Capacity Development Assessment: Pestalozzi Children Foundation

Eine Studie des Instituts für Bildung, Entwicklung und Beratung, Bonn

www.institut-beb.com

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Wer ist die Pestalozzi Children Foundation?

Stiftung Kinderdorf Pestalozzi

PCF ist eine Schweizer Non-Profit Organisation in Trogen, bei St. Gallen, die weltweit arbeitet. Vorrangiges Ziel ist es, Kindern und Jugendlichen den Zugang zu qualitativ hochwertiger Bildung zu ermöglichen und ihre interkulturellen Kompetenzen zu stärken.

https://www.pestalozzi.ch/de

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Wo arbeitet PCF?

PCF arbeitet auf vier Kontinenten in jeweils drei Ländern:

Südosteuropa (Serbien, Mazedonien und Moldawien),

Ost Afrika (Äthiopien, Tansania und Mozambique),

Zentral Amerika (El Salvador, Honduras und Guatemala)

Südostasien (Thailand, Myanmar und Laos).

Wie arbeitet PCF?

"Capacity development and organisational development support is integral part of any project. By implementing projects in partnership with operational partner organisations the main aim of providing capacity development is to strengthen skills of staff to enhance the attainment of project and development outcomes." (PCF Internal Policy)

Capacity Development bei PCF bis 2016

Von 2006 - 2016 unterstützte PCF seine Partnerorganisationen mit:

- 8-9 Monate dauernden Trainingsprogrammen für Junior Staff (Empower)
- Senior Professional Training von 1- 2 Wochen
- Trainings im Bereich Organisationsentwicklung durch Trainer*innen und Berater*innen vor Ort

Erkenntnisse aus der Evaluation von 2016

- Das Empower Training adressiert nicht unbedingt die richtigen Teilnehmer*innen und wirkt nicht ausreichend auf die PO (Effizienz)

- Die Trainings müssen bedarfsorientierter gestaltet und regional angepasst werden (demand-driven)

- Trainings in Trogen sollten die Ausnahme sein

- Ländergruppen mit ähnlichen Kontextbedingungen sollen voneinander lernen

Teil 1
Competence Assessment, CD Needs

Vorhaben der neuen Evaluierung und Planung von Capacity Development

Welche Erfolge konnten mit dem bisherigen CD erzielt werden?

Haben das Management und die Mitarbeiter*innen der Partnerorganisationen die notwendigen Kompetenzen, um die Projekte (Planung, Durchführung, Evaluation) durchzuführen?

Welche Lücken gibt es hier?

Welche Art von CD brauchen die Partnerorganisationen? Wie kann ein integrales CD gestaltet werden?

Wie soll das Ergebnis der Evaluation und Beratung aussehen?

1. **Eine klare Einschätzung der Kapazitäten der Partnerorganisationen liegt vor.**

2. **Eine genaue Bestimmung der Entwicklungsbedürfnisse liegt vor.**

3. **Ein konkreter Trainingsplan für die nächsten 4 Jahre steht zur Verfügung.**

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Welche Gruppen wurden in die Befragung einbezogen?

- **Mitarbeiter*innen von PCF in der Schweiz**
- **Ländervertreter*innen vor Ort (CReps)**
- **Trainer*innen/Berater*innen, die bereits Trainings durchgeführt haben**
- **Mitarbeiter*innen der Partnerorganisationen (Management, Projektleiter*innen, Verwaltungsmitarbeiter*innen)**

Methodisches Design

- **Auftaktworkshop**
- **Sekundärdatenanalyse**
- **Interviews, Fokusgruppen (Präsenz) bei CD Trainings in Trogen**
- **Online Survey (Partnerorganisationen)**
- **Skype Interviews (PO, Ländervertreter*innen, Trainer*innen)**
- **Feldaufenthalt in 4 Ländern**
- **Auswertung (Triangulation), Bericht, CD Plan**
- **Strategieworkshop**

Welche Fragen standen im Vordergrund?

