CAPITALIZATION OF BEST PRACTICES
A Guidebook for CSOs and Capacity Development Practitioners
The content of this guidebook does neither reflect the official opinion of the European Union (EU) nor The Office of the Minister of State for Administrative Reform (OMSAR).

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ACKNOWLEDGMENT

The authors of this guidebook wish to thank all the persons and institutions that contributed in the many ways to the preparation of this manual. The shared technical knowledge, experiences, and perspectives have produced a tool that will have a significant positive impact on the civil society organisations in Lebanon specifically, and in the Middle East region broadly.

Sincere appreciation is extended to H.E. Mrs Bahia Hariri and H.E. Dr Selim Sayegh for their trust in the team and for giving the authors the opportunity to contribute to the development of such an important guiding document for the civil society organisations.

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The preparation of this manual would not have been possible without the substantial information and analysis provided by: Mariam Al Yaman, Mohammad Fares, Nada Hamzeh, Nisrine Itani, and Ruba Khoury.
This guidebook serves as a model for a productive relationship between non-governmental organizations, international donors, governmental institutions and academia. It thus constitutes the basis for modern, successful developmental work, which is what we experienced with our project “PACCT” (Promoting Active Citizenship through Coaching and Training). This special experience between the Hariri Foundation for Sustainable Human Development and La Sagesse University within the AFKAR III program, which is funded by the European Union and implemented by the Office of the Minister of Administrative Reform, has enabled us to partner with 107 local CSOs in order to build and empower their internal financial and managerial capacities through a tailored training program.

We, at Hariri Foundation for Sustainable Human Development, have long advocated for the work of civil society organizations to be, like all businesses are, a major field both in education and labor. This has incited us to partner with La Sagesse University in order to achieve our mutual goals to empower the capacities of workers in Lebanese civil society organizations to be able to assume the responsibilities of those organizations in all Lebanese regions, notably attaining the development parity in the partnership between public and private sectors and civil society.

We hope that this guidebook, gathering success stories in institutional capacity-building and promoting partnership in every development work, can serve as a guidebook for CSOs and as proof of the willingness and determination of the local civil society to constantly evolve and contribute to inclusive development in Lebanon.
PACCT is a unique project considering its five characteristics:

i. **Focused Objective**: it seeks to accompany CSOs through individual assessment, training and guidance, so that they can formulate and implement sustainable human development projects developed and supported within the framework of the PACCT project.

ii. **Inclusive Partnership**: The partnership between the European Union as a donor, the Office of the Ministry of State for Administrative Reform as a government entity, the Hariri Foundation for Sustainable Human Development as a non-governmental organization, La Sagesse University as an academic institution and the CSOs as beneficiaries, provides a pioneering model for development. This was possible through the integration of social concepts, which responded to the needs and the CSOs as rights’ holders.

iii. **Efficient Organisation**: Professional working attitudes, the adoption of the best management techniques and practice for framing and coordinating activities, in addition to the close follow-up of each CSO, along with a spirit of volunteerism and dedication fostered by the project staff, professors and trainers, contributed to the success of this project.

iv. **Proactive Management**: The project has been able to meet the challenges of the fragile local context, and to overcome financial obstacles and unequal capacities of CSOs, by advising appropriate solutions to prevent any negative impact and ensure a smooth implementation of the project’s activities. The integration of the activities and networking among a number of CSOs is an evidence of such response. This is mainly due to the close support of the Hariri Foundation team and the clear division of roles between partners and their commitment to a high standard performance.

v. **Academic Experience**: Professors and trainers were successful in sharing knowledge with CSOs through a learning model combining theory and practice. In order to do so, they merged updated academic knowledge and their personal practical experience to maximize learning benefits to CSOs.
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ABOUT THE PROJECT
The Hariri Foundation for Sustainable Human Development, hereinafter referred to as HFSHD or Hariri Foundation partnered with La Sagesse University to improve the capacities of locally active civil society organizations in four poor and vulnerable regions of Lebanon, to meet some of the socio-economic challenges facing Lebanon and partake in national efforts to tackle them. This partnership materialised through the “Promoting Active Citizenship through Coaching & Training” (PACCT) project, which is implemented under the AFKAR III program funded by the European Union and managed by the Office of the Minister of State for Administrative Reform (OMSAR).

PACCT aims to improve the internal capacities of 107 locally active CSOs in four Lebanese districts (Akkar, Beqaa, South and Mount Lebanon) to better perform their role in socio-economic development within their region. It also aimed at creating networks between the targeted CSOs, their local authorities and the plethora of donors and private sector.

PACCT has also enabled the trained CSOs to put the concepts acquired from the training and coaching into practice through proposal writing and submitting of local community development projects. Grants were given to selected projects that were implemented under PACCT.

The project’s overall objective is to improve the capacities of locally active civil society organizations in four poor and vulnerable regions of the country to meet some of the socio-economic challenges facing Lebanon and partake in national efforts to tackle them. Specifically, the project aims to achieve the following:

• Assist the targeted CSOs through training, capacity building and coaching to enhance their daily operations and enable them to achieve their positive roles within their communities.

