakeholder processes, be a neutral broker	No, not at all	**Rather not**	Maybe, not sure	Rather yes	Yes, certainly
21. Do things together and learn from action	No, not at all	**Rather not**	Maybe, not sure	Rather yes	Yes, certainly
22. Be creative and think out-of-the-box	No, not at all	**Rather not**	Maybe, not sure	Rather yes	Yes, certainly
xxiii) Does the framework embrace a growth oriented vision and does it allow innovations on CD?	No, not at all	**Rather not**	Maybe, not sure	Rather yes	Yes, certainly
xxiv) Does the framework facilitate M&E of our CD work?	No, not at all	Rather not	Maybe, not sure	**Rather yes**	Yes, certainly
xxv) Is there any toolbox (including tools/kits) available?	**No, not at all**	Rather not	Maybe, not sure	Rather yes	Yes, certainly
xxvi) If yes, is it applicable to the education sector we work in?	No, not at all	Rather not	Maybe, not sure	Rather yes	Yes, certainly
xxvii) Does the model enable individual, organisational and institutional CD	No, not at all	**Rather not**	Maybe, not sure	Rather yes	Yes, certainly
xxviii) Is the model focused on organisational development (OD)?	No, not at all	**Rather not**	Maybe, not sure	Rather yes	Yes, certainly
xxix) According to your opinion, what is the biggest advantage / disadvantage for applying the framework for VVOB towards its partners?	It is useful to reflect and compare different CD actions (eg in different countries) and also enables CD practicioners to reflect (position) their CD work. On the other hand, it can only be used as a reflection tool and not as much as a hands-on tool for daily use.				
Part 3: Usefulness of CD Framework for VVOB internally					
Criteria *(please indicate in the table below)*	No, not at all	Rather not	Maybe, not sure	Rather yes	Yes, certainly
xxx) Does the model enable individual, organisational and institutional CD of VVOB?	No, not at all	Rather not	Maybe, not sure	**Rather yes**	Yes, certainly
xxxi) Does the framework embrace a growth oriented vision and allow innovations within VVOB?	No, not at all	**Rather not**	Maybe, not sure	Rather yes	Yes, certainly
xxxii) According to your opinion, what is the biggest advantage /disadvantage for applying the framework for VVOB internally ?	Advantage: it allows for reflection about our CD via M&E and comparison of approaches. Disadvantage: it does not give any vision...				

4) The OM terminology:
(http://www.outcomemapping.ca/download.php?file=/resource/files/OM_English_final.pdf)

CD Framework ID Card
Name of the framework: OM framework

Part 1: ID

Origin of the framework: IDRC (International Development Research Centre)

Date of the framework: End nineties experimentation with new tools ==> around 2000, the IDRC develops a new tool for planning, monitoring & evaluation. This was developed from an uncomforted feeling with the existing M&E tools and trying to integrate complexity thinking

Short description: OM starts from the point that in a development context, change is complex, not-linear and caused by many factors. OM in 3 words: (i) A participatory method for planning, monitoring and evaluation, (ii) Focused on changes in behaviour of those with whom the project or program works, (iii) Oriented towards social & organizational learning.

The OM framework here under review is step 7 of the OM approach, namely the **development of strategy maps**, and is of particular interest to capacity development. It introduces a 2x3 table of which one axis focuses on the strategy focus (aimed at a specific individual or group vs aimed at the individual's or group's environment) and another axis defining the type of influence aimed at with that strategy (causal, persuasive or supportive).

	CAUSAL	PERSUASIVE	SUPPORTIVE
Aimed at a specific individual or group			
Aimed at individual's or group's environment			

The OM framework for strategy maps helps to develop a balanced mix of strategies to reach the intended objectives of capacity development, without overextending the focus on one type of strategies.
Each of the six cells represents a different type of relationship between the program and the boundary partner it is attempting to influence. For most outcome challenges, a mixed set of strategies will be used because this has a greater potential for success. In doing so, the 2x3 table also suggests the type of evaluation method that is appropriate to track and assess the program.

Evidence of organisations (mention sources) using it: IDRC, ODI, VVOB Zimbabwe, VECO, ... Many more on outcome mapping learning community: http://www.outcomemapping.ca/index.php). Those who explicitly use it in education sector are, among others "Dark & Light" (Cambodia), VVOB (Zimbabwe), Schoolnet (Namibia).

Part 2: Usefulness of CD framework for VVOB towards its partners					
Criteria *(please indicate in the table below)*	No, not at all	Rather not	Maybe, not sure	Rather yes	Yes, certainly
xxxiii) Can the CD framework be adapted to the different (complex) situations we work in?	No, not at all	Rather not	Maybe, not sure	Rather yes	Yes, certainly
xxxiv) Is there an added value for VVOB? (deze vraag kan geschrapt worden – staat reeds in part 3)	No, not at all	Rather not	Maybe, not sure	Rather yes	Yes, certainly

	No, not at all	Rather not	Maybe, not sure	Rather yes	Yes, certainly
xxxv) Is there an added value for the strategic/operational partner?	No, not at all	Rather not	Maybe, not sure	**Rather yes**	Yes, certainly
xxxvi) Is there an added value for the relationship between VVOB and its partners?	No, not at all	Rather not	Maybe, not sure	**Rather yes**	Yes, certainly
xxxvii) Is there an added value for collaboration with government/public sector organisations)?	No, not at all	Rather not	Maybe, not sure	**Rather yes**	Yes, certainly
xxxviii) Is the framework compatible with VVOB's 11 CD principles?	No, not at all	Rather not	Maybe, not sure	**Rather yes**	Yes, certainly
23. Build on and strengthen existing capacities	No, not at all	Rather not	Maybe, not sure	Rather yes	**Yes, certainly**
24. Look at available options and find solutions relevant for the specific context	No, not at all	Rather not	Maybe, not sure	**Rather yes**	Yes, certainly
25. Work in equal partnerships and have mutual respect	No, not at all	Rather not	Maybe, not sure	**Rather yes**	Yes, certainly
26. Move at the right pace and with a long-term horizon	No, not at all	Rather not	Maybe, not sure	**Rather yes**	Yes, certainly
27. Act in terms of sustainable capacity outcomes	No, not at all	Rather not	Maybe, not sure	Rather yes	**Yes, certainly**
28. Be accountable (also to ultimate beneficiaries)	No, not at all	Rather not	**Maybe, not sure**	Rather yes	Yes, certainly
29. Integrate external inputs into national priorities, processes and systems	No, not at all	Rather not	Maybe, not sure	Rather yes	Yes, certainly
30. Challenge mindsets and power differentials	No, not at all	Rather not	Maybe, not sure	**Rather yes**	Yes, certainly
31. Facilitate multi-stakeholder processes, be a neutral broker	No, not at all	Rather not	Maybe, not sure	**Rather yes**	Yes, certainly
32. Do things together and learn from action	No, not at all	Rather not	Maybe, not sure	**Rather yes**	Yes, certainly
33. Be creative and think out-of-the-box	No, not at all	Rather not	**Maybe, not sure**	Rather yes	Yes, certainly
xxxix) Does the framework embrace a growth oriented vision and does it allow innovations on CD?	No, not at all	Rather not	Maybe, not sure	**Rather yes**	Yes, certainly
xl) Does the framework facilitate M&E of our CD work?	No, not at all	Rather not	Maybe, not sure	Rather yes	**Yes, certainly**
xli) Is there any toolbox (including tools/kits) available?	No, not at all	Rather not	Maybe, not sure	Rather yes	**Yes, certainly**
xlii) If yes, is it applicable to the education sector we work in?	No, not at all	Rather not	Maybe, not sure	**Rather yes**	Yes, certainly
xliii) Does the model enable individual, organisational and institutional CD	No, not at all	Rather not	**Maybe, not sure**	Rather yes	Yes, certainly
xliv) Is the model focused on organisational development (OD)?	No, not at all	**Rather not**	Maybe, not sure	Rather yes	Yes, certainly

xlv) According to your opinion, what is the biggest advantage / disadvantage for applying the framework for VVOB towards its partners?	- the framework assists to design a multi-level approach to support a change process at a boundary partners' level. - OM approach and this framework helps to improve relationship with partner - OM approach comes with its own tools, also for monitoring (e.g. strategy maps) - VVOB already started using OM in defining "boundary partners" at result level and "strategy maps" at subresult level. - The OM approach allows for innovations (e.g. bringing in the OD level more explicitly, e.g. with the axes of taking more responsibility for the result and for the partner growth, and bringing in a better vocabulary than "influencing" the partner)

Part 3: Usefulness of CD Framework for VVOB internally

Criteria *(please indicate in the table below)*	No, not at all	Rather not	Maybe, not sure	Rather yes	Yes, certainly
xlvi) Does the model enable individual, organisational and institutional CD of VVOB?	No, not at all	Rather not	Maybe, not sure	Rather yes	Yes, certainly
xlvii) Does the framework embrace a growth oriented vision and allow innovations within VVOB?	No, not at all	Rather not	Maybe, not sure	Rather yes	Yes, certainly
xlviii) According to your opinion, what is the biggest advantage /disadvantage for applying the framework for VVOB internally ?	- If applied on South Operations services' towards South, it could help realize how narrow our CD approach is, and help us to design a better, multi-layered CD approach towards programmes in South.				

3. Roles or attitudes you can take up as a CD supporter in function of beneficiaries & approach

5) The 9-role model (Champion, D. et al; 2010)

CD Framework ID Card
Name of the framework: 9 role model

Part 1: ID

Origin of the framework: Champion, Kiel and McLendon published an article in Training and Development journal of February of 1990.

Date of the framework: 1990

Short description: As a CD practitioner or even as an organization, one can adapt specific consulting roles that are appropriate for the mix of services that can be provided. The partner role stands for high responsibility in terms of results and growth.

Counsellor	**Coach**	**Partner**
'You do it. I will be your sounding board.'	'You did well; you can add this next time.'	'We will do it together and learn from each other.'
Facilitator	**Teacher**	**Modeller**
'You do it; I will attend to the process.'	'Here are some principles you can see to solve problems of this type.'	'I will do it; you watch so you can learn from me.'
Reflective observer	**Technical advisor**	**Hands-on expert**
'You do it; I will watch and tell you what I see and hear.'	'I will answer your questions as you go along.'	'I will do it for you; I will tell you what to do.'

Evidence of organisations (mention sources) using it: Not clear. Mainly used in the consultancy business?

