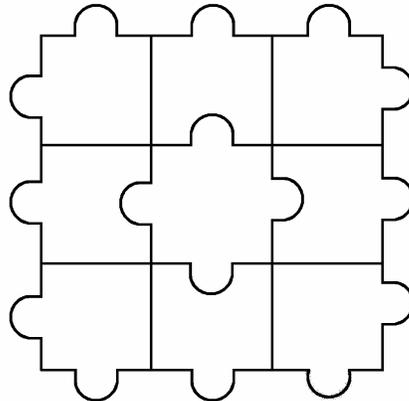




BUILDING NGO/CBO CAPACITY

THE USER'S GUIDE



[An introduction to the series of Training Manuals designed to help NGOs and CBOs improve their effectiveness and efficiency as contributing Civil Society Institutions]

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FOREWORD

This series of training manuals, designed to enhance the overall management and operational effectiveness of non-governmental and community-based organisations, coincides with the launch of the United Nations Centre for Human Settlements (UNCHS) Global Campaign on Urban Governance. The theme of “inclusiveness,” reflecting the Campaign’s vision and strategy, is deeply embedded in the concepts and learning strategies covered by these manuals. While they have been planned and written to serve the developmental needs of non-governmental and community-based organisations, their leadership, and staff, they can easily be adapted to serve the needs of smaller local governments as well.

There is growing evidence and increased recognition of several values that define and frame the urban governance agenda for the new century and millennium. The first, inclusion, has already been introduced but bears repeating. Those local governments and communities that want to be on the leading edge of social and economic change must recognise the importance of including everyone, regardless of wealth, gender, age, race or religion, in the process of forging decisions that affect their collective quality of life. This commitment must then be infused into the very heart of their operating culture.

The second recognition involves shared leadership that cuts across the spectrum of institutional and community fabric. This means, among other things, that non-governmental and community-based organisations (NGOs/CBOs) must be seen as competent and worthy partners in the sharing of leadership and responsibilities. The *Building Bridges* manuals in this series are designed to address the management of joint planning ventures as well as the management of conflicts and disagreements that cut across the spectrum of public and not-for-profit community organisations.

The final recognition is the need for organisational competencies within the NGO/CBO community—a combination of knowledge, skills, experience, and commitment that will strengthen their resolve to manage their financial and human resources and their outreach endeavours more effectively and efficiently. In order to be strong and effective partners, NGOs and CBOs must be able to demonstrate that their internal houses are also in order.

As described in the Prologue, this series of learning implementation tools has been a collaborative venture between the Open Society Institute and the Government of the Netherlands (the principal funding institutions), Partners Romania Foundation for Local Development, and UNCHS (Habitat). In addition, many others have been involved in the development of this series. They include:

1. A committed group of Non-Governmental Organisation (NGO), Community Based Organisation (CBO) and local government leaders from Sub-Saharan Africa, who came together to define their learning needs during the UNCHS Capacity Building Strategy Workshop held in Nakuru, Kenya in November 1998 and who took an active part in reviewing the drafts, culminating in a validation workshop in Nyeri, Kenya, 2001; and
2. A network of institutions and trainers representing the Regional Program for Capacity Building in Governance and Local Leadership for East and Central European Countries who participated in field testing the initial drafts of the materials.

Finally, I want to thank Fred Fisher the author of this manual and principal author of the series and the superb team of writing collaborators he brought together to craft these materials. The team of UNCHS staff professionals, headed by Tomasz Sudra, brought their considerable experience and expertise to polishing the final products.

Anna Kajumulo Tibaijuka
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CHAPTER ONE

INTRODUCTION TO THE CAPACITY BUILDING SERIES

It is not impossibilities, which fill us with the deepest despair,
but possibilities which we have failed to realise.

Robert Mallet, Apostilles

This *User's Guide* is designed to introduce you and your colleagues to the series of training manuals that have been developed to help non-governmental and community –based organisations (NGOs and CBOs) improve their effectiveness, efficiency, and accountability as contributing civil society institutions. This Guide will accompany each of the five manuals in the series with the explicit goal of helping to entice you, your organisation, and others to adopt, adapt, and use them as resources for active personal and organisational learning.

As an introductory statement to the NGO/CBO Capacity Building Series of professional, organisation and community development learning materials, the objectives of this document are to:

- describe briefly the genesis of the series, stages that lead to their development and those involved in these efforts
- provide an overview of each manual
- explain the overall design of the individual documents, specific components that are common to most of them, and the rationale of each component in helping make the manuals a bit more *user friendly*
- provide a short overview of the complexity that defines the emergence of NGOs and CBOs as important and growing institutions world wide
- describe how we and others define *capacity building*
- discuss briefly the differences as we see them between *training* and *learning*, what is meant by a *learning organisation* and *learning community*, and
- provide a few thoughts on how to use the manuals more effectively and efficiently in your capacity-building endeavours.

THE GENESIS AND DEVELOPMENT OF THIS SERIES

The genesis of the manuals being introduced by this *User's Guide* starts with the United Nations Centre for Human Settlements' (Habitat) commitment to provide training materials for local government officials in developing countries. One series of manuals, developed within the Local Leadership and Management Training Programme, was particularly popular which suggests they were also useful. It was the Elected Leadership Series: a set of 13 manuals designed to help local government elected officials increase their knowledge and skills in key leadership roles and responsibilities. The series has been used worldwide, not only by local government-elected officials but also by leaders in non-governmental and community-based organisations. They are available in more than fifteen different languages.

Several factors contribute to the success of these learning materials.

1. They are user friendly. Trainers can be trained to use the materials in less than two weeks with the second week devoted to conducting workshops for elected officials representing either the host country or countries represented by the trainers.
2. UNCHS encourages adaptation of the materials to reflect cultural, linguistic, and other differences represented by the user community. User groups are also encouraged to make changes in the text, the training designs, and the suggested delivery modes to meet the particular needs of constituents. Potential users of training materials are rarely given such explicit freedom to alter learning resources to meet the needs of their constituents.
3. The practical skill development orientation of the materials attracted the attention of other audiences. In particular, the leaders of non-governmental (NGO) and community-based (CBO) organisations found them useful in meeting many of their own staff development needs. This expanded audience of local leaders prompted UNCHS to consider what they might do to address the training needs of NGOs and CBOs more directly.

Specifically, UNCHS convened a select group of NGO/CBO leaders from 15 countries in Sub-Sahara Africa (23-28 November 1998) to advise Habitat on the training needs of their organisations. They were joined by a number of local government managers from Kenya since one re-occurring theme in NGO/CBO leadership and managerial effectiveness deals specifically with their relationships with local governments.