• Promote the creation of local networks and linkages between the targeted CSOs, their local authorities and the plethora of donors and private sector companies willing to endorse their development agenda.

• Support the work of the selected CSOs through financing of innovative local community projects that put into practice the concepts acquired through training and coaching and promote development and social cohesion within the four targeted regions.

• Upscale the project’s innovative model and implementation approach through sharing of the lessons learnt with CSOs active within the targeted regions and Lebanon as a whole.

The project is designed to unleash the great potential in the capacities of CSOs to tackle pressing development needs within their respective regions. However, to be able to achieve that, CSOs should undergo a process of capacity development that points out the right processes to follow if they want to fulfil their mission of serving their communities and contributing to national advancement and development.
This guidebook capitalizes on the learning from the “Promoting Active Citizenship through Coaching & Training” (PACCT), focusing on civil society organisations (CSO) capacity building on one hand, and networking on the other hand. It is also aimed at inspiring a larger community of practice that is seeking to improve efficiency and effectiveness of its programs.

This guidebook is designed to serve as reference for CSOs and other stakeholders when designing and implementing capacity building programmes. It also highlights the learning path of the 107 CSOs that have participated in the PACCT project.

Moreover, it offers an innovative approach to learning through reflection, based on two pillars:

I. The Core document, which provides guidance, food for thought, tips, and real learning examples from the CSOs, instructors and project team.

II. A compilation of tested user-friendly tools, in alignment with the various topics shared throughout section I. This includes, an organisational self-assessment tool which allows each CSO to evaluate its current capacity in organizational, operational and financial procedures.

We invite you to read this guidebook in an innovative manner as it does not offer a process to follow, but rather provides elements for progressive solutions in order to conceptualise capacity development programmes.
This chapter will capitalize on the experience of the HFSHD and La Sagesse University on leading capacity building of 107 Civil Society Organisations (CSOs).

There is no one common training model that could be adapted for all CSOs, and the guidebook provided does not propose a strict model on content to follow but is instead proposing a methodology and form for capacity development programmes. The steps inspired by the PACCT project are as follows.
STEP 01
Assessing and Understanding the CSOs’ Capacities Using the Adapted Organizational Capacity Assessment Took (OCA)

STEP 02
Identifying Learning Objectives and Areas for Improvement

STEP 03
Designing a Tailored Curriculum

STEP 04
Implementing Learning Events (training, coaching…)

STEP 05
Measuring Knowledge Increased and Reassessing Capacities
The HFSHD team visited the selected CSOs in four Lebanese areas and facilitated organisational capacity assessments based on the OCA tool, which is an international measurement system. This tool provides organizations with a set of criteria to assess their current management capacity to implement quality programmes and to identify key areas that need strengthening.

Although many capacity assessment tools exist, the structure and process of OCA distinguishes it from others:

1) Multi-level and multi-department involvement fosters team building and organizational learning

2) Inclusion of management, compliance, and program components ensures a holistic understanding of the organization’s strengths and weaknesses, and the guided self-assessment by skilled facilitators instils ownership on the part of the organization for its improvement plan

The OCA tool assesses technical capacity in seven domains, and each domain has a number of sub-areas.

It is important to note that this tool takes into consideration the organizational structure of a CSO and the way CSOs do business. Moreover, the first OCA serves as a baseline; when repeated towards the end of the project, selected CSOs are able to compare their progress over time. HFSHD team found that many partner organizations understood the process and its benefits better after the first OCA and after technical support. As a result, many became more realistic in their appraisals and increased their trust in the HFSHD, as they have also started using the tool partially or totally to enhance their organization’s quality management.

For more info about the OCA tool in excel format, send your request to the following emails: ramzi_hage@hotmail.com
CASE STUDY

Organisational capacity is a function composed of various pillars that exist within an organisation. Individual capabilities, ways of organising, cultural norms and physical assets all combine to enable an organisation to work towards its mission and vision. It refers to the ability of the organisation to effectively manage its programmes to achieve the stated goals with minimum external assistance.

The Organisational Capacity Assessment (OCA) encompasses a set of methods and tools that are designed to measure the capacity or a specific unit of the organisation.

Within the framework of the PACCT project, the HFSHD team in collaboration with LSU administrated the OCA to 107 selected CSOs.

This section sheds the light on the results of assessments done within two organisations.

The team adopted a comprehensive and highly participatory methodology aiming at achieving organisational change, learning, and development, through measuring the CSOs’ performance, prioritizing organisational challenges, and implementing improvement strategies.

For future Organizational Capacity Assessment Took (OCA) exercises:
• Train the team on the tool.
• Ensure consistency of understanding of the statements.
• Come to consensus when the organization is not falling under one statement of category.
• Customize your tool, taking into consideration legal, social, and enabling environment requirements.

1* To preserve the privacy of the participating CSOs, the results in this section were attributed fictional names.
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The key adopted activities comprise:
• Participatory tool design to empower participating CSOs to define the critical success factors that influence their performance, and to identify relevant indicators for evaluating their competencies.