Part 2: Usefulness of CD framework for VVOB towards its partners					
Criteria *(please indicate in the table below)*	No, not at all	Rather not	Maybe, not sure	Rather yes	Yes, certainly
xlix) an the CD framework be adapted to the different (complex) situations we work in?	No, not at all	Rather not	Maybe, not sure	**Rather yes**	Yes, certainly
l) Is there an added value for VVOB?	No, not at all	Rather not	Maybe, not sure	**Rather yes**	Yes, certainly
li) Is there an added value for the strategic/operational partner?	No, not at all	**Rather not**	Maybe, not sure	Rather yes	Yes, certainly
lii) Is there an added value for the relationship between VVOB and its partners?	No, not at all	**Rather not**	Maybe, not sure	Rather yes	Yes, certainly

	No, not at all	Rather not	Maybe, not sure	Rather yes	Yes, certainly
liii) Is there an added value for collaboration with government/public sector organisations)?	No, not at all	**Rather not**	Maybe, not sure	Rather yes	Yes, certainly
liv) Is the framework compatible with VVOB's 11 CD principles?	No, not at all	Rather not	**Maybe, not sure**	Rather yes	Yes, certainly
34. Build on and strengthen existing capacities	No, not at all	Rather not	**Maybe, not sure**	Rather yes	Yes, certainly
35. Look at available options and find solutions relevant for the specific context	No, not at all	Rather not	Maybe, not sure	**Rather yes**	Yes, certainly
36. Work in equal partnerships and have mutual respect	No, not at all	**Rather not**	Maybe, not sure	Rather yes	Yes, certainly
37. Move at the right pace and with a long-term horizon	No, not at all	**Rather not**	Maybe, not sure	Rather yes	Yes, certainly
38. Act in terms of sustainable capacity outcomes	No, not at all	**Rather not**	Maybe, not sure	Rather yes	Yes, certainly
39. Be accountable (also to ultimate beneficiaries)	No, not at all	**Rather not**	Maybe, not sure	Rather yes	Yes, certainly
40. Integrate external inputs into national priorities, processes and systems	**No, not at all**	Rather not	Maybe, not sure	Rather yes	Yes, certainly
41. Challenge mindsets and power differentials	No, not at all	**Rather not**	Maybe, not sure	Rather yes	Yes, certainly
42. Facilitate multi-stakeholder processes, be a neutral broker	No, not at all	Rather not	Maybe, not sure	**Rather yes**	Yes, certainly
43. Do things together and learn from action	No, not at all	Rather not	**Maybe, not sure**	Rather yes	Yes, certainly
44. Be creative and think out-of-the-box	No, not at all	Rather not	**Maybe, not sure**	Rather yes	Yes, certainly
lv) Does the framework embrace a growth oriented vision and does it allow innovations on CD?	No, not at all	Rather not	**Maybe, not sure**	Rather yes	Yes, certainly
lvi) Does the framework facilitate M&E of our CD work?	No, not at all	Rather not	**Maybe, not sure**	Rather yes	Yes, certainly
lvii) Is there any toolbox (including tools/kits) available?	No, not at all	Rather not	Maybe, not sure	**Rather yes**	Yes, certainly
lviii) f yes, is it applicable to the education sector we work in?	No, not at all	Rather not	Maybe, not sure	**Rather yes**	Yes, certainly
lix) Does the model enable individual, organisational and institutional CD	No, not at all	Rather not	**Maybe, not sure**	Rather yes	Yes, certainly
lx) Is the model focused on organisational development (OD)?	No, not at all	Rather not	**Maybe, not sure**	Rather yes	Yes, certainly
lxi) According to your opinion, what is the biggest advantage / disadvantage for applying the framework for VVOB towards its partners?	Main advantage is that VVOB can be aware of where to position itself. <u>Disadvantages</u>: It seems more applicable for short term engagements. It is more applicable for individuals				

Part 3: Usefulness of CD Framework for VVOB internally

Criteria *(please indicate in the table below)*	No, not at all	Rather not	Maybe, not sure	Rather yes	Yes, certainly
lxii) Does the model enable individual, organisational and institutional CD of VVOB?	No, not at all	**Rather not**	Maybe, not sure	Rather yes	Yes, certainly
lxiii) oes the framework embrace a growth oriented vision and allow innovations within VVOB?	No, not at all	**Rather not**	Maybe, not sure	Rather yes	Yes, certainly

lxiv) ccording to your opinion, what is the biggest advantage /disadvantage for applying the framework for VVOB internally ?	No real advantage noted. Maybe the coaching role.

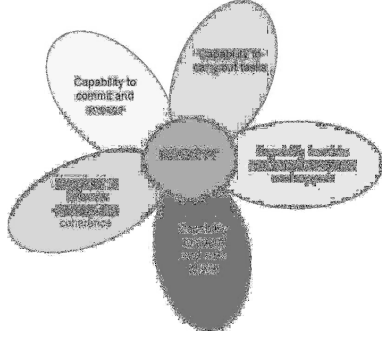6) PSO's terminology for the definition of the eight CD strategies (PSO, 2003)

CD Framework ID Card
Name of the framework: PSO framework

Part 1: ID

Origin of the framework: PSO (builds on the HRD, OD, ID continuum)

Date of the framework: 2003

Short description: Capacity building can be established by means of different strategies. All these strategies, or kind of activities for capacity building have their own advantages and disadvantages. The most important strategies are : exchange, facilitation, coaching, research, training, counselling, management, execution. Each of those have to be carefully chosen within the conceptual framework for CD (which is based on HRD, OD and ID).

1. Exchange: the exchange of knowledge, experience and/or personnel
2. Facilitation: mobilizing the knowledge and capacity that is already present
3. Coaching: intensive form of personal supervision that acts as a catalyst in developing a team or a perons
4. Research: on the one hand reserach that directly benefits the capacity development of the partner organisation or the network, on the other hand research on capacity development processes
5. Training: internal, external and on-the-job training
6. Advising: concerning a specific fundamental aspect or advice at organisational level
7. Management: it can set the conditions for CD
8. Direct implementation: sometimes a prerequisite to allowing other CD strategies to be implemented

Evidence of organisations (mention sources) using it: PSO, member organisations of PSO (CMC, Cordaid, GDF, ICCO, NIZA, NSL, Tear Fund, TIE, VSO, ZOA, ...), VVOB.

Part 2: Usefulness of CD framework for VVOB towards its partners

Criteria *(please indicate in the table below)*	No, not at all	Rather not	Maybe, not sure	Rather yes	Yes, certainly
lxv) Can the CD framework be adapted to the different (complex) situations we work in?	No, not at all	Rather not	**Maybe, not sure**	Rather yes	Yes, certainly
lxvi) s there an added value for VVOB? (deze vraag moet eruit – staat in part 3)	No, not at all	Rather not	Maybe, not sure	Rather yes	Yes, certainly
lxvii) s there an added value for the strategic/operational partner?	No, not at all	Rather not	Maybe, not sure	**Rather yes**	Yes, certainly
lxviii) s there an added value for the relationship between VVOB and its partners?	No, not at all	Rather not	Maybe, not sure	**Rather yes**	Yes, certainly
lxix) s there an added value for collaboration with government/public sector organisations?	No, not at all	Rather not	**Maybe, not sure**	Rather yes	Yes, certainly
lxx) Is the framework compatible with VVOB's 11 CD principles?	No, not at all	Rather not	**Maybe, not sure**	Rather yes	Yes, certainly
45. Build on and strengthen existing capacities	No, not at all	Rather not	Maybe, not sure	**Rather yes**	Yes, certainly

	No, not at all	Rather not	Maybe, not sure	Rather yes	Yes, certainly
46. Look at available options and find solutions relevant for the specific context	No, not at all	Rather not	Maybe, not sure	**Rather yes**	Yes, certainly
47. Work in equal partnerships and have mutual respect	No, not at all	Rather not	**Maybe, not sure**	Rather yes	Yes, certainly
48. Move at the right pace and with a long-term horizon	No, not at all	Rather not	Maybe, not sure	**Rather yes**	Yes, certainly
49. Act in terms of sustainable capacity outcomes	No, not at all	Rather not	Maybe, not sure	**Rather yes**	Yes, certainly
50. Be accountable (also to ultimate beneficiaries)	No, not at all	Rather not	**Maybe, not sure**	Rather yes	Yes, certainly
51. Integrate external inputs into national priorities, processes and systems	No, not at all	Rather not	**Maybe, not sure**	Rather yes	Yes, certainly
52. Challenge mindsets and power differentials	No, not at all	Rather not	**Maybe, not sure**	Rather yes	Yes, certainly
53. Facilitate multi-stakeholder processes, be a neutral broker	No, not at all	**Rather not**	Maybe, not sure	Rather yes	Yes, certainly
54. Do things together and learn from action	No, not at all	Rather not	**Maybe, not sure**	Rather yes	Yes, certainly
55. Be creative and think out-of-the-box	No, not at all	Rather not	**Maybe, not sure**	Rather yes	Yes, certainly
lxxi) oes the framework embrace a growth oriented vision and does it allow innovations on CD?	No, not at all	Rather not	**Maybe, not sure**	Rather yes	Yes, certainly
lxxii) oes the framework facilitate M&E of our CD work?	No, not at all	Rather not	**Maybe, not sure**	Rather yes	Yes, certainly
lxxiii) s there any toolbox (including tools/kits) available?	No, not at all	Rather not	Maybe, not sure	**Rather yes**	Yes, certainly
lxxiv) f yes, is it applicable to the education sector we work in?	No, not at all	Rather not	Maybe, not sure	**Rather yes**	Yes, certainly
lxxv) oes the model enable individual, organisational and institutional CD	No, not at all	Rather not	Maybe, not sure	Rather yes	**Yes, certainly**
lxxvi) s the model focused on organisational development (OD)?	No, not at all	Rather not	Maybe, not sure	**Rather yes**	Yes, certainly
lxxvii) ccording to your opinion, what is the biggest advantage / disadvantage for applying the framework for VVOB towards its partners?	The PSO approach allows to choose for an intervention package, but requires before that a clear analysis of the needs and model on which relationship one wishes to build with the partner. The strong point is that it is interwoven into a conceptual framework of HRD, OD and ID				
Part 3: Usefulness of CD Framework for VVOB internally					
Criteria *(please indicate in the table below)*	No, not at all	Rather not	Maybe, not sure	Rather yes	Yes, certainly
lxxviii) oes the model enable individual, organisational and institutional CD of VVOB?	No, not at all	Rather not	Maybe, not sure	**Rather yes**	Yes, certainly
lxxix) oes the framework embrace a growth oriented vision and allow innovations within VVOB?	No, not at all	Rather not	**Maybe, not sure**	Rather yes	Yes, certainly

| lxxx)

    ccording to your opinion, what is the biggest advantage /disadvantage for applying the framework for VVOB internally ? | The challenge of the model is that there is no growth concept in-built. Each of the interventions has an equal value depending on the need of the partner.
In light of competency approach of VVOB, it will probably be a helpful tool if it can be combined with a growth oriented vision. |

4. The capacities you work on

7) 5 Cs (see VVOB's Policy note on CD)

CD Framework ID Card
Name of the framework: ECDPM approach or 5 capabilities approach

Part 1: ID

Origin of the framework: ECDPM

Date of the framework: The approach or framework for 5 core capabilities was developed in 2008 after finishing a 5-year long study about capacity, how it is developed and how processes of capacity strengthening can be supported. This study was requested by GovNet. The 5 capabilities or ECDPM approach was developed in a period of growing insights in the complexity of CD (versus formerly more HR and later OD/ID oriented approaches) and as a response to the critique of traditional CD programmes in such complex situations on the one hand, and the need to see CD approaches as endogenous processes, with more attention to learning, internal and external factors, and for both hard and soft skills (self confidence, legitimacy, learning culture, etc).