The UNCHS Capacity Building Strategy Workshop, convened in Nakuru, Kenya, was successful. The delegates reached consensus on the managerial and leadership development needs of their organisations. These needs were translated into a series of detailed curriculum packages they wanted UNCHS to develop. The delegates recommended that the materials be based in large part on the design of the Elected Leadership Series, which incorporate concepts, strategies and ideas on specific topics with experiential skill development exercises.

It became increasingly clear at the strategy workshop that the fate of NGOs and CBOs is often intertwined with their relationships with local governments. It's not a matter of dependency on local governments but rather the potential inherent in healthy collaborative relationships between local governments and community institutions. As a result, the training series that was recommended by the workshop delegates includes a manual on NGO/CBO-Local Government Collaboration, *Building Bridges-Participatory Planning*. Furthermore, it was recognised that the intended audience for this training series might include local governments, a factor the delegates wanted built into their design.

Even before the Nakuru workshop had convened, the Steering Committee of the Regional Program for Capacity Building in Governance and Local Leadership for East and Central European Countries (managed by Partners Romania) had identified participatory planning and conflict management as two of their top priority training needs. While the constituents in this particular program are primarily local governments, the training needs the Committee members identified coincided with some of the training needs identified by the NGO/CBO institutions participating in the capacity building strategy workshop in Sub-Sahara Africa.

Since UNCHS works with all these institutions, it made sense to combine the two efforts. Consequently, two of the manuals in this series are funded in large part by the Open Society Institute's Local Government and Public Service Reform Initiative with assistance from the Government of the Netherlands working through UNCHS.

MAKING DEMOCRACY WORK AT THE LOCAL LEVEL

The manner in which the development of these learning materials has unfolded highlights several trends that are taking place worldwide. First, the possibilities for actually achieving local self-governing status around the world have never been better. The top-down, authoritarian governments in a large part of the world quickly collapsed after several decades of mismanagement and deceit. With their demise came opportunities for citizens to re-establish local self-governments to control the destiny of the physical place they called home. The Partners Romania initiative to build local government capacity through training is recognition of these shifts in the political landscape of these regions. It also recognises the importance of linking local governments and community-based institutions (NGOs/CBOs) in efforts to secure local self-governance processes and democratic values.

In other parts of the world, where local governments often exist on paper but central governments essentially control the process by denying access to resources, citizens have become restive, even angry. Increasingly, citizens are demanding a greater and more potent voice and influence in the way their community functions. Central governments have been loosening their grip on the governing process in recognition of their failures to deliver promises and under increasing pressure to restore power and resources to local governments and their networks of community-based institutions. Non-governmental and community-based organisations have been effective advocates in efforts to restore the local self-governing process in many regions of the world. This project is recognition of the symbiotic relationship that often exists between local government institutions and the collective NGO/CBO networks at the community level.

A POTENTIALLY DIVERSE CLIENTELE

It should be clear by now that the intended audience for these learning materials is diverse. Obviously, it includes the initial target NGO/CBO institutions and those individuals serving in leadership and management roles. Much of what is included

in this series of manuals can also meet the training needs of local government elected and appointed officials and their professional and technical personnel.

There is an important intermediary audience that we want to focus on for a moment. It is the network of training providers who serve local governments and community organisations. These include designated local government training institutes, NGO umbrella support institutions, local NGOs or CBOs who see their roles as providing capacity building experiences for others, private sector training organisations, and, of course, individual trainers and consultants.

Our message to this collective audience of potential users is to be creative in the use of the materials and the identification of learning opportunities to serve the primary constituents outlined above. While training materials, such as these, are seen as the basic building blocks for designing and delivering skill workshops, their potential is much greater. For example, the Participatory Planning and Conflict Management manuals are designed to facilitate planned change efforts in the community. Other manuals in the series can become effective tools for helping NGO and CBO leaders implement organisation development programs. And, the creative trainer/consultant will see the series as a comprehensive set of tools she can use in many different ways to structure interventions at various levels of the community to meet client needs.

The series has been borne out of concern from grassroots organisations and leaders that their ability to serve the community is directly tied to their continuing commitment to learn. Equally important is the recognition that NGOs, CBOs, and local governments have a responsibility to help others learn as well. The management literature is full of references to *learning organisations*, and we will describe later what some of the authors mean when they use this term. For NGO, CBO, and local government leaders, the challenge is not only to create learning organizations but *learning communities*.

Regarding this concept of a learning community, there are two *user-oriented* concerns that were raised by many of those individuals involved in the production of these learning materials. The first concerns the learning needs of small, indigenous NGOs and particularly CBOs that are operating with limited staff, many of whom have limited formal education. This is where the learning community comes into play. It is imperative that the more fortunate NGOs and CBOs, those operating with better educated and trained staff, come to the aid of their colleagues in the smaller NGOs and CBOs who need help in capacity building.

The help can involve simplifying the materials in these manuals to be a bit more *user friendly* to NGO and CBO staff members who may have difficulty reading much of what we have written. It may also include conducting separate sessions for some members of these smaller organisations or perhaps special sessions to train some of their members to work as trainers, who would in turn focus on the needs of smaller organisations.

One final comment about the diversity of the potential clients for these learning materials before moving on. It includes the challenge of working with volunteers. These valuable members also need to become part of the learning community. This means many things but above all the opportunity to participate in training workshops and seminars, either as trainees or trainers. Many volunteers come to NGO and CBO organisations with rich backgrounds and experiences. Tap these aspects of their wealth to enrich your organisation.

A QUICK OVERVIEW OF THE CAPACITY BUILDING SERIES

As indicated in the historical perspective on how these manuals can about, two of the manuals were developed under slightly different sponsorship and circumstances. The *Building Bridges* (BB) manuals, *Building Bridges through Managing Conflict and Differences* and *Building Bridges through Participatory Planning*, deal with important outreach processes and skills that NGOs and CBOs can use to increase their effectiveness in working beyond the boundaries of their organisations. As the sub-title of these manuals suggest, *building bridges between citizens and local government to work more effectively together*, the target audiences go beyond NGOs and CBOs and explicitly urge the involvement of local governments and citizens. This inclusive approach to capacity building makes explicit the need to engage citizens and local governments in many of the activities undertaken by civil society institutions.

In *Participatory Planning*, there is a set of tools designed to help a group, team, or committee work through a series of decision-making and problem-solving activities in a collaborative manner with the help of an external facilitator. In *Managing Conflict and Differences*, the user can select from a range of conflict management approaches including negotiation, mediation, and constructive dialogue. While many would argue that these various skills are best used in the hands of experienced professionals, our position is more egalitarian. We believe these are strategies that many of us use in

every day life and that we can all benefit from sharpening our skills to use them through both formal training and reflective application.