• Guided self-assessment for CSO staff through structured English and Arabic discussions followed by individual scoring on a series of rigorous performance indicators under 11 sections.

• Action-learning development planning that provides organisations with an opportunity to interpret the self-assessment data and set change strategies most appropriate to their environment.

• Post-testing after one year to reassess and evaluate; which allows for continual learning and helps monitor change, track the effectiveness of organisations’ capacity-building efforts as their needs change and capabilities increase.

• The tool should be part of a larger capacity-development programme.
• In addition to administering the tool and helping CSOs to interpret the results, a facilitator should help organisations secure relevant technical assistance (TA) to address gaps or advance action steps.
• Build trust with the CSO; take time for proper introduction, be positive and explain what it is about.
• Take into consideration the culture of the CSO (workplace) when assigning the OCA facilitator (e.g. gender, seniority...).
• Consider having a team of expert-matter facilitators, to walk the CSO through the different sectors. The best combination would be in having a programme and a finance matter expert.
• Make sure to meet the responsible of each and every department in the CSO to introduce the tool and to get accurate answers.
The below charts are the results of two Pre and Post OCA assessments to serve as an example:
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STEP 02 | Identifying learning Objectives and Areas for Improvement

Based on the OCA results, the HFSHD team, with support from LSU, was able to identify the increased knowledge and skills for the 107 CSOs. Results of analysis, according to minimum organisational requirements for a functional CSO, showed that the CSOs capacity levels ranged between “beginning” and “developing”, especially at the leadership and executive levels. Six areas for improvement have been identified:

1) Governance: the process by which decisions are made and implemented (or not implemented). Within CSOs, governance is the process by which a governing board ensures accountability, fairness, and transparency in a CSO relationship with its stakeholder, and how it manages public resources.

2) Operations management, which is the effective and efficient administration of resources. It may include the planning of fund-raising and monitoring activities, and the guiding of the overall policy of the organisation.

3) Human resources management systems and policies applied for the management of staff within an organisation.

4) Financial management; efficient and effective planning, organising and directing of financial activities.

5) Advocacy and outreach; it is defined as any action that speaks in favour of, recommends, or argues for a cause. It can be an action that supports, defends, or pleads on behalf of other strategies and actions conducted to keep stakeholders and the general public aware of the organisation’s activities.

6) Monitoring, evaluation, accountability and learning activities all aim at ensuring accountability, measuring results accurately, integrating feedback, facilitating decision-making, capitalizing on learned lessons, sharing experiences with stakeholders, and influencing decision-makers.

It is important to understand that those 6 areas are inter-related and they need to be addressed and developed equally. Failing to observe this requirement will negatively impact the overall performance of the CSO. For example, a CSO
that has developed a good governance model, yet lacks financial procedures would face severe efficiency and effectiveness downfalls in its operations.

The value of your learning objectives must equal the difference between your baseline (actual) and your end-line (desired) grading.

**TIPS**

- Read your OCA grading results inter-relatedly.
- Build your learning objectives based on your actual assessed level and the realistic level your organisation wishes to reach in each of the 6 areas.
- Always ensure that you have a balanced scoring across all 6 areas in order to maintain a sustainable growth.
- Use your OCA results to set your learning objectives.
There are different styles of learning through which knowledge is gained. To tailor a successful curriculum, one should identify the learning style(s) of the targeted audience. There are different models for identifying adult learning styles, yet we propose the Honey and Mumford model\(^2\) for providing a practical classification of learning styles and being effective to apply. This model proposes the four following learning styles:

**Activists:** Activists are those individuals who learn by doing. Activists need to get their hands filthy. They have a receptive way of dealing with learning, immersing themselves completely in the process. The learning activities can include brainstorming, problem solving, group discussions, puzzles, competitions, role-play, etc.

**Theorists:** These learners get a kick out of the chance to comprehend the hypothesis behind activities. They require models, ideas and truths with a specific end goal to participate in the learning procedure. They like to break down and integrate new ideas, drawing new data into a methodical and consistent ‘hypothesis’. Their choice of learning activities includes models, statistics, stories, quotes, background information, applying concepts theoretically, etc.

**Pragmatists:** These individuals have the capacity to grasp how to put the learning into practice in their present reality. Conceptual ideas and recreations are of constrained utility unless they are put to practice. Experimenting with new ideas and putting the methods into test is their mode of action, as they learn better through taking time to think about how to apply the knowledge they acquired.

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\(^2\) Peter Honey and Alan Mumford developed the questionnaire to probe general behavioural learning tendencies that most people have never consciously considered

\(^3\) [https://resources.eln.io/honey-and-mumford-learning-styles/](https://resources.eln.io/honey-and-mumford-learning-styles/)
Reflectors: These individuals learn by observing and contemplating the events. They may abstain from jumping in and prefer to watch from the side lines as they gather information from different points of view until they work out a reasonable conclusion. They like paired discussions, self-analysis questionnaires, personality questionnaires, time out, observing activities, feedback from others, coaching, interviews, etc.

Once learning styles have been identified, LSU professors start developing the curriculum’s content according to the specimen in the following page (24).