Short description: The 5C model exists of 5 building blocs as presented hereunder. The 5 building blocks are key but not completely pre-formulated. They can be filled in depending on the context, which is a learning process in itself. It allows for a more appreciative inquiry approach and an instrument for reflection, which in its turn broadens up CD to more than just training. Een uitdaging is dat het redelijk tijdrovend is, dat de link tussen changed capacity and changed output is not very clear, and that a combination of data collection tools is needed.

Evidence of organisations (mention sources) using it: the Dutch Government has enforced its use as an M&E tool for CD development by Dutch NGO's, so a lot of Dutch NGO's are now using it (among them: IICD, woord en daad, SNV, Agriprofocus). The framework was used as an instrument for evaluating the CD approaches of Belgian Ngo's, and this study was commissioned by the Belgian federal government. Also IOB in Belgium uses it.

Part 2: Usefulness of CD framework for VVOB towards its partners					
Criteria *(please indicate in the table below)*	No, not at all	Rather not	Maybe, not sure	Rather yes	Yes, certainly
lxxxi) an the CD framework be adapted to the different (complex) situations we work in?	No, not at all	Rather not	Maybe, not sure	Rather yes	**Yes, certainly**
lxxxii) s there an added value for VVOB? (see part 3. Not answered here)	No, not at all	Rather not	Maybe, not sure	Rather yes	Yes, certainly
lxxxiii) s there an added value for the strategic/operational partner?	No, not at all	Rather not	Maybe, not sure	**Rather yes**	Yes, certainly
lxxxiv) s there an added value for the relationship between VVOB and its partners?	No, not at all	Rather not	Maybe, not sure	Rather yes	**Yes, certainly**

	No, not at all	Rather not	Maybe, not sure	Rather yes	Yes, certainly
lxxxv) s there an added value for collaboration with government/public sector organisations)?	No, not at all	Rather not	Maybe, not sure	Rather yes	**Yes, certainly**
lxxxvi) s the framework compatible with VVOB's 11 CD principles?	No, not at all	Rather not	Maybe, not sure	Rather yes	Yes, certainly
56. Build on and strengthen existing capacities	No, not at all	Rather not	Maybe, not sure	Rather yes	**Yes, certainly**
57. Look at available options and find solutions relevant for the specific context	No, not at all	Rather not	Maybe, not sure	**Rather yes**	Yes, certainly
58. Work in equal partnerships and have mutual respect	No, not at all	Rather not	Maybe, not sure	Rather yes	**Yes, certainly**
59. Move at the right pace and with a long-term horizon	No, not at all	Rather not	Maybe, not sure	**Rather yes**	Yes, certainly
60. Act in terms of sustainable capacity outcomes	No, not at all	Rather not	Maybe, not sure	**Rather yes**	Yes, certainly
61. Be accountable (also to ultimate beneficiaries)	No, not at all	Rather not	Maybe, not sure	**Rather yes**	Yes, certainly
62. Integrate external inputs into national priorities, processes and systems	No, not at all	Rather not	Maybe, not sure	Rather yes	**Yes, certainly**
63. Challenge mindsets and power differentials	No, not at all	Rather not	Maybe, not sure	**Rather yes**	Yes, certainly
64. Facilitate multi-stakeholder processes, be a neutral broker	No, not at all	Rather not	**Maybe, not sure**	Rather yes	Yes, certainly
65. Do things together and learn from action	No, not at all	Rather not	Maybe, not sure	**Rather yes**	Yes, certainly
66. Be creative and think out-of-the-box	No, not at all	Rather not	Maybe, not sure	Rather yes	**Yes, certainly**
lxxxvii) oes the framework embrace a growth oriented vision and does it allow innovations on CD?	No, not at all	Rather not	Maybe, not sure	Rather yes	**Yes, certainly**
lxxxviii) oes the framework facilitate M&E of our CD work?	No, not at all	Rather not	Maybe, not sure	Rather yes	**Yes, certainly**
lxxxix) s there any toolbox (including tools/kits) available?	No, not at all	Rather not	Maybe, not sure	**Rather yes**	Yes, certainly
xc) If yes, is it applicable to the education sector we work in?	No, not at all	Rather not	Maybe, not sure	Rather yes	**Yes, certainly**
xci) Does the model enable individual, organisational and institutional CD	No, not at all	Rather not	Maybe, not sure	**Rather yes**	Yes, certainly
xcii) s the model focused on organisational development (OD)?	No, not at all	Rather not	Maybe, not sure	Rather yes	**Yes, certainly**

xciii) ccording to your opinion, what is the biggest advantage / disadvantage for applying the framework for VVOB towards its partners?	The biggest advantage: - Gives broad CD framework linked to OD/ID - Allows to bring in contextualised information rather than starting with pre-described indicators (in terms of a OCA tool e.g.) - Ideal tool to establish needs of partner in a positive and appreciative way towards that partner The biggest disadvantage: it is a very recent approach, of which the advantages and disadvantages are not yet 100% clear.

Part 3: Usefulness of CD Framework for VVOB internally

Criteria *(please indicate in the table below)*	No, not at all	Rather not	Maybe, not sure	Rather yes	Yes, certainly
xciv) oes the model enable individual, organisational and institutional CD of VVOB?	No, not at all	Rather not	Maybe, not sure	Rather yes	Yes, certainly
xcv) oes the framework embrace a growth oriented vision and allow innovations within VVOB?	No, not at all	Rather not	Maybe, not sure	Rather yes	Yes, certainly
xcvi) ccording to your opinion, what is the biggest advantage /disadvantage for applying the framework for VVOB internally ?	The framework can be applied to VVOB as an organisation as well, after which action one can deduct individual and organisational growth oriented actions.				

5. Ways to assess, monitor and evaluate CD

8) Staged capacity building model (Australian Government, 2006)

CD Framework ID Card
Name of the framework: Staged Capacity Building Approach (AusAID, 2006)
Part 1: ID

Origin of the framework: Australian Government, AusAID

Date of the framework: 4 May 2006

Short description:
 "The staged capacity building model is a methodology for **planning and monitoring** capacity building. It is a systematic approach **to assess the capacity of work groups and individuals**, **identify needs**, **develop strategies** to build capacity and **assess the results**. It provides a practical tool **for use by advisers and counterpart staff** working together, thus incorporating best practice philosophies and approaches on effective capacity building. It is designed **for use during implementation of donor funded activities**."
Four stages are described which reflect the degree of reliance on and involvement of the 'adviser', and the degree of ownership or responsibility by counterparts. The four stages are:

Dependent	Guided	Assisted	Independent
The adviser controls the particular work function and may do most of the work, takes the desicions or is highly influential in the decision-making process.	The adviser still has a high level of control, but counterparts can undertake the straightforward elements of the function under supervision or guidance.	Counterparts are now taking prime responsibility for the function, can handle most of the complex aspects and know when they need to ask for assistance.	Counterparts are now fully competent to do the whole function.

Moreover, 7 steps are considered (see table below):
1. Preparation and planning
2. Agree definitions of capacity building stages
3. Identify and document functions of the work group
4. Assess current stage of capacity for each function
5. Set target levels of capacity
6. Identifying strategies to build capacity
7. Reviewing capacity development progress and redeveloping the plan

Function / work task	Current level of capacity	Target level of capacity in next x months	Strategies to build c
1: Register new taxpayers	Assisted	Assisted +	Focus on improving quality of work through w Maintain current capacity level through refres
2: Develop and implement strategies to find taxpayers and encourage them to pay	Guided	Assisted	Identify small group of staff to take the lead o to attend short course on influencing and neg group to develop their work program Use short-term consultant to develop commu Hold monthly meetings of whole work team t further suggestions (Learning circle)
3: Interpret the tax laws governing taxpayers to determine tax liabilities	Dependent	Dependent +	Identify local tax expert (government or priva advice as needed Identify appropriate off-job training course for follow-up on-job coaching (aim to meet over
4: Respond to requests for	Guided	Assisted	Each team member to seek customer feedba

information and provide information (for taxpayers and government)			(customer survey) Establish small team to collate results, then review and improve the current processes for dealing with enquiries, including setting up a help desk
5: Collect revenue from taxpayers (withholding tax, income tax, wages tax and VAT)	Assisted	Assisted +	Implement visible monitoring process, using data from finance IT system on revenue collected to produce graphs showing trends; coach individual staff member to update graphs monthly (encourage staff to take responsibility for increasing revenue collection) Explore alternate means of collecting taxes, eg through local councils Review taxpayer education program and strengthen if necessary (may become a separate function)
6: Maintain an Excel spreadsheet on taxpayers, tax paid and tax debits for the 4 types of taxes	Independent	Independent (maintained)	Ensure independent level is sustainable by identifying and training back-up staff. Encourage retention of current staff through incentives

Evidence of organisations (mention sources) using it (from a google search on 29/11/2011):
- Origin: AusAID: A Staged Approach to Assess, Plan and Monitor Capacity Building
  http://www.impactalliance.org/ev_en.php?ID=12788_201&ID2=DO_TOPIC
- Used by AusAid in East Timor (Ministry of Planning and Finance Project)
  The model has been developed from a process used in AusAID's Ministry of Planning and Finance Project in East Timor, where advisors and counterparts were looking for a tool to track their progress in capacity development.
- Used by AusAID in Papua New Guinea (Transport Sector Support Program)
  http://www.pngtssp.com/about/pdf/TSSP%20Capacity%20Building%20Model-November%202008.pdf
- Used by WorldBank in Afghanistan (Civil Service Reform Project)
  http://web.worldbank.org/external/projects/main?Projectid=P097030&theSitePK=40941&pagePK=64283627&menuPK=228424&piPK=73230
- Used by Ministry of Finance and Treasury Solomon Islands (2010-2012 Corporate Plan)
  www.mof.gov.sb/.../2010_Corporate_Plan.sflb.ashx