You may be wondering about the differences between what is covered in the manual, *Building Organisational Outreach Capacity*, and these two Bridge Building publications. The two BB manuals are more substantive and collaborative in orientation. They represent activities that NGOs and CBOs can engage in to build community social capital and to get specific projects started and conflicts resolved.

By contrast, *Building Organisational Outreach Capacity* and the other two manuals on *Financial Management* and *Human Resource Management and Development*, focus on internal skills and strategies NGOs or CBOs can use to be more effective and sustainable as organisations. In the *Organisational Outreach* manual, we will take a detailed look at concepts, strategies, skills, and practices associated with working beyond the boundaries of your organization. It includes a variety of communicating and influencing strategies, systems, and skills that NGOs and CBOs can use to achieve their mission and goals through deliberate outreach activities.

The two manuals on internal aspects of organizational capacity building take in-depth looks at two key internal management processes: 1) *Developing and Managing Financial Resources*; and 2) *Managing and Developing Human Resources (HRM/D)*. The publication on financial management covers such key functions as: records and reporting; operating and cash budgeting processes; various aspects of financial administration, i.e., revenue collection, purchasing and stores management; and oversight procedures, i.e., auditing. *Managing and Developing Human Resources* takes the reader through the full journey of a person's experience within an organisation from the hiring process to retirement and other exit strategies. It also has a slight variation in terms of its focus. In addition to addressing the HRM/D needs of full-time employees, it looks at the special needs of managing volunteers. Many of the examples in both Parts One and Two of this manual are designed around the special challenges of managing and developing volunteers to their highest potential level of contribution to the organisation.

Each manual is designed to stand alone as a professional and organisation development opportunity. Collectively, they cover five of the key issues that managers of NGOs and CBOs are confronted with in their everyday involvement of managing a discrete organisation, reaching out to the community and beyond for influence and sustainability, and providing valuable services in participatory planning and conflict management. With this quick overview of the series, we want to move on to look at some of the features that define the content and presentation style of the manuals.

FEATURES DESIGNED TO INCREASE USER EFFECTIVENESS AND EFFICIENCY

Peter Drucker, the venerable world resource on the management of all kinds of organisations and institutions, helps us put *capacity building* and the design of these manuals into perspective. Drucker, cutting to the core, says management is the ability to create and maintain *effective* and *efficient* organisations. *Effectiveness* is *doing the right things* while *efficiency* is *doing things right*. Effectiveness is essentially the *leadership* dimension of management, assuring that your organisation is focused and directed to achieve its mission, vision, and goals. Efficiency is all about *implementation*, managing the way you get things done.

We've attempted to apply Drucker's terse definition of these two managerial qualities and processes to the development of these manuals. Each of the five manuals in the series has two separate components: Part 1: Concepts and Strategies, and Part 2: the Tool Kit.

- Part 1 components are concerned with "what"- *effectiveness* type questions, doing the right things, i.e. what are the main components of an effective financial management system for most NGOs and CBOs.
- Part 2 components, the tools required to be effective, address "how"- *efficiency* queries, doing things right, i.e., how to write a business plan as part of your financial management system.

CHAPTER TWO DEFINING THE TERRITORY

All slang is metaphor, and all metaphor is poetry
Gilbert Chesterton
The Defendent

The use of metaphors to communicate key content components

We like to think of learning as a *Voyage of Discovery* and will use this expression to describe your interactions with the contents of this manual. We also use this voyage metaphor to label a number of features in the manuals that are designed to make them a bit more user friendly. For, example, you will encounter *road maps*, *travel advisories*, and *pit stops*, all variations of the *voyage of discovery* theme. We will say more about these techniques in a moment. In the meantime, let's explore the voyage of discovery idea in a bit more detail.

For many of you who have created new non-governmental (NGO) or community-based (CBO) organisations, this expression must bring to mind many exciting and, at times, difficult side trips on that voyage as you tried to sustain your organisation and its mission. As you embark on this particular voyage of discovery, i.e., learning how to manage your organisation's human resources more effectively and efficiently, there are several things to keep in mind.

First and foremost, this manual has been written to serve managers working in very different environments under vastly different circumstances. Trying to gather the diversity of NGOs and CBOs under one umbrella for a useful discussion of human resource management and development, for example, is a difficult task. For the organisation that operates with only one or two full-time employees, much of what is covered in this manual may seem too complex, even unnecessary. For the large NGO operating nationally with a sophisticated human resource or personnel management system, the contents may be of little interest. Given these extremes, the manual is targeted to managers of those organisations that fall somewhere in the middle.

There is a second dilemma. You not only represent a rich mix in terms of size, you also engage in a wide range of program and service arenas. Your organisations are often created to meet service and clientele needs that fall outside the mandates, resources allocation processes, and interests of traditional public institutions and most private firms. Given the broad and diverse nature of your collective endeavours, many of the examples used to illustrate certain concepts or strategies may not be relevant to your personal experience. We suggest you take these divergent examples as opportunities to step outside your organisation for a fresh look at how you operate. Sometimes, it is helpful to "wear" the experiences of others to better understand the cloth from which our own operations are cut.

Now, a few words about those travel aids that are provided for your personal voyage of discovery. At the beginning of each of the chapters in the financial management, human resource management and organisation outreach manuals, we provide a *roadmap* to let you know what to expect as your journey through those passages. (*Roadmaps* have not been provided in the *Building Bridges* manuals since this was a lesson learned too late to incorporate into those two manuals.)

From time-to-time in this *Voyage of Discovery*, we will issue *Travel Advisories*. These are intended to alert you to certain features that might make your voyage a bit easier or even shorter. To get you accustomed to these *travel advisories*, here's the first one.

<p><i>Travel Advisory!</i> Based on the rich mix of potential users of this manual, you will encounter management concepts and strategies that may not fit your experience or needs. When this happens, use the manual and its contents as a general roadmap and not a detailed set of instructions on how to get from point A to B.</p>

A road sign you will encounter in Part 1 of the *Building Bridges: Participatory Planning* is something called the *Pit Stop*. This metaphor alerts the reader that it is time to leave the main road and indulge in some serious maintenance activities. In the case of Participatory Planning, the *Pit Stops* represent a case study about the various steps in the participatory planning process as they are described in theory in the text. The rationale for including the case study is twofold. First, it helps to clarify and amplify the concepts and strategies associated with the participatory planning (PP) process to make these sometimes abstract ideas more concrete. Second, it is difficult to simulate the PP process effectively in a residential workshop setting. This was a valuable "lesson learned" during the field test of that manual. Participatory planning is one of

those processes best learned by doing in a real life situation. Given this reality, we thought the case study would be helpful in describing some of the things to expect while engaging in the process.