The proposed specimen has shown to be concise and accurate, yet flexible enough to allow each professor to personalise an updated content and to adapt it to various needs, levels and learning styles.

It consists of:
• Module title and definition: a concise and attractive title for the module and definition of key words and concepts behind them.

• Learning event’s objectives: S-M-A-R-T statements that describe what participants expect to acquire by the end of the learning event.

• Learning event’s outcome: statements that describe what the participant will be able to achieve and demonstrate at the end of the learning event.

Following is a specimen of a learning event design.

TIPS
• Run the questionnaire for your targeted audience (as wide as possible).
• Analyse the results and identify the learning styles within the audience.
• Design your curriculum accordingly.

TIPS
• Your learning outcomes should be S-M-A-R-T.
• Learning event outcomes should be linked to the Organizational Capacity Assessment Tool statements.
• Assign trainers/coaches who combine expertise in adult learning and topic specific knowledge.
• When designing your curriculum, allow more time for subjects/courses that require application of theories e.g. Policy and procedures, MEAL and Finance.

4* To make sure your goals are clear and reachable, each one should be SMART: Specific, measurable, achievable, relevant and time bound
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Learning Event Design
Learning Objectives (HR)

Time needed: (5 Days training and 3 days coaching)

This learning module; combining training and coaching will introduce the principles and practices of human resource management.

Learning Event’s Objectives
At the end of the Learning event, the participants must have the full knowledge on how to manage people who work in an organization. They can be managers, employees, project officers, field workers, coordinators. Since the organization is run by these people, they are considered to be a “resource” – ‘a human resource.’

It is fundamentally believed that unless the team is not properly managed, motivated and performed, the organization will not achieve its goal and objectives. The process of managing, motivating and making the staff perform involves setting up of systems, including building plans and policies. These systems fall under human resource management and what we will be learning in this course.

Learning Event’s Content Outcomes

After the successful completion of the Learning Event, participants will:

• Understand the role of human resource management in organizations
• Use job analysis and job descriptions as management tools.
• Hire to achieve organizational objectives.
• Evaluate employee job performance.
• Manage training and development of subordinates.
• Recruitment, maintaining staff and volunteers and retaining. With focus on Volunteers Management and Policies
• Manage employee compensation.
• Organizational chart.
• Human Resources clear policies and procedures.
• Performance management.
STEP 04 | Implementing Learning Events (training, coaching…)

Before sharing the best practices of LSU academic team in implementing the learning events for 107 CSOs, please reflect on the following formats.

**Lecturing**: is an effective method for communicating theories, ideas, and facts. It is recommended for high consensus disciplines.
- Lecturing provides an economical and efficient method for delivering substantial amounts of information to large numbers of participants.
- Lecturing offers a necessary framework for subsequent learning, e.g., reading assignments, small group activities, discussions.
- Lecturing provides recent information (more up to date than most texts) from many sources, in addition to a summary or synthesis of information from different sources. Moreover, it creates interest in a subject as lecturers transmit enthusiasm about their discipline.

**TIPS**
- Make sure your material is relevant to your audience’s expectations and level.
- CSOs in general are up-to-date with the international strategies and standards: make sure that the theoretical part is up-to-the-minute.
- Make sure that you stick to the pre-set training programme calendar to maximise participation rate and commitment from participants.

**A Workshop**: is a period of discussion or practical work on a particular subject in which a group of people share their knowledge or experience. Ideally, a workshop should have a number of participants ranging from 20 to 25, to insure equal and active participation and effective experience sharing. Individuals taking part in these workshops will then apply their gained knowledge in their fields.

**A Write-shop**: is a face-to-face workshop with the specific objective of producing project related documents (operation plans, M&E plans, proposals, budgets, etc.). Groups’ composition during write-shops are homogenous as the team produces a final joint document.

**Coaching**: is a solution-focused approach used to assist people in retrieving and utilising their personal experiences, skills, intuition and expertise to find creative and distinct solutions for work and personal life challenges. It becomes necessary to review the adult learning styles characteristics to adapt

6* (Greene & Grant 2003)
individual/group coaching methods and tools accordingly. Coaching requires collaboration and openness between the coach and the person being coached to maximize mutual learning benefits.

**Recommended Skills from coaches**

**Communication skills:** Listening and giving feedback.

**Relationship related skills:** ability to build rapport, establishing trust, development of empathy, pure observation with no judgement, interpersonal and emotional intelligence, and role of facilitator.

**Coaching specific skills:** Ability to ask powerful questions, goal setting and making an action plan, understanding of the role of a facilitator, mindfulness, building on potentialities, adopting a solution-focused approach, work on beliefs and personal values.

During the implementation of the PACCT project, the team capitalized on available skills and expertise on the following levels:

- The LSU CSO Management Masters’ instructors combined academic and professional experience.
- Learning formats such as workshops leading directly to write-shops, resulting in customised tools and products that directly enhance the quality management
of the CSOs participating in the various learning events.

• Coaching was provided to CSOs on an individual and group level.