Something I stumbled upon: Inventory of Donor Approaches to Capacity Development: What we are learning?
http://api.ning.com/files/LuFNeCZh2cjDoE60io9QR1k*1agagS3B*aVgiGY9VooOzN62Bhb2eRxoCPtNPf0cmsqT3evZ8cde7vflHauUJtVSUDnh7jvH/InventoryofDonorApproaches.pdf

Part 2: Usefulness of CD framework for VVOB towards its partners					
Criteria *(please indicate in the table below)*	No, not at all	Rather not	Maybe, not sure	Rather yes	Yes, certainly
xcvii) an the CD framework be adapted to the different (complex) situations we work in?	No, not at all	Rather not	Maybe, not sure	Rather yes	**Yes, certainly**
xcviii) s there an added value for VVOB?	No, not at all	Rather not	Maybe, not sure	Rather yes	**Yes, certainly**
xcix) s there an added value for the strategic/operational partner?	No, not at all	Rather not	Maybe, not sure	Rather yes	**Yes, certainly**
c) Is there an added value for the relationship between VVOB and its partners?	No, not at all	Rather not	Maybe, not sure	Rather yes	**Yes, certainly**
ci) Is there an added value for collaboration with government/public sector organisations)?	No, not at all	Rather not	Maybe, not sure	**Rather yes**	Yes, certainly
cii) Is the framework compatible with VVOB's 11 CD principles?	No, not at all	Rather not	Maybe, not sure	Rather yes	Yes, certainly
67. Build on and strengthen existing capacities	No, not at all	Rather not	Maybe, not sure	Rather yes	**Yes, certainly**
68. Look at available options and find solutions relevant for the specific context	No, not at all	Rather not	Maybe, not sure	Rather yes	**Yes, certainly**

	No, not at all	Rather not	Maybe, not sure	Rather yes	Yes, certainly
69. Work in equal partnerships and have mutual respect	No, not at all	Rather not	Maybe, not sure	Rather yes	**Yes, certainly**
70. Move at the right pace and with a long-term horizon	No, not at all	Rather not	Maybe, not sure	Rather yes	**Yes, certainly**
71. Act in terms of sustainable capacity outcomes	No, not at all	Rather not	Maybe, not sure	Rather yes	**Yes, certainly**
72. Be accountable (also to ultimate beneficiaries)	No, not at all	Rather not	Maybe, not sure	**Rather yes**	Yes, certainly
73. Integrate external inputs into national priorities, processes and systems	No, not at all	Rather not	Maybe, not sure	**Rather yes**	Yes, certainly
74. Challenge mindsets and power differentials	No, not at all	Rather not	Maybe, not sure	Rather yes	**Yes, certainly**
75. Facilitate multi-stakeholder processes, be a neutral broker	No, not at all	Rather not	Maybe, not sure	**Rather yes**	Yes, certainly
76. Do things together and learn from action	No, not at all	Rather not	Maybe, not sure	Rather yes	**Yes, certainly**
77. Be creative and think out-of-the-box	No, not at all	Rather not	Maybe, not sure	**Rather yes**	Yes, certainly
ciii) Does the framework embrace a growth oriented vision and does it allow innovations on CD?	No, not at all	Rather not	Maybe, not sure	**Rather yes**	Yes, certainly
civ) Does the framework facilitate M&E of our CD work?	No, not at all	Rather not	Maybe, not sure	Rather yes	**Yes, certainly**
cv) Is there any toolbox (including tools/kits) available?	No, not at all	Rather not	Maybe, not sure	Rather yes	**Yes, certainly**
cvi) If yes, is it applicable to the education sector we work in?	No, not at all	Rather not	Maybe, not sure	Rather yes	**Yes, certainly**
cvii) oes the model enable individual, organisational and institutional CD	No, not at all	Rather not	**Maybe, not sure**	Rather yes	Yes, certainly
cviii) s the model focused on organisational development (OD)?	No, not at all	Rather not	**Maybe, not sure**	Rather yes	Yes, certainly

Opmerking [U1]: It certainly embraces a growth oriented vision and it rather allows for innovations on CD. In fact one of the first steps is to identify "functions". In the process, these functions are then monitored and assessed on a continuum from dependent to indepedent. This does not leave much space for innovation, unless new functions can be identified along the way.

Opmerking [U2]: Tool 1: Staged Capacity Building Model Tool 2: Progress Report Template Tool 3: (List of) Capacity Building Strategies

Opmerking [U3]: "approach **to assess the capacity of work groups and individuals**"

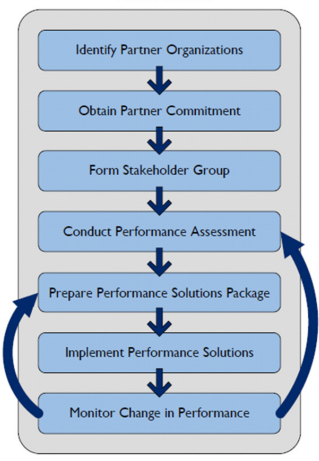|	
cix) According to your opinion, what is the biggest advantage / disadvantage for applying the framework for VVOB towards its partners?	Advantages: - It is simple - It is a working tool to use along the way - It facilitates cooperation and participation - Useful in the kind of programmes VVOB is currently developing and implementing where we often work with smaller core groups or workgroups - Simple and practical (hands-on) tools to facilitate analysing complex processes - Well described implementation process of the approach is given Disadvantages: - Focused on the capacity building processes of this work groups and not so much on organisational development. Obviously you can assume that this approach might lead to organizational change as well. - This model is still a 'work in progress'. - As with any model, it does not provide 'the answers' – hard thinking, analysis, discussion, judgments innovation, problem-solving, and teamwork are still required.

Part 3: Usefulness of CD Framework for VVOB internally

Criteria *(please indicate in the table below)*	No, not at all	Rather not	Maybe, not sure	Rather yes	Yes, certainly
cx) Does the model enable individual, organisational and institutional CD of VVOB?	No, not at all	**Rather not**	Maybe, not sure	Rather yes	Yes, certainly
cxi) Does the framework embrace a growth oriented vision and allow innovations within VVOB?	No, not at all	**Rather not**	Maybe, not sure	Rather yes	Yes, certainly
cxii) ccording to your opinion, what is the biggest advantage /disadvantage for applying the framework for VVOB internally ?	The model is not designed for internal use, but is designed specifically to monitor the relationship between a 'donor' and a partner (team or workgroup).				

Opmerking [U4]: It is designed to assess, plan and monitor capacity building for use by advisers and counterpart staff working together. For internal use, we should then define who is the adviser and who is the counterpart staff. I don't think there is any objective to move from a dependent relation to a more independent relation internally in VVOB.

Opmerking [U5]: The model is not really designed for internal use. I believe applying the model can nevertheless lead to improved insight in how the relation with partners can evolve, leading the innovations within VVOB and different visions on development cooperation.

9) Updated Behavior Engineering Model

CD Framework ID Card
Name of the framework: Updated Behaviour Engineering Model **Human & Institutional Capacity Development (HICD) - USAID**

Part 1: ID

Origin of the framework: USAID
International Society for Performance Improvement. Chevalier, R. (2003). Updating the Behavioral Engineering Model. Performance Improvement 42(5)

Date of the framework: 2003, adopted by USAID in 2010

Short description: Human and Institutional Capacity Development (HICD) is a model of structured and integrated processes designed to identify root causes of performance gaps in host partner institutions, address those gaps through a wide array of performance solutions in the context of all human performance factors, and enable cyclical processes of continuous performance improvement through the establishment of performance monitoring systems. Through a comprehensive analysis of organizational performance based on six performance factors, HICD identifies performance gaps and introduces performance solutions to close those gaps.

HICD Model

Identify Partner Organizations

Obtain Partner Commitment

Form Stakeholder Group

Conduct Performance Assessment

Prepare Performance Solutions Package

Implement Performance Solutions

Monitor Change in Performance

Evidence of organisations (mention sources) using it: USAID

Part 2: Usefulness of CD framework for VVOB towards its partners					
Criteria *(please indicate in the table below)*	No, not at all	Rather not	Maybe, not sure	Rather yes	Yes, certainly
cxiii) an the CD framework be adapted to the different (complex) situations we work in?	No, not at all	Rather not	Maybe, not sure	Rather yes	Yes, certainly
cxiv) s there an added value for VVOB?	No, not at all	Rather not	Maybe, not sure	Rather yes	Yes, certainly

cxv) s there an added value for the strategic/operational partner?	No, not at all	Rather not	Maybe, not sure	Rather yes	Yes, certainly
cxvi) s there an added value for the relationship between VVOB and its partners?	No, not at all	Rather not	Maybe, not sure	Rather yes	Yes, certainly
cxvii) s there an added value for collaboration with government/public sector organisations)?	No, not at all	Rather not	Maybe, not sure	Rather yes	Yes, certainly
cxviii) s the framework compatible with VVOB's 11 CD principles?	No, not at all	Rather not	Maybe, not sure	**Rather yes**	Yes, certainly
78. Build on and strengthen existing capacities	No, not at all	Rather not	Maybe, not sure	Rather yes	**Yes, certainly**
79. Look at available options and find solutions relevant for the specific context	No, not at all	Rather not	Maybe, not sure	Rather yes	**Yes, certainly**
80. Work in equal partnerships and have mutual respect	No, not at all	Rather not	Maybe, not sure	Rather yes	**Yes, certainly**
81. Move at the right pace and with a long-term horizon	No, not at all	Rather not	Maybe, not sure	**Rather yes**	Yes, certainly
82. Act in terms of sustainable capacity outcomes	No, not at all	Rather not	Maybe, not sure	**Rather yes**	Yes, certainly
83. Be accountable (also to ultimate beneficiaries)	No, not at all	Rather not	**Maybe, not sure**	Rather yes	Yes, certainly
84. Integrate external inputs into national priorities, processes and systems	No, not at all	Rather not	Maybe, not sure	**Rather yes**	Yes, certainly
85. Challenge mindsets and power differentials	No, not at all	Rather not	**Maybe, not sure**	Rather yes	Yes, certainly
86. Facilitate multi-stakeholder processes, be a neutral broker	No, not at all	Rather not	**Maybe, not sure**	Rather yes	Yes, certainly
87. Do things together and learn from action	No, not at all	Rather not	**Maybe, not sure**	Rather yes	Yes, certainly
88. Be creative and think out-of-the-box	No, not at all	Rather not	Maybe, not sure	Rather yes	**Yes, certainly**
cxix) oes the framework embrace a growth oriented vision and does it allow innovations on CD?	No, not at all	Rather not	Maybe, not sure	**Rather yes**	Yes, certainly
cxx) oes the framework facilitate M&E of our CD work?	No, not at all	Rather not	Maybe, not sure	Rather yes	**Yes, certainly**
cxxi) s there any toolbox (including tools/kits) available?	No, not at all	Rather not	Maybe, not sure	Rather yes	**Yes, certainly**
cxxii) f yes, is it applicable to the education sector we work in?	No, not at all	Rather not	**Maybe, not sure**	Rather yes	Yes, certainly
cxxiii) oes the model enable individual, organisational and institutional CD	No, not at all	Rather not	Maybe, not sure	Rather yes	**Yes, certainly**
cxxiv) s the model focused on organisational development (OD)?	No, not at all	Rather not	Maybe, not sure	Rather yes	**Yes, certainly**