Reflections: There are times when we suggest you pull off the road and spend a few moments in reflection. These are opportunities to think about what has been said and to put our ideas into perspective based on your own experience. Many of these *reflection* events are also good learning exercises, i.e., challenges you might bring up at a staff or governing board meeting to stimulate discussion.

This, of course, reminds us of Vauvenargues' maxim uttered in 1746, *No one is more liable to make mistakes than the man who acts only on reflection*. Not to worry, these reflections are just meant to be warm-ups for the real decisions you will make later on.

Proverbs: We have used many proverbs and ethnic sayings throughout these manuals to illustrate an idea in the text and to stimulate your creative thinking. As other manuals provided under similar sponsorship, such as the UNCHS (Habitat) Elected Leadership Series, have been adopted and adapted by other countries and cultures, an inevitable question arises. "Shouldn't we change the proverbs to reflect only the culture of our own country or region?" It's a reasonable question and one we have heard on many occasions. It is, of course, an option as you adapt these and other manuals to meet your specific country or local training needs. On the other hand, we happen to believe that proverbs, aphorisms and valued sayings from many parts of the world can often enrich understanding of our own cultural traditions and values. They are mere glimpses of how others view aspects of their world and capture those images in a few words.

There is another very practical reason to use most of the proverbs as they are presented in the manuals. It is difficult work to find sayings that reasonably reflect a point of view or challenge a perspective that has been presented in the text. In one country where an attempt was made to insert only proverbs representing their culture, the researcher given the task came up with local sayings that didn't quite fit the text, and they lost their meaning when recommended as replacements. Others simply conveyed the wrong message. For example, the proverb suggested for the role of leader in the elected leadership series was, "The fish smells from the head." Perhaps it conveyed the reality of their leadership situation at the time, but it was not very inspiring to others.

The other standard barrier you will find in all the manuals is an attempt to summarize the *Key Points* at the end of each of the chapters in Part 1: Concepts and Strategies. Unlike some of the metaphorical terms, this seems straight forward, needing no explanation. At this point, we want to shift gears (Oh no, not another travel metaphor!) and talk about the evolving world of NGOs and CBOs.

WHAT DO WE MEAN BY NGO AND CBO

The NGO/CBO community has been splintered into so many categories over the years that a simple reference to one of its members being either an NGO or CBO only positions it vaguely between public institutions and private firms. When we use the acronym *NGO/CBO* to identify the organisations and leaders to whom we are addressing these materials, you might interpret this cluster of institutions quite differently based on your own experience and perspective. This identity crisis about what these institutions represent emerged in the two regions we worked with to develop these materials. The team from sub-Sahara Africa with a rich history in non-governmental, not-for profit organisation and service had a very different experience and orientation to NGO/CBO organisations than the individuals we worked with in central and Eastern Europe. That region was just beginning to embrace the notion of a *third sector* way of doing things when they joined this endeavour. By the way, another umbrella term used to describe these organisations is the one we just used, *the third sector*, i.e., being neither the private nor the public sector.

The World Bank as an institution has thought a lot about these third sector kinds of organisations in recent years as it looked for alternative ways to leverage their investments in development. Here's how they described them in a recent publication.

Definitions vary, but NGOs typically are entities that are entirely or largely independent of government and have humanitarian or co-operative rather than commercial objectives. ⁽¹⁾

There has been a virtual explosion in the number of non-public, non-private, non-profit organisations operating at all levels of our global society. Not only have the numbers increased rapidly, so have the labels by which we try to keep them sorted

into neat categories. We've been talking about NGOs and CBOs as though these terms represent the whole of the parts. It is no longer this simple. Add to these: Grass Roots Organisations (GROs); Grass Roots Support Organisations (GRSOS); International Non-governmental Organisations (INGOS); Voluntary Resource Organisations (VROs); Governmental Non-governmental Organisations (GONGOs); Big Non-governmental Organisations (BINGOs); Private Voluntary Development Organisations (PVDOs); not to mention TNGOs, NNGOs and SNGOs. These last three translate into Transnational North and South NGOs. North and South, of course, are global labels that try to differentiate, in gross terms, the *haves* and *have-nots* in this business.

The capacity of some of these organisations to proliferate is incredible. A non-governmental organisation called End Child Prostitution in Asian Tourism (ECPAT) was initiated in 1990 when representatives from nine Asian countries came together to forge an alliance to fight the scourge of child prostitution in their region. Before the decade had run its course, over 60 countries around the world had established ECPAT organisations, including many western European countries and the United States.

The magnitude of this community of NGO-type organisations is also enormous. For example, the number of NGOs considered to be international went from 176 in 1909 to 28,900 in 1993. In three years, from 1990 to 1993, the number of NGOs registered with the Government of Nepal went from 220 to 1,210. Tunisia had over 5,000 NGOs registered with the government nearly a decade ago. And, many NGOs are huge in size and outreach. The Bangladesh Rural Advancement Committee (BRAC) in 1993, for example, had over 12,000 staff members and worked with more than three million people. India's Self-Employed Women's Association (SEWA) had over one million clients nearly a decade ago. One Sri Lanka NGO works in more than 7,000 villages.⁽²⁾

These examples are in no way meant to be representative of what is happening in other parts of the world. Nevertheless, they provide a glimpse into what has become a massive global movement to manage human and material resources using templates that fall outside the classic governmental and private-for-profit models of organising. At the top end of this continuum in terms of size, resources, and influence are organisations like Save the Children, founded in England in 1919 and cloned in countries world-wide as their network represents and responds to the diverse and evolving needs of children.

On the other end of the continuum from these burgeoning institutional giants are the one- and two-person NGOs and CBOs. They are often born out of frustration, commitment, and sheer grit when social, political, economic, or environmental problems fester in their midst and the organised world, for whatever reason, doesn't seem to respond.

In between the multi-national and global-reaching BINGOs and INGOs and born-in-the-breach, community-based organisations are a rich mix of other types. For example:

- NGOs that have taken on the task of servicing other NGOs, often called umbrella NGOs (UNGO) or apex NGOs (ANGO).
- Religious, faith, and ethnic-based NGOs, many of which have been around for centuries.
- NGOs created and operating at the national, regional, community, and neighbourhood levels of social interaction. When their territory is localised, they are often referred to as CBOs and GROs but not always, which reaffirms the difficulty of trying to be logical in putting labels on these organisations.
- And, on rare and unfortunate occasions, there are NGOs that are driven by greed, taking advantage of opportunities to exploit their constituents and funding sources.

The landscape of the third sector is untidy but wonderfully exuberant.

What counts is not the confusion, but the profusion.