- **Welche Wirkung hatten die bisherigen CD-Maßnahmen?**

- **Welche Kompetenzen sind in den PO vorhanden und wo besteht konkreter Weiterbildungsbedarf und bei wem?**

- **Welche Trainingsformate sind angebracht?**

- **Wie wird der Erfolg der CD Maßnahmen gemessen?**

- **Wo und wie lange sollen die CD Maßnahmen stattfinden?**

Welche Kompetenz-bereiche standen im Vordergrund?

1. Content related skills

"These skills relate to knowledge on PCF promoted educational content and pedagogical approach such as Intercultural Education, Environmental Education, Child Rights Education, Child Centred Approach and Participatory Pedagogical Approach"

Welche Kompetenz- bereiche standen im Vordergrund?

2. Programme, project and organisational management related skills:

These skills relate to the operational partners organisation knowledge of staff and its leadership on different topics related to the management of an organisation and of a programme and projects (e.g. Leadership and Governance, Fundraising, Finance and Human Resource Management, Results Based Management, Project Cycle Management, Networking and Coordination, Advocacy and Communication)

Interview-fragen: Beispiele

Did you or a colleague participate in any SPT?
- Which were the topics?
- What was the benefit for you/for your organization?
- Could you easily apply newly gained skills?
- Did you feel any changes afterwards?
- Was it done in your country/region or in Trogen?

Was there any follow-up after having participated in the training (e.g. by CRep)?
- Could you imagine them (those who participated in SPT) becoming trainer within their own organization, in case PCF would provide them with additional Training of Trainers course?

Teil 2
Der Capacity Building Framework

Die 7 Prinzipien des neuen CD Framework

- OPs must take ownership of their CD (self-assessment of specific needs)

- The CD strategy must actively involve the country offices

- CD is based on a long-term effort and offers contextualized training

- The CD strategy makes sure how the participants will implement the new skills and knowledge

- Mechanisms are envisioned, such as follow-up activities, to trace how new skills and knowledge are used (progress should be monitored)

- CD is regarded an integral procedure (highlight interdependence of competence areas: Training modules are interconnected to ensure mutual learning progress)

- The duration and formats of the trainings will be conceptualized in a flexible way, offering a modular structured system and moderated learning approaches

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Die Umsetzung des neuen CD Framework

Das Capacity Development basiert auf einer Selbstevaluation. Aufgrund des Ergebnisses erfolgt die Einstufung auf ein bestimmtes Niveau. Das Tool zur Selbstevaluation wird dann zur Überprüfung des Lernfortschritts eingesetzt.

Self-assessment Tool

Competence area	Function Name/Staff	Profile 1		Profile 2		Profile 3	
Fundraising		Need for general introduction to fundraising: Basics in fundraising: fundraising strategy, donor identification and understanding their objectives, donor approach, basic fundraising tools	☐	Need for advanced proposal writing, How to implement fundraising activities through social networks and other media (online tools)	☐	Need to: - acquire CSR funds (private sector donors) - Fundraising tools (digital tools; sponsoring strategies)	☐
Financial Management		Need for PCF specific financial management (PCF templates and annual reporting)	☐		☐		☐
HR		Need for: - standardized recruiting procedures (job descriptions, interviews), - assignment of tasks, - performance assessments	☐	Need for skills in: - Teambuilding - Conflict resolution - Task delegation - Motivate staff to take responsibility and constructive work attitude	☐	Need for: - optimization of HR policy (internal structures and processes: organizational growth, change management) - learn about HR digital tools	☐
PCM/RBM		Need for: - basic understanding of PCM approach (project plan on basis of PCM) and RBM as a tool for strategic project planning - increased ability to apply PCF templates. - basic project monitoring and evaluation strategy, specifically in field of education	☐	Follow-up/Refresher training needs; - PCM introduction to more staff and partners in the field. - practice RBM for strategic planning - learning how to develop evaluation tools for measuring project outcomes	☐	Need to: - establish PCM approach in mindset of whole staff - improve M&E skills focusing on education; translating evaluation results into new ideas for next project phase	☐
Networking and coordination Advocacy and Communication		Need for: - identification of potential networks and partners (Priorisation) - networking skills (how to address different partners) - identification of stakeholders on policy level,	☐	Need for: - strategies to take active role in networks - strategies to bring different partners together - strategies to impact policy level (accreditation of material, curriculum development, child policy)	☐	Need for strategies to lead or establish formal networks Need - to become a central player in policy arena - Strategies to engage duty bearers	☐