cxxv) ccording to your opinion, what is the biggest advantage / disadvantage for applying the framework for VVOB towards its partners?	<u>Advantages</u>: Adapted methodologies and tools from the field of Human Performance Technology (HPT) to apply them to organizations operating in developing countries. HICD views organizations as adaptive Systems. HICD focuses on tangible, measurable performance improvement results. <u>Disadvantages</u>: Time investments and expertise needed in order to apply the model. One of the criteria needed for this model to work properly is that the "institution is committed and able to change, with a stable leadership," which may not be the case in some of the contexts VVOB works in .				
Part 3: Usefulness of CD Framework for VVOB internally					
Criteria *(please indicate in the table below)*	No, not at all	Rather not	Maybe, not sure	Rather yes	Yes, certainly
cxxvi) oes the model enable individual, organisational and institutional CD of VVOB?	No, not at all	**Rather not**	Maybe, not sure	Rather yes	Yes, certainly
cxxvii) oes the framework embrace a growth oriented vision and allow innovations within VVOB?	No, not at all	Rather not	**Maybe, not sure**	Rather yes	Yes, certainly
cxxviii) ccording to your opinion, what is the biggest advantage /disadvantage for applying the framework for VVOB internally ?	Not clear, it may be difficult to apply the model on a geographically dispersed organization such as VVOB				

6. **Specific OD models**

10) Kaplan's CDRA model:

CD Framework ID Card
Name of the framework: Kaplan's CDRA model
Part 1: ID

Origin of the framework: Kaplan, A. (1999) Organisational Capacity: a Different Perspective. Development Dossier, Nr. 10, Non-Governmental Liaison Service, UN, Geneva.

Date of the framework: 1999

Short description: This framework concentrates on the characteristics of capacity and includes explanations of stages of organisational evolution. It begins with an identification of organisational elements (as there are context, vision, strategy, culture, structure, skills, material resources), moves on to the issue of '**invisibility**' and then homes in on the significance of treating organisations as complex open systems, where the whole adds up to 'more than the sum of the parts'. Material and financial resources, skills and organisational structures belong to the realm of the **visible** while the other adhere to the invisible. Kaplan states that capacitated organisations will manifest both stronger invisible elements as well as an ability to reflect on these elements –which is itself a feature of these stronger invisible elements situated at the top of the hierarchy. He further arguments that CD interventions tend to focus on the lower end of the hierarchy and because of that seem not to change the fundamental patterns in the organisation. Only **openness** and **complexity** can bring about change that should lead to greater effectiveness.

Evidence of organisations (mention sources) using it:
- CDRA uses this approach to OD consultancy that commits to walking with the partners/clients through their processes of ongoing learning, change, implementation, review and re-commitment. See: http://www.cdra.org.za/
- Van Eijk Toon (capacity.org) distinguishes between soft and hard capacities i.e. attitudes are more important than technical competencies and facilitation skills. In his view the intangible, the invisible, soft qualities make up the ability to respond, the 'response-ability' to deal with social and other challenges. See: http://www.capacity.org/capacity/opencms/en/blog/article_0008.html

Part 2: Usefulness of CD framework for VVOB towards its partners					
Criteria *(please indicate in the table below)*	No, not at all	Rather not	Maybe, not sure	Rather yes	Yes, certainly
cxxix) an the CD framework be adapted to the different (complex) situations we work in?	No, not at all	Rather not	Maybe, not sure	**Rather yes**	Yes, certainly
cxxx) s there an added value for VVOB?	No, not at all	Rather not	Maybe, not sure	**Rather yes**	Yes, certainly
cxxxi) s there an added value for the strategic/operational partner?	No, not at all	Rather not	Maybe, not sure	**Rather yes**	Yes, certainly
cxxxii) s there an added value for the relationship between VVOB and its partners?	No, not at all	Rather not	Maybe, not sure	**Rather yes**	Yes, certainly

	No, not at all	Rather not	Maybe, not sure	Rather yes	Yes, certainly
cxxxiii) s there an added value for collaboration with government/public sector organisations)?	No, not at all	Rather not	Maybe, not sure	**Rather yes**	Yes, certainly
cxxxiv) s the framework compatible with VVOB's 11 CD principles?	No, not at all	Rather not	Maybe, not sure	Rather yes	**Yes, certainly**
89. Build on and strengthen existing capacities	No, not at all	Rather not	Maybe, not sure	**Rather yes**	Yes, certainly
90. Look at available options and find solutions relevant for the specific context	No, not at all	Rather not	Maybe, not sure	**Rather yes**	Yes, certainly
91. Work in equal partnerships and have mutual respect	No, not at all	Rather not	Maybe, not sure	**Rather yes**	Yes, certainly
92. Move at the right pace and with a long-term horizon	No, not at all	Rather not	Maybe, not sure	**Rather yes**	Yes, certainly
93. Act in terms of sustainable capacity outcomes	No, not at all	Rather not	Maybe, not sure	**Rather yes**	Yes, certainly
94. Be accountable (also to ultimate beneficiaries)	No, not at all	Rather not	**Maybe, not sure**	Rather yes	Yes, certainly
95. Integrate external inputs into national priorities, processes and systems	No, not at all	Rather not	**Maybe, not sure**	Rather yes	Yes, certainly
96. Challenge mindsets and power differentials	No, not at all	Rather not	Maybe, not sure	**Rather yes**	Yes, certainly
97. Facilitate multi-stakeholder processes, be a neutral broker	No, not at all	Rather not	**Maybe, not sure**	Rather yes	Yes, certainly
98. Do things together and learn from action	No, not at all	Rather not	Maybe, not sure	**Rather yes**	Yes, certainly
99. Be creative and think out-of-the-box	No, not at all	Rather not	Maybe, not sure	**Rather yes**	Yes, certainly
cxxxv) oes the framework embrace a growth oriented vision and does it allow innovations on CD?	No, not at all	Rather not	Maybe, not sure	**Rather yes**	Yes, certainly
cxxxvi) oes the framework facilitate M&E of our CD work?	No, not at all	Rather not	Maybe, not sure	**Rather yes**	Yes, certainly
cxxxvii) s there any toolbox (including tools/kits) available?	No, not at all	**Rather not**	Maybe, not sure	Rather yes	Yes, certainly
cxxxviii) f yes, is it applicable to the education sector we work in?	No, not at all	Rather not	Maybe, not sure	Rather yes	Yes, certainly
cxxxix) oes the model enable individual, organisational and institutional CD	No, not at all	**Rather not**	Maybe, not sure	Rather yes	Yes, certainly
cxl) Is the model focused on organisational development (OD)?	No, not at all	Rather not	Maybe, not sure	Rather yes	**Yes, certainly**

cxli)	*The framework helps us to understand what capacity is about. For example: the role of visible/tangible vs. invisible/intangible elements is very important. Also the link with openness and complexity is interesting for the CD work we do. Although I find the ECDPM model more applicable to the work we do as it takes into account two different types of development results, namely improving capacity itself and programmatic results. The first implies that CD is a goal in its own right that entailed equipping a country, a region, an organisation or an individual with attitudes, values, behaviours that they need to make progress. The last is the constantly-repeated 'capacity for what' question that emphasises the development of more functional, thematic or technical capabilities such as policy analysis, management information systems, research methodologies, financial management or service delivery. These represent a type of capability that is accorded particular importance by most stakeholders both in countries and in international development agencies. But less attention is given to other more generative, non-technical, less instrumental capabilities such as reflection and double-loop learning, self-organisation, bridging and linking. Without these latter capabilities, the technical core of the sytem cannot be sustained over the medium and the longer term.*
ccording to your opinion, what is the biggest advantage / disadvantage for applying the framework for VVOB towards its partners?	

Part 3: Usefulness of CD Framework for VVOB internally					
Criteria *(please indicate in the table below)*	No, not at all	Rather not	Maybe, not sure	Rather yes	Yes, certainly
cxlii) oes the model enable individual, organisational and institutional CD of VVOB?	No, not at all	**Rather not**	Maybe, not sure	Rather yes	Yes, certainly
cxliii) oes the framework embrace a growth oriented vision and allow innovations within VVOB?	No, not at all	Rather not	Maybe, not sure	**Rather yes**	Yes, certainly
cxliv) ccording to your opinion, what is the biggest advantage /disadvantage for applying the framework for VVOB internally ?	*The link with organisational learning: reflection, double-loop learning, self-organisation, bridging and linking.*				

11) Henry Mintzberg's Model:

<table>
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CD Framework ID Card

Name of the framework: Mintzberg Structure in 5's
</td></tr>
<tr><td colspan="6">

Part 1: ID
</td></tr>
<tr><td colspan="6">

Origin of the framework: Mintzberg, H. (1993) Structure in Fives: designing effective organisations. Englewood Cliffs: Prentice-Hall.

Date of the framework: 1993

Short description: The organizational configurations framework of Mintzberg is a model that describes six valid organizational configurations (http://msc-cse.com/wp-content/article_mintzberg.pdf):
entrepreneurial organization, machine organization, professional organization, diversified organization, innovative organization, missionary organization. Regarding the different tasks that are performed, Mintzberg defines the following CD mechanisms:
1. Mutual adjustment, which achieves coordination by the simple process of informal communication
2. Direct supervision, is achieved by having one person issue orders or instructions to several others whose work interrelates
3. Standardization of work processes, which achieves coordination by specifying the work processes of people carrying out interrelated tasks
4. Standardization of outputs, which achieves coordination by specifying the results of different work
5. Standardization of skills (as well as knowledge), in which different work is coordinated by virtue of the related training the workers have received
6. Standardization of norms, in which it is the norms infusing the work that are controlled, usually for the entire organization, so that everyone functions to the same set of beliefs.