As an example, coaches on financial systems at HFSHD started with individual coaching, and installing an accounting system for a number of CSOs. Individual coaching to each finance officer was conducted at first to kick off the usage of the system and to provide tips on how CSOs can have a computerized system. Group coaching was then initiated to provide answers to system implementers. Unexpectedly, experience sharing between the latter enriched the session and inspired the coach to replicate this format. Having such a large number of CSOs involved allowed peer coaching on different levels and subject matters. This has inspired the HFSHD and LSU to consider introducing the peer coaching element into future interventions.

### STEP 05 Measuring Knowledge Increased and Reassessing Capacities

Training evaluation can be described as a systematic process of collecting and analysing information for and about a training programme. Its results can be used for planning and guiding decision making as well as assessing relevance and effectiveness of training components.

To be able to capture knowledge gained, the PACCT project used the pre/post test method which is designed to measure knowledge and/or skills gained over a series of events.

In every session, LSU instructors administrated pre and post tests which provided them with analytical data and allowed them to amend the training material to maximize learning. Instructors had specific guidelines and procedures for the multilevel Pre and Post test:

**Level 1 – Basic Recall (25%)**: Basic recall of information or facts requires the use of simple skills or abilities (e.g., recall, observe, define, describe, name, list, select, identify, label or recognize).

**Level 2 – Application of Knowledge (50%)**: Using information, organizing information, requiring two or more thought processes (e.g., understand, compare, summarize, explain, trace, interpret, or organise).
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Level 3 – Analysis (25%): Cognitive demands are more complex and abstract; requires breaking a situation or problem into components or parts, strategic thinking, planning, using evidence (e.g., generalize, synthesize, predict, solve, draw a conclusion, analyse, judge, justify, evaluate, or assess).

Level 4 – Thinking beyond requires creating something new or devising a new approach based on applying or evaluating information (e.g., performance assessments, open ended questions, argue, or debate).

By comparing the results of the four levels in the pre and post tests, the instructors were able to identify the level of the audience at the end of the learning event. This facilitated building up tailored coaching plans, which helped CSOs move to the next level.

The team also found that policies and procedures are key to measuring success in enhancing CSOs’ capacities and lifting their levels.

Post training evaluations provide a simple overview of the purpose of evaluation and state that it has the following four objectives:
• Assess if intended learning and development objectives have been met
• Continuous improvement of learning and development
• Assess whether resources are used wisely
• Assess the value for money of the learning and development
“Successful networks enable civil society groups and organisations to amplify their efforts and achieve greater influence and impact in socio-economic programming.”

“If significant capacity building is needed in order to achieve social change outcomes, it should be provided early in the programme and the network should be assisted to integrate and apply the new capacity effectively.”

“Align the shared purpose(s) of network members with appropriate structure(s).”

“Effective evaluation is part of an accountable, professional and ethical service. It is fundamental to good practice and good management.”

“Capacity building programmes are only effective to the extent that the skills and behaviours learned and practiced are actually transferred to the workplace.”
CHAPTER TWO

CAPITALIZATION ON NETWORKING AND PARTNERSHIP

This chapter will explore the utility of partnership and networking in capacity building projects, while capitalizing lessons learnt from the PACCT project and providing some tips from PACCT partners, staff and LSU CSO Masters’ Management director and instructors.

The below section will board on practical tips, key definitions and key concepts.
STEP 01
Hariri Foundation in Partnership
With La Sagesse University, a Model to Replicate

STEP 02
Multilayer Networking
In this specific context, partnership provides a mechanism for organisations to work together and adapt their vision and mission to better respond to the needs of right-holders and to boost conditions favouring access to their rights.

Partnerships progress through four stages of growth and development:

- **Phase 1**: Identifying and developing
- **Phase 2**: Implementing and managing
- **Phase 3**: Assessing and revising
- **Phase 4**: Sustaining impact

A successful partnership goes through the four suggested steps.
The Hariri Foundation and La Sagesse University share core values that were translated into actionable objectives that have the potential to enable catalytic change for CSOs across geographies and sectors.

The partnership between the two institutions successfully combined academic savoir-faire through the NGO Management Professional Masters’ programme, and the accumulated knowledge of the Hariri foundation in human development and community-based capacity building tailored programming.

Throughout the project, the HFSHD-LSU partnership brought together all relevant actors within the CSOs capacity-building sector, thus contributing to the improvement of the given situation.

Moreover, having LSU as academic partner enhanced the credibility of the capacity-building programme. CSO member participants in the programme will have a direct connection with a network of professors and practitioners. Moreover, having a joint certificate from LSU and HFSHD will pave the way for qualified participants to access the university’s NGO Management Professional Masters’ programme.

In brief, this successful technical aspect of the partnership was reinforced not only by a shared vision and approaches between its two institutions, but also with a set of work ethics and values which is essential for maximizing PACCT’s impact.

**TIPS**

- Academic partners must be practitioners. In the case of LSU the capacity-programme was linked directly to an NGO management programme and not to the general management programme e.g. MBA…
- Make sure that leaders of organisations share same vision and ethics.
- To maintain your partnership, it is crucial to go through all 4 proposed phase of the partnership path.
CHAPTER TWO
STEP 02 | Multilayer Networking

Networks are the basic form of social organisation. They are characterized by some distinctive organisational principles and values, pursuing shared purposes of social development.