L. Nielsen

Given such a diverse audience, where and how does this series of capacity building manuals and tools fit into the overall scheme of things? To help anchor our own concerns about the role of these materials in helping NGOs and CBOs build their capacity to respond in a responsible manner, we take a short sojourn to higher ground, something known as the *Commons*.

THE COMMONS: METAPHOR FOR THE NGO/CBO COMMUNITY OF SHARING

Roger Lohmann wrote a book several years ago called The Commons: New Perspectives on Nonprofit Organisations and Voluntary Action. He makes the analogy between what he calls *the commons* and the missions and values represented by most NGOs and CBOs. His comments set the stage for a bit of introspection, or reflection, about the uniqueness of your institutions.

The *commons*, as an operating concept, involves the following characteristics: altruistic motives and behaviour; various forms of donations and gift-giving; and programs that involve search, investigation, learning, and other ways of expanding common endowments. Lohmann's interpretation of endowments is very broad, encompassing not only tangible goods but the range of routines, skills, techniques, and other useful behaviour learned by the commons' participants and passed on to others for the common good. (We interpret this to also mean capacity building.)

Finally, he ties the characteristics of *the commons* back into the prerequisites of the Greek *koinonia*, or community: 1) participation is free and uncoerced; 2) participants share a common purpose; 3) their participation involves a sense of mutuality and friendship; and 4) their interactions are characterised by fairness. ⁽³⁾

Reflection

Stop for a moment and reflect on these characteristics of the Greek *koinonia* and Lohmann's interpretation of *The Commons*.

Which of these characteristics are common to the way you currently operate?

What are some actions you might take in working with your colleagues to achieve a greater sense of community - what Lohmann describes as the attributes of *The Commons* - in your organisation and interactions with your constituents?

NGO/CBO AND THE CONCEPT OF THE CIVIL SOCIETY

In a thoughtful book about the future of NGOs that are engaged in international development, Alan Fowler speaks about the concept of a *civil society*, a phrase that has become easy to use and difficult to understand. By the way, this is not a term synonymous with the third sector, i.e., NGOs and CBOs. To suggest so, at least subconsciously, would be to relegate private and public institutions into the realm of "uncivil" elements of society.

Civil society is a messy concept that is employed to describe how nation states evolve and how societies behave. Irrespective of how the concept defined or misused for economic or political reasons, civil society is increasingly seen as an expression of citizens asserting themselves. The long-term development questions are, first, where will power lie within civil society and second, how will civil society exert its influence? ⁽⁴⁾

While he suggests that only sketchy, uncertain answers are possible in response to these questions, he foresees the establishment of a new dimension to civil society: the emergence of multilevel citizens' networks which will oversee states and markets nationally and internationally. Is this an emergent role for locally operating NGOs and CBOs? It's something

to keep in mind as you and your colleagues contemplate the extent to which you can extend the outreach capacity and influence of your organisations in the face of global trends.

THE TARGET AUDIENCE

We mentioned earlier and very briefly who we see as the primary client who might use these manuals. It's time to be more specific. The primary focus will be on those NGOs and CBOs that are local, small in size, and relatively unsophisticated in the way they operate and those who provide training and development opportunities to these kinds of organisations.

By the way, it is easy to make value judgements about the first category of target organisations just mentioned, so we want to clarify our position. Being small, local, and operating through the use of simple systems and procedures doesn't mean they are ineffective, inefficient, or mismanaged. All organisations, irrespective of size or sophistication, are capable of these operational malfunctions.

We have focused this series on smaller NGOs and CBOs knowing the larger institutions have access to any number of capacity building opportunities while their smaller counterparts often do not. The development needs of smaller organisations are also different. For example, the manual on *Building Organisational Capacity through Developing and Managing Financial Resources* is designed as a workbook to develop simple financial systems and procedures, something larger NGOs will have little use for. The same is true of the manual on *Human Resource Management and Development*.

The manuals on *Participatory Planning* and *Managing Conflict and Differences* fall into a different category of user friendliness and relevance. They have been written for a wider audience of potential users although the smaller NGOs and CBOs were the core constituent audience in mind when all of these manuals were crafted. We also expect these two manuals will be useful to local government officials and staff members in their various roles and responsibilities.

The second *target audience* category includes individuals and institutions that are committed to serving NGOs and CBOs with capacity building opportunities. These are the training institutions, trainers, consultants, and managers who actively work with staff members, professional teams, and others to build their capacities to be more effective, efficient, and accountable, just to name three of the important managerial qualities that NGOs and CBOs should embrace with commitment and vigour.

Before addressing the equally amorphous concept of *capacity building*, here is one final comment on the potential users of these manuals. The umbrella and apex NGOs that serve a constituent base of other NGOs and CBOs should also find these manuals useful. We encourage these organisations as well as others to alter the manuals' text and tools to meet their specific operating needs, as well as those of organisations they have been established to serve.

Footnotes

- (1) Gibbs, Christopher, Claudia Fumo and Thomas Kuby. Non-governmental Organisations in World Bank-Supported Projects (Washington, DC The World Bank, 1999) p.1.
- (2) Edwards, Michael and David Hulme (editors), *Beyond the Magic Bullet* (West Hartford, Connecticut: Kumarian Press, 1996), pp. 1-4.
- (3) Lohmann, Roger A., *The Commons* (San Francisco, CA. Jossey-Bass Publishers, 1992) see pages 17-8 and 58-9.
- (4) Fowler, Alan. *Striking a Balance: a guide to enhancing the effectiveness of non-governmental organisations in international development.* (London, Earthspan, 1997) p. 230.

CHAPTER THREE CAPACITY BUILDING PERSPECTIVES

The future belongs to those who see possibilities before they become obvious
John Sculley

To paraphrase John Sculley, building the capacity of organisations and people is largely about seeing possibilities before they become obvious. Capacity building is creating visions of what individuals and organisations *can be*, before they *will be*. It is securing the future by addressing current development needs and opportunities.

At the time this is being written, *capacity building* is one of the current crusades of international donors. As we all know, development fads come and go as these institutions struggle to find the right formula for success or, at times, to justify their existence. Since we represent the training and development wheels on this latest bandwagon of development rhetoric, we will try to be candid regarding our own biases about capacity building. But first, here is a look at how others define it.

World Learning Inc., CARE and World Wildlife Fund published *A Guide to Strengthening Non-Governmental Organisation Effectiveness in Natural Resources Management* in 1996 that provides, among other things, a good synopsis of capacity building approaches used in a large natural resources management project in sub-Saharan Africa at that time. Their summary ranges across a rich mix of approaches, which confirms our own concern that this is at best an inexact art form. ⁽¹⁾ Let's see if we can sort out the various schools of thought regarding *capacity building*, or institutional development, as it is often called.