Moreover, Mintzberg proposes induction as the alternative to deductive thinking. This implies that specific situations can spin off many new ideas. In other words, a situation is not evaluated in terms of predetermined standards. "The fact is that great art and innovative problem solving" says Mintzberg, "require inductive reasoning -that is, the inference on new general concepts or programs from particular experiences. That kind of thinking is divergent -it breaks away from old routines or standards rather than perfecting existing ones. And that flies in the face of everything the Professional Bureaucracy is designed to do.

Evidence of organisations (mention sources) using it:
- Maassen, P., Potman, H. Shifting Boundaries in Higher Education. Higher Education, Volume 20, Nr. 4, pp. 393-410. Used to characterize higher education institutions in The Netherlands.
- Spender, J. (2002) Meeting Mintzberg – and thinking again about management education. http://www.sciencedirect.com/science/article/pii/0263237389901187. Spender sets out Mintzberg's lessons for management educators. They are: recognising intuition and pursuing 'all-round' knowledge, seeking an active organisational balance, and incorporating social and ethical issues in management.
</td></tr>
<tr><td colspan="6">

Part 2: Usefulness of CD framework for VVOB towards its partners
</td></tr>
<tr><td>Criteria *(please indicate in the table below)*</td><td>No, not at all</td><td>Rather not</td><td>Maybe, not sure</td><td>Rather yes</td><td>Yes, certainly</td></tr>
<tr><td>cxlv)
    an the CD framework be adapted to the different (complex) situations we work in?</td><td>No, not at all</td><td>Rather not</td><td>Maybe, not sure</td><td>**Rather yes**</td><td>Yes, certainly</td></tr>
</table>

	No, not at all	Rather not	Maybe, not sure	Rather yes	Yes, certainly
cxlvi) s there an added value for VVOB?	No, not at all	**Rather not**	Maybe, not sure	Rather yes	Yes, certainly
cxlvii) s there an added value for the strategic/operational partner?	No, not at all	**Rather not**	Maybe, not sure	Rather yes	Yes, certainly
cxlviii) s there an added value for the relationship between VVOB and its partners?	No, not at all	**Rather not**	Maybe, not sure	Rather yes	Yes, certainly
cxlix) s there an added value for collaboration with government/public sector organisations)?	No, not at all	Rather not	Maybe, not sure	**Rather yes**	Yes, certainly
cl) Is the framework compatible with VVOB's 11 CD principles?	No, not at all	Rather not	Maybe, not sure	Rather yes	**Yes, certainly**
100. Build on and strengthen existing capacities	No, not at all	Rather not	Maybe, not sure	**Rather yes**	Yes, certainly
101. Look at available options and find solutions relevant for the specific context	No, not at all	Rather not	Maybe, not sure	**Rather yes**	Yes, certainly
102. Work in equal partnerships and have mutual respect	No, not at all	Rather not	Maybe, not sure	**Rather yes**	Yes, certainly
103. Move at the right pace and with a long-term horizon	No, not at all	Rather not	**Maybe, not sure**	Rather yes	Yes, certainly
104. Act in terms of sustainable capacity outcomes	No, not at all	Rather not	Maybe, not sure	**Rather yes**	Yes, certainly
105. Be accountable (also to ultimate beneficiaries)	No, not at all	Rather not	**Maybe, not sure**	Rather yes	Yes, certainly
106. Integrate external inputs into national priorities, processes and systems	No, not at all	Rather not	**Maybe, not sure**	Rather yes	Yes, certainly
107. Challenge mindsets and power differentials	No, not at all	Rather not	Maybe, not sure	**Rather yes**	Yes, certainly
108. Facilitate multi-stakeholder processes, be a neutral broker	No, not at all	Rather not	**Maybe, not sure**	Rather yes	Yes, certainly
109. Do things together and learn from action	No, not at all	Rather not	Maybe, not sure	**Rather yes**	Yes, certainly
110. Be creative and think out-of-the-box	No, not at all	Rather not	Maybe, not sure	**Rather yes**	Yes, certainly
cli) Does the framework embrace a growth oriented vision and does it allow innovations on CD?	No, not at all	**Rather not**	Maybe, not sure	Rather yes	Yes, certainly
clii) Does the framework facilitate M&E of our CD work?	No, not at all	**Rather not**	Maybe, not sure	Rather yes	Yes, certainly
cliii) s there any toolbox (including tools/kits) available?	No, not at all	Rather not	**Maybe, not sure**	Rather yes	Yes, certainly
cliv) f yes, is it applicable to the education sector we work in?	No, not at all	Rather not	Maybe, not sure	**Rather yes**	Yes, certainly
clv) Does the model enable individual, organisational and institutional CD	No, not at all	**Rather not**	Maybe, not sure	Rather yes	Yes, certainly
clvi) s the model focused on organisational development (OD)?	No, not at all	Rather not	Maybe, not sure	Rather yes	**Yes, certainly**

| clvii) ccording to your opinion, what is the biggest advantage / disadvantage for applying the framework for VVOB towards its partners? | *It is rather focusing on the development on (n)go's by orientating on organisational 'sub-systems'. One can recognize this logic in relation to similar organisational and capacity frameworks such as CDRA of Alan Kaplan and the Seven S-s. For this reason, I find it more suitable to apply the framework for VVOB internally and not as a framework towards its partners. Moreover, in comparison with the Kaplan's CDRA framework, I find the last one more applicable within our sector.* |

Part 3: Usefulness of CD Framework for VVOB internally					
Criteria *(please indicate in the table below)*	No, not at all	Rather not	Maybe, not sure	Rather yes	Yes, certainly
clviii) oes the model enable individual, organisational and institutional CD of VVOB?	No, not at all	**Rather not**	Maybe, not sure	Rather yes	Yes, certainly
clix) oes the framework embrace a growth oriented vision and allow innovations within VVOB?	No, not at all	Rather not	Maybe, not sure	**Rather yes**	Yes, certainly
clx) According to your opinion, what is the biggest advantage /disadvantage for applying the framework for VVOB internally ?	*See comments above.*				

12) <u>7 S-s:</u>

<table>
<tr><td colspan="6" align="center">CD Framework ID Card
Name of the framework: 7 S</td></tr>
<tr><td colspan="6" align="center">Part 1: ID</td></tr>
<tr><td colspan="6">

Origin of the framework: McKinsey

Date of the framework: 1980s

Short description: The McKinsey 7 S model involves seven interdependent factors which are categorized as either 'hard' or 'soft' CD elements. Hard elements are easier to define and one can directly influence them. Soft elements on the other hand can be more difficult do describe, and are less tangible and more influenced by culture. However, these soft elements are as important as the hard elements if the capacity development is going to be successful. The way the model is presented in the figure below depicts the interdependency of the elements:.
- <u>Strategy</u>: a set of actions that you must begin with and attain;
- <u>Structure</u>: the way the organization is structured;
- <u>Systems</u>: the daily activities and procedures that staff members engage in to get the job done;
- <u>Shared Values</u>: called "superordinate goals" when the model was first developed; longer- term vision
- <u>Style</u>: the style of leadership adopted;
- <u>Staff</u>: the employees and their general capabilities;
- <u>Skills</u>: actual skills and competencies.

Figure 3: McKinsey Seven S' Model

Source: McKinsey 7-S Framework (p. 10) from In *Search of Excellence: Lessons from America's Best Run Companies* by Thomas J. Peters and Robert H. Waterman, Jr. Copyright 1982

Evidence of organisations (mention sources) using it: Companies

</td></tr>
<tr><td colspan="6" align="center">Part 2: Usefulness of CD framework for VVOB towards its partners</td></tr>
<tr><td>Criteria (please indicate in the table below)</td><td>No, not at all</td><td>Rather not</td><td>Maybe, not sure</td><td>Rather yes</td><td>Yes, certainly</td></tr>
</table>

	No, not at all	Rather not	Maybe, not sure	Rather yes	Yes, certainly
clxi) an the CD framework be adapted to the different (complex) situations we work in?			Maybe, not sure		
clxii) s there an added value for VVOB?			Maybe, not sure		
clxiii) s there an added value for the strategic/operational partner?			Maybe, not sure		
clxiv) s there an added value for the relationship between VVOB and its partners?			Maybe, not sure		
clxv) s there an added value for collaboration with government/public sector organisations)?			Maybe, not sure		
clxvi) s the framework compatible with VVOB's 11 CD principles?			Maybe, not sure		
111. Build on and strengthen existing capacities		Rather not			
112. Look at available options and find solutions relevant for the specific context		Rather not			
113. Work in equal partnerships and have mutual respect		Rather not			
114. Move at the right pace and with a long-term horizon			Maybe, not sure		
115. Act in terms of sustainable capacity outcomes			Maybe, not sure		
116. Be accountable (also to ultimate beneficiaries)			Maybe, not sure		
117. Integrate external inputs into national priorities, processes and systems			Maybe, not sure		
118. Challenge mindsets and power differentials		Rather not			
119. Facilitate multi-stakeholder processes, be a neutral broker			Maybe, not sure		
120. Do things together and learn from action			Maybe, not sure		
121. Be creative and think out-of-the-box			Maybe, not sure		
clxvii) oes the framework embrace a growth oriented vision and does it allow innovations on CD?			Maybe, not sure		
clxviii) oes the framework facilitate M&E of our CD work?			Maybe, not sure		
clxix) s there any toolbox (including tools/kits) available?					Yes, certainly
clxx) f yes, is it applicable to the education sector we work in?			Maybe, not sure		

Opmerking [TV6]: McKinsey 7S Worksheet, which contains a matrix that you can use to check off alignment between each of the elements as you go through the following steps:
• Start with your Shared Values: Are they consistent with your structure, strategy, and systems? If not, what needs to change?
• Then look at the hard elements. How well does each one support the others? Identify where changes need to be made.
• Next look at the other soft elements. Do they support the desired hard elements? Do they support one another? If not, what needs to change?
• As you adjust and align the elements, you'll need to use an iterative (and often time consuming) process of making adjustments, and then re-analyzing how that impacts other elements and their alignment. The end result of better performance will be worth it.

clxxi) oes the model enable individual, organisational and institutional CD	No, not at all	Rather not	Maybe, not sure	Rather yes	Yes, certainly
clxxii) s the model focused on organisational development (OD)?	No, not at all	Rather not	Maybe, not sure	Rather yes	**Yes, certainly**
clxxiii) ccording to your opinion, what is the biggest advantage / disadvantage for applying the framework for VVOB towards its partners?	Disadvantage:				
Part 3: Usefulness of CD Framework for VVOB internally					
Criteria *(please indicate in the table below)*	No, not at all	Rather not	Maybe, not sure	Rather yes	Yes, certainly
clxxiv) oes the model enable individual, organisational and institutional CD of VVOB?	No, not at all	**Rather not**	Maybe, not sure	Rather yes	Yes, certainly
clxxv) oes the framework embrace a growth oriented vision and allow innovations within VVOB?	No, not at all	**Rather not**	Maybe, not sure	Rather yes	Yes, certainly
clxxvi) ccording to your opinion, what is the biggest advantage /disadvantage for applying the framework for VVOB internally ?	Advantage: Could be used as a change management model. Disadvantage: Can mainly be used for assessing team or organizational performance.				