These purposes include addressing shared social strategies and exchanging resources. One of the characteristics of successful networks, is that each member retains its basic autonomy, identity, mission, and governance.

There are two types of networks; the first is composed of informal social relationships where members come together temporarily for a specific cause, and the second is a legal body that is registered and institutionalized, and whose members have common vision, mission and strategy.

Networks are shared spaces for members to access information and build capacity in areas of growing importance to them. Their greater use is in terms of their potential to create impetus, develop joint activities around specific issues, and enhance relationships.

The analysis of the information provided in the PACCT project documents and testimonies from the selected CSOs confirmed that inter-CSOs networking provided:

• Platforms to manage programmes, activities and resources of multiple groups and institutions to achieve shared strategies or goals;

• Legitimacy with government and donors as accountable and cost-effective vehicles for implementing socio-economic initiatives that reach the poorest, most isolated or marginalized communities;

The active participation of members is key success to an efficient network. The PACCT project has been pioneering in establishing CSOs networks in four regions in Lebanon. Due to its S-P-I-C-E-D\textsuperscript{7} design, PACCT managed to interconnect a number of CSOs operating in the same geographic area, yet different in size, capacities and knowledge levels.

Instead of focusing on networking theories and knowledge sharing, the PACCT project addressed in the first stage partners capacity development

7\textsuperscript{*} Subjective, Participatory, Interpreted and communicable, Cross-checked and compared, Empowering, Diverse and disaggregated.

needs in each of the four regions. This initiated at the second stage a direct exchange and peer-to-peer learning between partners who experienced the benefits of networking in a practical way. Because of these two stages, most of the partners who benefited from the capacity building programme applied networking approaches for more sustainable, efficient and effective programming.

The PACCT project has enabled selected organisations to build linkages with local community actors. In the region of Charhabil in Saida, the BADIRI organisation succeeded in engaging schools and local talents in waste management initiatives. Whereas the Bqosta organisation pushed the municipality to have a more open network that would include businesses, civil societies and international organisations in their area. Moreover, Ta Nkammel Sawa and Al Nour associations in towns of Bireh and Qobayat in the Akkar Caza established, under the PACCT project, a thematic networking focusing on school engagement in the format of neighbourhood initiatives. These initiatives developed into interfaith and cross-cultural exchange between Bireh and Qobayat. This networking has enabled CSOs implementing initiatives under PACCT to increase their social development impacts.

Additionally, PACCT fostered an environment for growth where CSOs, having the chance to strengthen their capacities in core management and programmatic areas, and having developed procedures and policies in these areas, saw their chance for networking with donors and funding partners flourish. As an example, the Development Sociable Durable (DSD), after improving their administrative, finance and management capacities was able to secure funding from several entities to support its livelihood programme.

### TIPS

- If you want to introduce new concepts such as networking start creating an enabling environment.
- Get all members involved as per their respective capacities.
- Set realistic expectations about resources.
- Identify internal capacity gaps to partners.
- Encourage members to use networking strategically.
- Use PCM and MEAL tools, i.e. stakeholder analysis, SWOT, assessment…etc,
- Clarify the purpose(s) and role(s) of civil society networks in programmes and projects.
With a fast-changing global system, there’s an emergent interest around the world in entities working outside the borders of the market and the state: that is the civil society sector. Although seen as a mid-way between single dependence on the market and single dependence on the state, the civil society sector remains the “lost continent” in our modern world.

By being more and more dynamic and influential, the role and impact of the civil society in the last two decades are being reshaped as world societies are changing drastically. According to the Yearbook of International Organizations, the number of international CSOs has increased from 6,000 in 1990 to more than 50,000 in 2006, and now to over 65,000.

In Lebanon, the continuous instability the country has passed through across its history has impeded its progress, from the migration of skilled labor to the destruction of infrastructure during wars, and the non-existent state intervention in the social sector, to the many other economic and social challenges of which the latest refugee crisis. All this has nonetheless given rise to individual aid interventions and ultimately led to the expansion of the so-called civil society organizations in Lebanon.

The Lebanese civil society organizations have ever since became vibrant, engaging people and voicing out their voices. Many are proving their significance as facilitators and innovators as well as service providers and advocates for the public’s rights and wishes while attempting to solve societal challenges and support local, national and global governance. Most have the talent, dynamism and intention but lack human and financial capacities. Moreover, the outdated form of the NGO law has made them powerless in their efforts to protect civil rights of citizens and to confront and control government practices, inhibiting them from assuming their basic role and raison-d’être. For them to be able to act as an active catalyst for change conducive to the country’s development, they need to operate

**CLOSING THOUGHTS**

**BY DIMA EL HASSAN AND RAMZI WALIF HAGE**
in a participatory, transparent and inclusive environment. As such, the provision of adequate capacity-building and a certain framework to boost from within may ensure their impact and positive intervention.