Der CD Kreislauf

Self-Assessment

Planung der CD Maßnah-men (Einstufung)

Durchführung der CD Maßnahmen

Der neue CD Framework

4 Trainingsformate, die aufeinander aufbauen und sich jeweils ergänzen:

1. Core Competence Package (CCP)
2. Moderated Working Groups (MWG)
3. Personal Coaching (PC)
4. Leadership Development (LD)

Core Competence Package (CCP Profile 2)

Competence area	Duration in days	Content	Participants
Fundraising	2	Advanced proposal writing Introduction to fundraising through social and other media	Project coordinator (PR manager) Project assistant or junior staff
HR	2	Competences in team building, Conflict resolution, task delegation, talent management, motivation strategies for staff (responsibility and constructive work ethic)	HR manager (if exists) Project coordinator and/or leadership
PCM/RBM	3	PCM and PCF templates refreshing Practicing RBM for strategic project planning Introduction of PCM approach to more staff and partners in the field Introduction to develop evaluation tools for measuring project outcomes	Trainers and project assistant, (project coordinator) Partners in the field
Networking and coordination Advocacy and Communication	2	Development of strategies for a more active role in networks Learning about strategies to bring different partners together The 9 steps for effective advocacy: 1. Set the goals. 2. Define the criteria and guidelines 3. Survey your stakeholders and advocates 4. Research and track the bills 5. List your resources 6. Develop your messaging 7. Segment your audience 8. Create the communication plan 9. Train your team and advocates Strategy how to plan and implement stakeholder events/activities Improve internet presence (e.g. website) Develop strategies for community mobilizing	Project coordinator, leadership
Technical Educational Competence	2	In depth technical education skills according the specific country program strategy: Intercultural education; indigenous knowledge; bilingual education; innovative didactical approaches and methods, ESD, curriculum development, educational material (from vision to action) Strategies how to implement these features in teacher training or in policy papers; sensitization for child right to education vision of the project community	Project coordinator, educational manager

4. Capacity Development Plans

Capacity Development Plan 2018

	January	February	March	April	May	June	July	August	Sept	Oct	Nov	Dec
SEE												
Profile I			PC Assessm.[4]		CCP1	MWG		Assessm.	PC	CCP 2	MWG	
Profile II			PC Assessm.		CCP 2	MWG		Assessm.	PC	CCP 3	MWG	
Profile III			PC Assessm.		CCP 3	MWG		Assessm.	PC			
SEA												
Profile I			PC Assessm.		CCP 1	MWG		Assessm.	PC	CCP 2	MWG	
Profile II			PC Assessm.		CCP 2	MWG		Assessm.	PC	CCP 3	MWG	
Profile III			PC Assessm.		CCP 3	MWG		Assessm	PC			
EA												
Profile I			PC Assessm.		CCP 1	MWG		Assessm.	PC	CCP 2	MWG	
Profile II			PC Assessm.		CCP 2	MWG		Assessm.	PC	CCP 3	MWG	
Profile III			PC Assessm.		CCP 3	MWG		Assessm	PC			
CA												
Profile I			PC Assessm.		CCP 1	MWG		Assessm.	PC		CCP 2	MWG
Profile II			PC Assessm.		CCP 2	MWG		Assessm.	PC		CCP 3	MWG
Profile III			PC Assessm.		CCP 3	MWG		Assessm.	PC			

Vielen Dank für Ihre Aufmerksamkeit

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