13) Model of adaptive CD

<table>
<tr><td align="center">CD Framework ID Card
Name of the framework: Adaptive CD</td></tr>
<tr><td align="center">Part 1: ID</td></tr>
<tr><td>

Origin of the framework: Jones, H. (2011) Taking responsibility for complexity. ODI, Working Paper 330.

Date of the framework: 2011

Short description: Besides programmatic and organizational capacity, the authors refer to adaptive CD. Organizations that possess adaptive capacity are very focused on and responsive to what is happening outside their organisational boundaries.

The ODI document includes a practical guide for dealing with complexity. Starting from complexity, the text offers a toolkit for negotiated learning which is very similar to double-loop learning. Double-loop learning refers to the ability to achieve a goal on different occasions in contrast to single-loop learning which implies a repeated attempt at the same problem with no variation of method and without ever questioning the goal. Negotiated learning supposes the model of **adaptive CD.**

1. Decision making from deliberation: in the face of complexity, deliberation should be a central process guiding decision-making (i.e. action-oriented, including face-to-face meetings and having a role in doing)
2. Focusing on how change happens: this means developing a theory of change (ToC) or a model of how it is that the programme activities are envisaged to result in the desired changes (even develop ToCs for the particular programmes combined with qualitative comparative analysis for PM&E)
3. Realistic foresight: relating to 'foresight' and future techniques which focus on the ability to create and maintain viable forward views and to use these in organizationally useful ways (for example, horizon scanning, scenario planning and trend/driver analysis)
4. Peer-to-peer learning: here we look at formal and informal dynamics of networking. Did you know that networks can have 6 functions? Filtering, amplifying, investing, convening, community building and facilitating.
5. Broadening dialogues: by critical and reflexive research
6. Sense making for common ground: which means working towards a shared framing of the problem (boundary concepts facilitate shared understanding of problems and new concepts/models can be jointly negotiated).
7. Facilitation and mediation : efforts to combine different sources of knowledge. In the text, it is stated that policy-makers need to become more adept at understanding and managing power in the knowledge-policy interface.

Evidence of organisations (mention sources) using it:
- Environmental Advisory Council (2002) Resilience and Sustainable Development: Building Adaptive Capacity in a World of Transformation. See: www.sou.gov.se/mvb/pdf/resiliens.pdf. They use the concept of resilience—the capacity to buffer change, learn and develop—as a framework for understanding how to sustain and enhance adaptive capacity in a complex world of rapid transformations. Two useful tools for resilience-building in social-ecological systems are structured scenarios and active adaptive management. These tools require and facilitate a social context with flexible and open institutions and multi-level governance systems that allow for learning and increase adaptive capacity without foreclosing future development options.
- Sussman, C. Building adaptive capacity: The quest for improved organisational performance. Boston: Management Consulting Services.

</td></tr>
</table>

Part 2: Usefulness of CD framework for VVOB towards its partners					
Criteria *(please indicate in the table below)*	No, not at all	Rather not	Maybe, not sure	Rather yes	Yes, certainly
clxxvii) an the CD framework be adapted to the different (complex) situations we work in?	No, not at all	**Rather not**	Maybe, not sure	**Rather yes**	Yes, certainly
clxxviii) s there an added value for VVOB?	No, not at all	Rather not	Maybe, not sure	**Rather yes**	Yes, certainly
clxxix) s there an added value for the strategic/operational partner?	No, not at all	Rather not	Maybe, not sure	**Rather yes**	Yes, certainly
clxxx) s there an added value for the relationship between VVOB and its partners?	No, not at all	**Rather not**	Maybe, not sure	Rather yes	Yes, certainly
clxxxi) s there an added value for collaboration with government/public sector organisations)?	No, not at all	Rather not	Maybe, not sure	**Rather yes**	Yes, certainly
clxxxii) s the framework compatible with VVOB's 11 CD principles?	No, not at all	Rather not	Maybe, not sure	**Rather yes**	Yes, certainly
122.Build on and strengthen existing capacities	No, not at all	Rather not	Maybe, not sure	**Rather yes**	Yes, certainly
123.Look at available options and find solutions relevant for the specific context	No, not at all	Rather not	Maybe, not sure	**Rather yes**	Yes, certainly
124.Work in equal partnerships and have mutual respect	No, not at all	Rather not	Maybe, not sure	**Rather yes**	Yes, certainly
125.Move at the right pace and with a long-term horizon	No, not at all	Rather not	Maybe, not sure	**Rather yes**	Yes, certainly
126.Act in terms of sustainable capacity outcomes	No, not at all	Rather not	Maybe, not sure	**Rather yes**	Yes, certainly
127.Be accountable (also to ultimate beneficiaries)	No, not at all	Rather not	**Maybe, not sure**	Rather yes	Yes, certainly
128.Integrate external inputs into national priorities, processes and systems	No, not at all	Rather not	**Maybe, not sure**	Rather yes	Yes, certainly
129.Challenge mindsets and power differentials	No, not at all	Rather not	Maybe, not sure	**Rather yes**	Yes, certainly
130.Facilitate multi-stakeholder processes, be a neutral broker	No, not at all	Rather not	**Maybe, not sure**	Rather yes	Yes, certainly
131.Do things together and learn from action	No, not at all	Rather not	Maybe, not sure	**Rather yes**	Yes, certainly
132.Be creative and think out-of-the-box	No, not at all	Rather not	Maybe, not sure	**Rather yes**	Yes, certainly
clxxxiii) oes the framework embrace a growth oriented vision and does it allow innovations on CD?	No, not at all	Rather not	Maybe, not sure	**Rather yes**	Yes, certainly
clxxxiv) oes the framework facilitate M&E of our CD work?	No, not at all	Rather not	**Maybe, not sure**	Rather yes	Yes, certainly
clxxxv) s there any toolbox (including tools/kits) available?	No, not at all	Rather not	Maybe, not sure	**Rather yes**	Yes, certainly

clxxxvi)					
f yes, is it applicable to the education sector we work in?	No, not at all	**Rather not**	Maybe, not sure	Rather yes	Yes, certainly
clxxxvii)					
oes the model enable individual, organisational and institutional CD	No, not at all	Rather not	**Maybe, not sure**	Rather yes	Yes, certainly
clxxxviii)					
s the model focused on organisational development (OD)?	No, not at all	**Rather not**	Maybe, not sure	Rather yes	Yes, certainly
clxxxix)					
ccording to your opinion, what is the biggest advantage / disadvantage for applying the framework for VVOB towards its partners?	*The advantage of the model lies in its link with the theory of change, complexity and double-loop learning, although I do not see it direct applicability towards PM&E of our programmes. It is rather a vision on CD that enables us to understand the complexity in which CD takes place.*				
Part 3: Usefulness of CD Framework for VVOB internally					
Criteria *(please indicate in the table below)*	No, not at all	Rather not	Maybe, not sure	Rather yes	Yes, certainly
cxc)					
oes the model enable individual, organisational and institutional CD of VVOB?	No, not at all	**Rather not**	Maybe, not sure	Rather yes	Yes, certainly
cxci)					
oes the framework embrace a growth oriented vision and allow innovations within VVOB?	No, not at all	**Rather not**	Maybe, not sure	Rather yes	Yes, certainly
cxcii)					
ccording to your opinion, what is the biggest advantage /disadvantage for applying the framework for VVOB internally ?	*The biggest advantage lies in the understanding of the complex problems we work with. So more applicable in function of problem analysis than in terms of capacity analysis.*				

14) LEN CD Learning Package

<table>
<tr><td colspan="6">CD Framework ID Card
Name of the framework: LEN CD Learning Package</td></tr>
<tr><td colspan="6">Part 1: ID</td></tr>
<tr><td colspan="6">

Origin of the framework: Working Group supported by LEN CD and Train 4 Dev.

Date of the framework: 2011

Short description: Objective is to give a summary of many different strands of current theories and practice from many different sources. It will be an open source virtual resource designed to help country and sector level practitioners expand their knowledge and skills for facilitating sustainable CD.

Evidence of organisations (mention sources) using it:
- Members of Len CD Learning Journey through the Len CD Learning Journey (nov. '11-may '12): WB, LEN CD, UNDP, Danish Cooperation, Swiss Cooperation, BTC, Cooperation Luxemburg, VVOB, Cooperation Slovenia. See: http://lencd.org/group/learning-package to have a look at the package.

</td></tr>
</table>

Part 2: Usefulness of CD framework for VVOB towards its partners					
Criteria *(please indicate in the table below)*	No, not at all	Rather not	Maybe, not sure	Rather yes	Yes, certainly
cxciii) an the CD framework be adapted to the different (complex) situations we work in?	No, not at all	**Rather not**	Maybe, not sure	Rather yes	Yes, certainly
cxciv) s there an added value for VVOB?	No, not at all	Rather not	Maybe, not sure	**Rather yes**	Yes, certainly
cxcv) s there an added value for the strategic/operational partner?	No, not at all	Rather not	Maybe, not sure	**Rather yes**	Yes, certainly
cxcvi) s there an added value for the relationship between VVOB and its partners?	No, not at all	**Rather not**	Maybe, not sure	Rather yes	Yes, certainly
cxcvii) s there an added value for collaboration with government/public sector organisations)?	No, not at all	Rather not	Maybe, not sure	**Rather yes**	Yes, certainly
cxcviii) s the framework compatible with VVOB's 11 CD principles?	No, not at all	Rather not	Maybe, not sure	**Rather yes**	Yes, certainly
133. Build on and strengthen existing capacities	No, not at all	Rather not	Maybe, not sure	**Rather yes**	Yes, certainly
134. Look at available options and find solutions relevant for the specific context	No, not at all	Rather not	Maybe, not sure	**Rather yes**	Yes, certainly
135. Work in equal partnerships and have mutual respect	No, not at all	Rather not	Maybe, not sure	**Rather yes**	Yes, certainly
136. Move at the right pace and with a long-term horizon	No, not at all	Rather not	Maybe, not sure	**Rather yes**	Yes, certainly
137. Act in terms of sustainable capacity outcomes	No, not at all	Rather not	Maybe, not sure	**Rather yes**	Yes, certainly