Based on that, PACCT aimed at enhancing the internal capacities of 112 CSOs in Lebanon. A tailored-made capacity-building program was formed to train the participating CSOs in managerial and financial capacities. In order to get better results and address the gaps certain CSOs still have, a follow-up and coaching process was used in parallel to the training to ensure quality performance. The concept is not just to train them but rather ensure that what is acquired is being implemented rightfully and is succeeding in yielding better organizational performance. For that, acquisition of skills is not enough. Coaching was needed to focus on their needs within their own context, and accordingly ensure that they are reflecting what they acquire in their performance. Reflection is very important for the learner’s development as well as attitude. With a faster change in attitude, the return on investment is better met.

In PACCT, we first established relationship, trust and rapport between CSOs and the coaching team. Then we enabled CSOs to speak. What we did is listen, and that’s a key success for coaching. Through drive and commitment, they were able to educate themselves and be empowered to retain what they learn with a mindset of positive change in attitude. Their organizations are now on the way for better retention, improved attitude, increased productivity and higher return on investment.

The guidebook is thus a compilation of best practices and lessons learned from the different phases of the PACCT project, while we hope it gives the different stakeholders an insight on how they can build on such achievement and make it national and more strategic.
MEET THE DEVELOPERS OF THIS GUIDEBOOK

The authors have taken the greatest possible care in compiling the contents of this guidebook, and trust that it will contribute to the further strengthening of CSOs. We expect this guide to be a living document that changes with new experience, research and feedback.

Melkar El Khoury is the director of the CENTRAL RESEARCH HOUSE and has more than 10 years of experience in human rights consulting with a focus on gender and diversity. He is a lecturer in Ethics and Code of Conduct at La Sagesse University and has published several political and academic articles. Melkar is a US State Department Alumni and a John Smith Trust Fellow.

Nadine Haddad is a certified operations manager by the International Federation of the Red Cross Red Crescent Societies. She has over 15 years of work experience in the MENA region in organisational capacity building and strategic planning in developmental and humanitarian contexts with advanced knowledge on environment, livelihoods, gender, disability, peace building and child protection.

Special thanks to Rodolphe Gabriel for his great contribution in designing and setting the methodology for this guidebook, on behalf of La Sagesse University.

Rodolphe Gabriel has over 14 years of work experience in MENA region, in the humanitarian and development fields in leading international development organisations. Rodolphe is an expert in programme quality assurance, focusing on strategies, monitoring, evaluations and knowledge management, including conceptualising civil society capacity building programmes. He is a university instructor at La Sagesse University – NGO Management Masters’ programme since 2013.
ANNEX 1
List and links to CSO tools

Laws
• Legislative Decree No. 87 on Public Utility Organisations of 1977

Project Cycle Management
http://www.strategvest.ro/media/dms/file/Resurse/project_cycle_management.pdf

Monitoring and Evaluation

Capacity Assessment Tools
https://www.gdrc.org/ngo/bl-scot.htm
**Capacity Building**
http://www.progressio.org.uk/content/capacity-building-manual

**Memorandum of Understanding (Template)**
https://www.acf.hhs.gov/sites/default/files/fysb/mou_508.pdf
http://www.tools4dev.org/resources/memorandum-of-understanding-mou-template/

**Call for proposals (Template)**
https://project-proposal.casual.pm/#templates
http://www.learnerassociates.net/proposal/hintsone.pdf

**Proposal Writing**
http://fscluster.org/sites/default/files/documents/5.a_proposal_writing_english.pdf

**Communication and Visibility**
https://www.humanrights.dk/sites/humanrights.dk/files/media/dokumenter/projects_docs/nhri_eu_project/nhri_eu_communication_plan_2016.pdf
http://www.puntosud.org/helpdesk-europeaid/implementing_a_project/visibility_and_communication/the_manual/how_to_prepare_a_budgeted_communication_and_visibility_plan/start
ANNEX 2
Honey and Mumford learning styles questionnaire For more details you can download the full tool from: http://www.mycit.ie/contentfiles/Careers/4.%20HoneyandMumford-LearningStylesQuestionnaire.pdf

Honey and Mumford: Learning Styles Questionnaire

There is no time limit to this questionnaire. It will probably take you 10-15 minutes. The accuracy of the results depends on how honest you can be. There are no right or wrong answers. If you agree more than you disagree with a statement put a tick. If you disagree more than you agree put a cross by it. Be sure to mark each item with either a tick or cross. When you have completed the questionnaire, continue this task by responding to the points that follow.