World Learning defines institutional development (capacity building) as

strengthening organisational capacities to effectively provide services to constituents, including the development of systems to maintain this capacity. Institutional development is a dynamic process, as NGOs become learning organisations capable of influencing and adapting to a continually changing environment... and is most effective when it is a participatory process. ⁽²⁾

Variations of institutional development, ergo *capacity building*, based on their study included:

- A combination of grants for development activities and support for training and technical assistance based on the results of a participatory institutional diagnosis of the organisation's mission, internal and external environment, management, resource bases, etc.
- Various kinds of partnerships, i.e., with more mature NGOs in a mentoring role, donors, public institutions such as local governments, and organisations engaged in common missions.
- Functional networks of NGOs engaged in similar endeavours that find opportunities for institutional development through sharing information and training.
- Focus on such policy and programme initiatives as gender equality and integration as an integral part of institutional development. ⁽³⁾

LESSONS LEARNED

Among the lessons learned from this comprehensive study of capacity building were:

- Training individuals didn't necessarily strengthen their organisations. Often they didn't share what they learned with others in the organisation or they used the training to seek and secure new employment outside the organisation.
- Collaboration with stronger organisations in itself doesn't necessarily promote capacity building.
- Networking in itself doesn't have significant beneficial effects, largely because many organisations aren't equipped to take advantage of networking opportunities.

- Some of the most effective capacity building took place when bottom-up approaches were strongest.
- Capacity building requires a mix of training, technical assistance, and information support linked to actual use of these strategies in implementing the organisation's mission.
- Building the capacity of NGOs requires experimental initiatives and the opportunity to take risks. ⁽⁴⁾

A BOTTOM-UP PERSPECTIVE

Looking at capacity building from the bottom-up from the perspective of NGO/CBO leadership, we get a different perspective. In the Nakuru, Kenya workshop where the capacity-building needs of a diverse group of NGO and CBO organisations from sub-Saharan Africa were represented, the participants were clear about wanting help in building their collective capacities to serve their constituents more effectively. But, they were also clear about wanting greater capacity to compete for scarce resources and to survive. (International donor organisations like to talk about survival as sustainability. It sounds less threatening and more professional.)

From central and Eastern Europe, the requests for capacity-building assistance were more external to their organisations and less focused on internal management concerns. Specifically, they focused on how to work more effectively with local governments and citizens through processes of participatory planning, and how to manage differences and conflicts within organisations and communities. These needs were also expressed in the Nakuru gathering of NGO/CBO representatives.

The challenges in responding to the bottom-up needs of NGOs and CBOs in terms of capacity building are several. These have been alluded to previously but bear repeating.

- The breadth of sizes and organisational arrangements represented by the NGO/CBO collectivity are enormous.
- The policy and operating environments in which they operate are equally diverse.
- Expectations about what capacity building should be and “How can it help me as an NGO or CBO manager?” are expansive. As expressed by the participants in Nakuru, they ranged from: how to hire better employees to how to deal with international agencies; how to manage conflict in the organisation and community to how to “network”; how to manage store inventory to how to influence our local elected officials to support us.
- Throughout these expectations were concerns for a number of crosscutting issues and how to cope with them. They included equity and integration of gender, age, and ethnic and racial diversity; access to resources; and, of course, sustainability.

CAPACITY BUILDING FROM THE PERSPECTIVE OF UNCHS AND ITS PARTNERS

UNCHS and its partners have based the development of these learning materials on some basic assumptions about capacity building. At the heart of capacity building is individual and organisational learning, specifically experiential learning or learning by doing. If this kind of learning is to be encouraged and facilitated, it can benefit from tools that are affordable, practical, accessible, and easily adaptable to meet local learning needs. They also need to be user friendly from at least two perspectives: that of the trainer and training manager and that of the training participant. The tools should be based on their expressed ~ needs and wants, not the needs and desires of the organisation and I individuals who are providing the training opportunities. In capacity- I building jargon, this means *demand-driven not supply-driven tools*.

As the participants in the Nakuru workshop emphasised, the learning materials need to be of the *how-to* variety:

- how to communicate more effectively
- how to resolve conflicts and differences

- how to write a job description
- how to engage in participatory planning with stakeholders who have a different view of the world
- how to develop performance indicators that work and can be used to determine organisational and program efficiency and effectiveness
- how to hold a productive dialogue with your adversaries
- how to plan a project from beginning to completion
- how to write a business plan
- how to lobby and influence significant others
- how to listen actively
- how to coach and mentor colleagues
- how to hold officials accountable
- how to create visions and to turn them into measurable results
- how to find what the real problem is that needs to be solved rather than chasing after some symptom or selling a solution as the problem
- the list is virtually endless.

However, *how to* tools aren't enough. These tools need to be used and, in most situations, managed. Their use falls into two categories: self-instructed learning, where someone is motivated to pick them up and learn from them without the benefit of a teacher or trainer; and facilitated learning. The second category will most likely involve a trainer and these trainers need to be trained. Thus, the introduction of training tools and exercises in all the manuals in this series and other series produced by United Nations Centre for Human Settlements (Habitat).

The management of the learning or training process is certainly made easier with the availability of training materials that can be adapted, used without restrictions, are inexpensive, and designed to be used without a lot of trainer preparation. Our bias is to keep the cost of managing training to a minimum in time, funds, and bureaucracy. We also have a bias for the training to spread by osmosis, not by some rigid and formalistic game plan.

In these respects, the Regional Capacity Building Programme for Central and Eastern Europe, managed by Partners Romania Foundation for Local Development, is a good model of training management. They operate as the interim facilitator between UNCHS (Habitat), the Local Government Initiative of the Open Society Institute (LGI/OSI) in Budapest, Hungary, and trainers from different countries in the region who train trainers, develop materials, and otherwise direct the flow of tools from the "manufacturer" to the user. The Foundation also facilitates an ever-growing network of contacts, ideas, and stimuli directed toward building the capacity of local governments, NGOs, CBOs, and their collective leadership and staffs to serve the region.

The materials in this series are designed to also encourage many of the strategies outlined in the World Learning report mentioned earlier. Past experience with other similar materials developed by UNCHS (Habitat), LGI/OSI, and their networks of enablers confirm this. To reiterate, these strategies include:

- training and technical assistance to interim learning facilitators and the ultimate users of such services
- partnerships and active collaboration among like-minded institutions and individuals
- functional networks that facilitate the sharing of ideas and materials at a minimum of investment
- a bottom-up approach to learning and demand for learning opportunities
- information sharing from point-to-point in the networks without the need to use a switchboard, and

- grants for development of innovative training materials, their adaptation, and for capacity-building support to national and local training institutions.