	No, not at all	Rather not	Maybe, not sure	Rather yes	Yes, certainly
138. Be accountable (also to ultimate beneficiaries)	No, not at all	Rather not	Maybe, not sure	**Rather yes**	Yes, certainly
139. Integrate external inputs into national priorities, processes and systems	No, not at all	Rather not	Maybe, not sure	**Rather yes**	Yes, certainly
140. Challenge mindsets and power differentials	No, not at all	Rather not	Maybe, not sure	**Rather yes**	Yes, certainly
141. Facilitate multi-stakeholder processes, be a neutral broker	No, not at all	Rather not	Maybe, not sure	**Rather yes**	Yes, certainly
142. Do things together and learn from action	No, not at all	Rather not	Maybe, not sure	**Rather yes**	Yes, certainly
143. Be creative and think out-of-the-box	No, not at all	Rather not	Maybe, not sure	**Rather yes**	Yes, certainly
cxcix) oes the framework embrace a growth oriented vision and does it allow innovations on CD?	No, not at all	**Rather not**	Maybe, not sure	Rather yes	Yes, certainly
cc) Does the framework facilitate M&E of our CD work?	No, not at all	**Rather not**	Maybe, not sure	Rather yes	Yes, certainly
cci) Is there any toolbox (including tools/kits) available?	No, not at all	**Rather not**	Maybe, not sure	Rather yes	Yes, certainly
ccii) f yes, is it applicable to the education sector we work in?	No, not at all	Rather not	Maybe, not sure	Rather yes	Yes, certainly
cciii) oes the model enable individual, organisational and institutional CD	No, not at all	**Rather not**	Maybe, not sure	Rather yes	Yes, certainly
cciv) s the model focused on organisational development (OD)?	No, not at all	**Rather not**	Maybe, not sure	Rather yes	Yes, certainly
ccv) ccording to your opinion, what is the biggest advantage / disadvantage for applying the framework for VVOB towards its partners?	*The advantage of the package lies in the systematization of the current theories and practice from different resources. Its added values lies its use as a training package to enable partners and personnel of VVOB to get an overview of the CD issues and to help them access other resources for anything they want to explore further. In that way, we answered that the framework has an added value without having advantages such as M&E, toolbox, growth oriented vision, ...* *It is clearly not a CD framework, but it is state-of-the-art in terms of compiling all relevant work done on CD over the recent years. It also builds on the international conceptual understanding of CD. Working with the learning package could help to deepen the understanding within VVOB on how to address CD. The various sections make reference to realting base documents and tools and permit to work out very practical aspects, such as CD indicators that are so relevant to monitor change fo r CD.*				
Part 3: Usefulness of CD Framework for VVOB internally					
Criteria *(please indicate in the table below)*	No, not at all	Rather not	Maybe, not sure	Rather yes	Yes, certainly
ccvi) oes the model enable individual, organisational	No, not at all	**Rather not**	Maybe, not sure	Rather yes	Yes, certainly

and institutional CD of VVOB?					
ccvii) oes the framework embrace a growth oriented vision and allow innovations within VVOB?	No, not at all	**Rather not**	Maybe, not sure	Rather yes	Yes, certainly
ccviii) ccording to your opinion, what is the biggest advantage /disadvantage for applying the framework for VVOB internally ?	*As the model is an open resource it is not apt to apply for our own CD.*				

15) Capacity Development Toolkit (EC)

<table>
<tr><td colspan="6"><div align="center">**CD Framework ID Card**
Name of the framework: Capacity Development Toolkit</div></td></tr>
<tr><td colspan="6"><div align="center">**Part 1: ID**</div></td></tr>
<tr><td colspan="6">Origin of the framework: European Commission

Date of the framework: 2010

Short description: The *Toolkit for Capacity Development* serves to support implementation of the European Commission's strategy for reform of technical cooperation, which form part of the EC's commitment to implement the Paris Declaration on Aid Effectiveness and the Accra Agenda for Action. The approach and the tools have been designed to increase demand-orientation and effectiveness of capacity development support, including technical cooperation (TC). They are regularly used in training and workshops. They also provide guidance for assessing capacity and help partners to develop strategies and programmes for capacity development, particularly at sector level. They are thus complementary to the *Guidelines on making technical cooperation more effective* published by EuropeAid in March 2009 and to the *Reference Document* on *Institutional assessment and capacity development* (EuropeAid 2005).

Evidence of organisations (mention sources) using it:
   -   No evidence</td></tr>
<tr><td colspan="6"><div align="center">**Part 2: Usefulness of CD framework for VVOB towards its partners**</div></td></tr>
<tr><td>Criteria *(please indicate in the table below)*</td><td>No, not at all</td><td>Rather not</td><td>Maybe, not sure</td><td>Rather yes</td><td>Yes, certainly</td></tr>
<tr><td>ccix)
   an the CD framework be adapted to the different (complex) situations we work in?</td><td>No, not at all</td><td>Rather not</td><td>Maybe, not sure</td><td>**Rather yes**</td><td>Yes, certainly</td></tr>
<tr><td>ccx)
   s there an added value for VVOB?</td><td>No, not at all</td><td>Rather not</td><td>Maybe, not sure</td><td>**Rather yes**</td><td>Yes, certainly</td></tr>
<tr><td>ccxi)
   s there an added value for the strategic/operational partner?</td><td>No, not at all</td><td>Rather not</td><td>Maybe, not sure</td><td>**Rather yes**</td><td>Yes, certainly</td></tr>
<tr><td>ccxii)
   s there an added value for the relationship between VVOB and its partners?</td><td>No, not at all</td><td>Rather not</td><td>**Maybe, not sure**</td><td>Rather yes</td><td>Yes, certainly</td></tr>
<tr><td>ccxiii)
   s there an added value for collaboration with government/public sector organisations)?</td><td>No, not at all</td><td>Rather not</td><td>Maybe, not sure</td><td>**Rather yes**</td><td>Yes, certainly</td></tr>
<tr><td>*ccxiv)*
   s the framework compatible with VVOB's 11 CD principles?</td><td>No, not at all</td><td>Rather not</td><td>Maybe, not sure</td><td>**Rather yes**</td><td>Yes, certainly</td></tr>
<tr><td>144. Build on and strengthen existing capacities</td><td>No, not at all</td><td>Rather not</td><td>Maybe, not sure</td><td>**Rather yes**</td><td>Yes, certainly</td></tr>
<tr><td>145. Look at available options and find solutions relevant for the specific context</td><td>No, not at all</td><td>Rather not</td><td>Maybe, not sure</td><td>**Rather yes**</td><td>Yes, certainly</td></tr>
<tr><td>146. Work in equal partnerships and have mutual respect</td><td>No, not at all</td><td>Rather not</td><td>Maybe, not sure</td><td>**Rather yes**</td><td>Yes, certainly</td></tr>
</table>

	No, not at all	Rather not	Maybe, not sure	Rather yes	Yes, certainly
147. Move at the right pace and with a long-term horizon	No, not at all	Rather not	Maybe, not sure	**Rather yes**	Yes, certainly
148. Act in terms of sustainable capacity outcomes	No, not at all	Rather not	Maybe, not sure	**Rather yes**	Yes, certainly
149. Be accountable (also to ultimate beneficiaries)	No, not at all	Rather not	Maybe, not sure	**Rather yes**	Yes, certainly
150. Integrate external inputs into national priorities, processes and systems	No, not at all	Rather not	Maybe, not sure	**Rather yes**	Yes, certainly
151. Challenge mindsets and power differentials	No, not at all	Rather not	Maybe, not sure	**Rather yes**	Yes, certainly
152. Facilitate multi-stakeholder processes, be a neutral broker	No, not at all	Rather not	Maybe, not sure	**Rather yes**	Yes, certainly
153. Do things together and learn from action	No, not at all	Rather not	Maybe, not sure	**Rather yes**	Yes, certainly
154. Be creative and think out-of-the-box	No, not at all	Rather not	**Maybe, not sure**	Rather yes	Yes, certainly
ccxv) oes the framework embrace a growth oriented vision and does it allow innovations on CD?	No, not at all	Rather not	Maybe, not sure	**Rather yes**	Yes, certainly
ccxvi) oes the framework facilitate M&E of our CD work?	No, not at all	Rather not	Maybe, not sure	**Rather yes**	Yes, certainly
ccxvii) s there any toolbox (including tools/kits) available?	No, not at all	Rather not	Maybe, not sure	Rather yes	**Yes, certainly**
ccxviii) f yes, is it applicable to the education sector we work in?	No, not at all	Rather not	Maybe, not sure	**Rather yes**	Yes, certainly
ccxix) oes the model enable individual, organisational and institutional CD	No, not at all	Rather not	Maybe, not sure	**Rather yes**	Yes, certainly
ccxx) s the model focused on organisational development (OD)?	No, not at all	Rather not	Maybe, not sure	**Rather yes**	Yes, certainly
ccxxi) ccording to your opinion, what is the biggest advantage / disadvantage for applying the framework for VVOB towards its partners?	*Volker Hauck recommends to work with the toolkit formulated by the EC. As it has a strong TC and TA component, many issues that are addressed are of direct relevance for VVOB.*				

Part 3: Usefulness of CD Framework for VVOB internally					
Criteria *(please indicate in the table below)*	No, not at all	Rather not	Maybe, not sure	Rather yes	Yes, certainly
ccxxii) oes the model enable individual, organisational and institutional CD of VVOB?	No, not at all	**Rather not**	Maybe, not sure	Rather yes	Yes, certainly
ccxxiii) oes the framework embrace a growth oriented vision and allow innovations within VVOB?	No, not at all	**Rather not**	Maybe, not sure	Rather yes	Yes, certainly
ccxxiv) ccording to your opinion, what is the biggest advantage /disadvantage for applying the framework for VVOB internally ?	*The practical tools and instruments such as:* - *Quick scanning matric and process check list* - *Assessing organisational capacity* - *Partner's roles in CD processes* - *Mapping sectors and governance actors*				

	- *Political economy and stakeholder analysis*
	- *Change management*
	- *Sequencing and scoping of CD and reform*
	- *Logical design of CD processes and support to CD: the well-known logical framework approach adapted to the logic of output-oriented CD*

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Visser, H. (2010) Capacities at Multiple Levels and the Need for Connection: a Bhutan Example. In: Capacity Development in Practice, Ubels et al, pp. 42-55. See: http://www.snvworld.org/en/Documents/Capacity%20development%20in%20Practice%20-%20complete%20publication.pdf

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+ references that are included in the CD model ID cards