☐ 1. I have strong beliefs about what is right and wrong, good and bad.
☐ 2. I often act without considering the possible consequences.
☐ 4. I believe that formal procedures and policies restrict people.
☐ 5. I have a reputation for saying what I think, simply and directly.
☐ 6. I often find that actions based on feelings are as sound as those based on careful thought and analysis.
☐ 7. I like the sort of work where I have time for thorough preparation and implementation.
☐ 8. I regularly question people about their basic assumptions.
☐ 9. What matters most is whether something works in practice.
☐ 10. I actively seek out new experiences.
☐ 11. When I hear about a new idea or approach I immediately start working out how to apply it in practice.
☐ 12. I am keen on self-discipline such as watching my diet, taking regular exercise, sticking to a fixed routine etc.
☐ 13. I take pride in doing a thorough job.
☐ 14. I get on best with logical, analytical people and less well with spontaneous, "irrational" people.
☐ 15. I take care over the interpretation of data available to me and avoid jumping to conclusions.
☐ 16. I like to reach a decision carefully after weighing up many alternatives.
☐ 17. I'm attracted more to novel, unusual ideas than to practical ones.
☐ 18. I don't like disorganised things and prefer to fit things into a coherent pattern.
☐ 19. I accept and stick to laid down procedures and policies so long as I regard them as an efficient way of getting the job done.
☐ 20. I like to relate my actions to a general principle.
☐ 21. In discussions I like to get straight to the point.
☐ 22. I tend to have distant, rather formal relationships with people at work.
☐ 23. I thrive on the challenge of tackling something new and different.
☐ 25. I pay meticulous attention to detail before coming to a conclusion.
☐ 26. I find it difficult to produce ideas on impulse.
☐ 27. I believe in coming to the point immediately.
☐ 28. I am careful not to jump to conclusions too quickly.
☐ 29. I prefer to have as many sources of information as possible—the more data to mull over the better.
☐ 30. Flippant people who don’t take things seriously enough usually irritate me.
☐ 31. I listen to other people’s point of view before putting my own forward.
☐ 32. I tend to be open about how I’m feeling.
☐ 33. In discussions I enjoy watching the manoeuvrings of the other participants.
☐ 34. I prefer to respond to events on a spontaneous, flexible basis rather than plan things out in advance.
☐ 35. I tend to be attracted to techniques such as network analysis, flow charts, branching programmes, contingency planning, etc.
☐ 36. It worries me if I have to rush out a piece of work to meet a tight deadline.
☐ 37. I tend to judge people’s ideas on their practical merits.
☐ 38. Quiet, thoughtful people tend to make me feel uneasy.
☐ 39. I often get irritated by people who want to rush things.
☐ 40. It is more important to enjoy the present moment than to think about the past or future.
☐ 41. I think that decisions based on a thorough analysis of all the information are sounder than those based on intuition.
☐ 42. I tend to be a perfectionist.
☐ 43. In discussions I usually produce lots of spontaneous ideas.
☐ 44. In meetings I put forward practical realistic ideas.
☐ 45. More often than not, rules are there to be broken.
☐ 46. I prefer to stand back from a situation and consider all the perspectives.
☐ 47. I can often see inconsistencies and weaknesses in other people’s arguments.
☐ 48. On balance I talk more than I listen.
☐ 49. I can often see better, more practical ways to get things done.
☐ 50. I think written reports should be short and to the point.
☐ 51. I believe that rational, logical thinking should win the day.
☐ 52. I tend to discuss specific things with people rather than engaging in social discussion.
☐ 53. I like people who approach things realistically rather than theoretically.
☐ 54. In discussions I get impatient with irrelevancies and digressions.
55. If I have a report to write I tend to produce lots of drafts before settling on the final version.
56. I am keen to try things out to see if they work in practice.
57. I am keen to reach answers via a logical approach.
58. I enjoy being the one that talks a lot.
59. In discussions I often find I am the realist, keeping people to the point and avoiding wild speculations.
60. I like to ponder many alternatives before making up my mind.
61. In discussions with people I often find I am the most dispassionate and objective.
62. In discussions I'm more likely to adopt a "low profile" than to take the lead and do most of the talking.
63. I like to be able to relate current actions to a longer-term bigger picture.
64. When things go wrong I am happy to shrug it off and "put it down to experience".
65. I tend to reject wild, spontaneous ideas as being impractical.
66. It's best to think carefully before taking action.
67. On balance I do the listening rather than the talking.
68. I tend to be tough on people who find it difficult to adopt a logical approach.
69. Most times I believe the end justifies the means.
70. I don't mind hurting people's feelings so long as the job gets done.
71. I find the formality of having specific objectives and plans stifling.
72. I'm usually one of the people who puts life into a party.
73. I do whatever is expedient to get the job done.
74. I quickly get bored with methodical, detailed work.
75. I am keen on exploring the basic assumptions, principles and theories underpinning things and events.
76. I'm always interested to find out what people think.
77. I like meetings to be run on methodical lines, sticking to laid down agenda, etc.
78. I steer clear of subjective or ambiguous topics.
79. I enjoy the drama and excitement of a crisis situation.
80. People often find me insensitive to their feelings.
**Scoring**

You score one point for each item you ticked. There are no points for crossed items. Circle the questions you ticked on the list below:

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Activist  Reflect  Theorist  Pragmatist
Plot the scores on the arms of the cross below:

Your result may show that you have a particular learning style. It may be useful to bear this in mind as you approach tasks. Was the approach you adopted the best one in the circumstances? Would adopting another learning style have improved you performance?

At this point you may also find it helpful to read through *Characteristics of the Four Learning Styles*, which follow. This provides more detail and should help you clarify your sense of your own preferred style(s).