CAPACITY BUILDING'S BOTTOM LINE

In efforts to learn how others approach the challenge of building NGO/CBO capacity, we came across two quotes that describe the operational bottom line for NGO and CBO managers. They also say a lot about how capacity-building endeavours should be crafted to serve the developmental needs of these managers and their organisations.

The first is from an article by Alan Fowler on *Assessing NGO Performance*.

To be effective, three principal areas of ability are required of NGOs and CBOs:

1. An ability to *be* - to define and maintain its identity, values, and mission.
2. An ability to *do* - to achieve stakeholder satisfaction.
3. An ability to *relate* - to manage external interactions while retaining autonomy.

When combined, these three areas of organisational ability determine the overall performance of NGOs as well as their role and institutional position as civic actors.⁽⁵⁾

The other comment is by Peter Drucker who, in the late years of his very productive efforts, focused on the finer points of NGO management. He says the five most important questions that NGO and CBO managers must ask themselves are:

- What is our mission?
- Who are our clients?
- What is important for our clients?
- What are our results?
- What is our plan of action?

Capacity building, from the perspective of the development of these training materials, is helping NGO and CBO managers and employees answer these fundamental questions with assurance and develop the skills, knowledge and ability to achieve them.

Footnotes

- (1) Michael Brown and JoEllan McGann (eds). *A Guide to Strengthening Non-governmental Organisation Effectiveness in Natural Resource Management*. Washington, PVO-NGO/NRMS Project, June 1996. The discussion about capacity building has been gleaned from pages 34 through 46 of this report.
- (2) *Ibid.* pp. 34.
- (3) *Ibid.* pp. 35-45.
- (4) Brown, Michael, *Non-Governmental Organisations and Natural Resource Management: Synthesis Assessment of Capacity-Building Issues in Africa*. Washington: PVO-NGO /NRMS Project, July 1996. pp. 47-52.
- (5) Alan Fowler, "Assessing NGO Performance", *Beyond the Magic Bullet: NGO Performance and Accountability in the Post-Cold War World*. (Eds. Michael Edwards and David Hume). West Hartford, CT: Kumarian Press, 1996, pp. 179.

CHAPTER FOUR

TRAINING AND LEARNING AS CAPACITY BUILDING OPTIONS

Experience is not what happens to you; it is what you do with what happens to you
Aldous Huxley

The manuals in the Capacity Building Series are designed to engage the users in applying their experience, both past and present, to gain new knowledge and skills, to test assumptions that may not be working in a changing world, to make better decisions, to solve problems and to create opportunities for development and change. These processes involve access to new ideas, concepts, and theories, all the stuff found in Parts 1 of the manuals, and techniques and strategies to apply these new concepts, theories, and ideas to one's life experiences and learning needs, the Tools in Parts 2. This sounds all very complicated, but it is all related to the idea of learning from experience and through experience.

This learning from experience approach is in keeping with some contemporary ideas and strategies about training and learning as well as long accepted notions about how to help others learn more effectively. You probably have noticed that we have used the terms *training* and *learning* to describe the material in the Series. In fact, there are some significant differences between the two and they tie into some of the newer ideas about such things as *learning organisations* and something called *knowledge management*.

Training is largely trainer directed and managed, or to use a commercial term, supply driven. It is a process controlled in large part by someone or some organisation external to the learner. While this sounds negative, it is not meant to be. After all, most of us associated with the development of these materials consider ourselves "trainers". Effective trainers work from the learning needs of their clients to the extent they can and engage them in learning based on these needs and their experiences that have prompted the need to learn how to do things differently.

Learning, by contrast, is a process managed and controlled by the individual who wants to learn. Nobody can make us learn. We must want to learn and this comes from our internal needs, desire, and motivation to take in new ideas and knowledge and to learn new skills or to increase those we already possess. These are in turn associated with our behaviour - how we translate what we know into how others perceive us based on how we use what we know.

Learning is also the initiator of new or changing values. The kind of *tools* found in Part 2 of each of the manuals are intended to ignite the desire to learn by helping the learner reflect upon his or her own experience. They are also designed to help the learner turn new knowledge and skills into actions. Learning is like the age old query, "If a tree falls in the forest and nobody hears the sound of it falling, did it make any noise?" If you learn something new but don't use it to change your behaviour or values, does it make any difference?

The Capacity Building Series is designed to help the managers and staff of NGOs and CBOs engage in self-directed learning to the extent possible. For example, the *reflection* exercises in Part 1 are intended to remind the reader to apply what has just been read to his or her current experiences. Many of the tools in Part 2 are ones that can be used by managers and management teams to assess aspects of their own organisation's operating systems and performance and to plan changes.

While the participatory planning process, outlined in the Building Bridges manual by the same name, calls for a group facilitator, this role can be performed by organisation or community members with a little help from their friends. It may require new skills of the person who will be facilitating and the ability to step out of her or his current role to be a neutral helper. These conditions, while sometimes challenging, can be met without the aid of an outside expert.

Managers and others can sharpen their mediation skills, a process all of us engage in informally as we interact with others in daily life, by reviewing the options outlined in the BB manual on *Managing Conflict and Differences* and asking a friend or colleague to help them role play the steps outlined in one of the options.

THE LEARNING ORGANISATION AND COMMUNITY

The examples just given are about self-directed learning and not about formal training although each could be assisted by someone in the role of trainer. They are also examples of how organisations can become *learning organisations*. Simply put, a learning organisation is an organisation that puts a priority on learning and sticks to it.

Sticking to it means:

- Learning becomes a regular part of every person's job, not something for which we ship employees off to a training course or institution.
- Learning is seen as a process, not an event. A training workshop is an *event*. Learning how to fix potholes better by experimenting with new methods on the job is a work *process* that ultimately changes worker behaviour.
- Being creative, encouraging creative work, and fostering and supporting opportunities to fail but only if these failures, when realised, become opportunities to learn.
- Helping each employee learn how to help others learn through increasing their skills in coaching, asking helpful questions, and active listening, for starters.
- Fostering a climate of non-judgemental cooperation among all members of the organisation. This is the difference between, "Why did you do that stupid thing?" and "Let's see if we can figure out a better way to do it the next time."
- Having a shared vision within the organisation about always becoming better at what they do and how they do it. This means challenging assumptions about what they do and how they do it.
- New ideas and improvements are widely shared in the organisation. There is open and easy access to information throughout the organisation. Everyone is encouraged to communicate what they know that can help others do their job better and to improve the overall direction and operation of the organisation.
- Authority and responsibility is widely shared in the organisation. Employees are empowered to make decisions within the framework of their delegated authority and responsibilities.
- Learning is celebrated and rewarded. When a new process, procedure, idea, strategy, or whatever is discovered, tested, and applied successfully, it is widely shared in the organisation, and those involved are given credit for their contributions of new learning.

Communities can also put a high priority on learning and become learning communities. NGOs and CBOs are often in a position to help their communities become learning communities. Many of the characteristics of the learning organisation just discussed can apply.

To be fond of learning is to be near to knowledge
Tze-sze, Fifth century B.C.

HOW TO USE THE CAPACITY BUILDING SERIES

Hopefully, our discussion has already sparked ideas about how these materials might be used by you to create learning opportunities within your organisation or community. If so, some of the following ideas might fall into the *I've already thought of that* column.

If you are an apex NGO, serving other NGOs or CBOs or local governments, you might consider:

- Offering training of trainer (TOT) workshops for individuals whom you think would be effective in training others. The UNCHS (Habitat) Elected Leadership Series has been very successful based largely on short two-week TOT programs. The participating new trainers work with the materials the first week to plan a workshop they conduct the second week, working with a group of real elected officials.
- Conducting skill workshops based on client identified needs in any of the areas covered in the Series.
- Consulting assignments with NGOs and CBOs in a variety of areas, i.e., review of financial management systems; facilitating participatory planning sessions involving CBOs and local governments; helping an apex NGO expand its outreach activities, etc.
- Carrying out a survey of training or organisation development needs of NGOs and CBOs based on the content of the Capacity Building Series.

As an NGO, CBO, or local government manager, consider:

- Convening a group of your peers and colleagues to discuss the importance of promoting participatory planning processes within the community and then doing something about it, like training PP facilitators.
- Writing a business plan based on an organisational assessment using the questionnaire in the Financial Management manual.
- Holding a management team meeting to review your Human Resource Management system, based on the materials in the HRMD manual.
- Beginning a dialogue with key stakeholders about a conflict that has been festering in your community for too long, based on some of the ideas in the BB manual on Managing Conflict and Differences.
- Calling a meeting of local NGOs and CBOs to discuss ways to increase your influence with government officials about a policy that you all agree will hurt your organisations' efforts to operate effectively in the future.
- Using parts of the Participatory Planning methodology to develop next year's budget with your key staff members and stakeholders.
- Organising a mediator training program to prepare a group of individuals who can provide mediation services within the community.

The opportunities to build the capacity of your own organisation or other NGOs and CBOs within the community, using the materials in the Capacity Building Series, are many. Go forth and do good things.

Reflection

To complete this introductory tour of NGO/CBO and Capacity Building, we encourage you to stop for a moment and reflect on the following.

1. What aspect of NGO/CBO capacity building is most important to you, either as a provider of services to these institutions or as an active participant within their ranks?

2. How do you define capacity building?

3. What is the most important thing you could do in your role to increase the capacities of your organisation to be more effective, efficient, and productive? In other words, what is your capacity-building strategy?
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Revelation is always measured by capacity
Michael Fairless, *The Roadmender*

On this Voyage of Discovery, it's appropriate to end this introduction by a quote from *The Roadmender*, written over a century ago by a woman, Margaret Fairless Barber, who discovered at the time that her gender was a barrier to be taken seriously as a writer. Capacity building is also about disposing of this and other mindless inequities in our communities. In conclusion:

- Capacity Building is the art and craft of helping others become more than they are now capable of being through a wide range of developmental strategies. These may include: training, self-directed learning, skill building, insights, changed behaviours, networks of people and institutions, technical assistance, information and experience sharing, new knowledge, nurturing, support, and the freedom to risk and falter on the way to new levels of capacity building.
- Capacity Building is the ability to be, do, and relate better now than you did yesterday in anticipation of a more productive tomorrow.
- Capacity Building depends largely on the commitment to do it. So, take what the manuals in this Series have to offer and just do it.

Key Points

- This User Guide is an introduction to a series of manuals on Capacity Building for NGOs and CBOs.
- The five manuals include knowledge and skill building opportunities in participatory planning, managing conflict and differences, financial management, human resource management and development, and building organisation outreach.
- Each manual has two distinct components: a reader on concepts and strategies; and a tool kit of management and training support instruments and devices.
- The development of these materials involved a large number of NGO and CBO leaders as well as training and development specialists from several regions of the world.
- The manuals are designed to be user friendly. To accomplish this goal, the principal author has used the metaphor of a *voyage of discovery* and other similes to describe the reader's involvement in the learning process.
- The ever evolving and complex world of NGOs and CBOs is described as well as what the authors and others mean by the term *capacity building*.
- The target audience for Capacity Building Series includes NGO and CBO leaders and staff, local government officials, elected and appointed, who want to learn how to work with NGOs and CBOs more effectively and creatively, training institutions, trainers, consultants, and interested others.
- An attempt is made to explain what is meant by training, learning, and learning organisations.
- Some clues are given about how to use the series effectively, efficiently, and creatively.
- This introduction is wasted unless you decide to commit yourself to engaging in a rich and productive learning process with your colleagues and maybe even your adversaries. So, go forth, learn, and do good things for and with your community.

ADDENDA

A TRIBUTE TO THOSE WHO HELPED MAKE THIS SERIES POSSIBLE

As the Executive Director of UNCHS (Habitat) indicated in her Foreword, the development of this series of training manuals was accomplished with the help of many caring and committed friends. They share a passion for working at the grassroots level of governance and leadership, and support the need for continuing efforts to build the capacity of local institutions, their leaders and staff to better serve their communities.

While the focus of this series of manuals is on NGO and CBO capacity building opportunities, you will quickly note that many of the individuals who helped make this series possible are associated with local governments in one way or another. This should not be surprising. We see a symbiotic relationship among local governments, NGOs and CBOs that is crucial if there is to be success in: 1) planning and implementing community-based initiatives; and, 2) assuring sustainable economic, social and environmental development at the local level.

These caring and committed friends engaged in three planned events that helped to bring this NGO/CBO Capacity Building Series to fruition. They included: a sub-regional strategy workshop in Nakuru, Kenya to identify the areas of concern and possibilities to be covered in this training and development series. Some might call it simply a training needs assessment workshop but it was much more. It helped to define the overall context of NGO/CBO management and contributions. This productive session was organised and managed by UNCHS (Habitat).

The second group of contributors was from a distinctly different region of the world. They were brought together under the auspices of a regional capacity building programme managed by Partners Foundation for Local Development in Romania and supported by Open Society Institute, Budapest, Hungary. Their task was to field test the Building Bridges manuals on *Managing Conflict and Differences*, and *Participatory Planning*.

The final contributing group was convened by UNCHS (Habitat) in Nyeri, Kenya to validate the content and learning methodologies of the remaining three manuals, which include: human resource management and development, financial management, and organisation outreach.

Our recognition of these contributions is a mere token of the deep- felt appreciation we have for their collective efforts.

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