Use of Advisers in the Australian Aid Program -

Guidance Note 2: Technical Assistance Options for Developing Capacity

March 2011

1. Guidance Note Overview

1.1 This Guidance Note 2 aims to support implementation of the *Use of Advisers in the Australian Aid Program Operational Policy: Adviser Planning, Selection and Performance Management* and complement the *Use of Advisers in the Australian Aid Program Guidance Note 1: Operational Policy Implementation Checklist.*

1.2 The Operational Policy sets out the range of circumstances in which the Australian Government supports the use of advisers in the aid program and its requirements for planning, selection and performance management of adviser use.

1.3 Guidance Note 1 provides a checklist and supporting information for policy implementation, including how to analyse the capacity context and define expected results, how to identify the most effective and value for money form/s of technical assistance, and the processes for selection and performance management of adviser positions, where appropriate.

1.4 This Guidance Note 2 has been developed as a reference tool to inform discussions with country and other development partners when considering a request for technical assistance. The Note provides a summary of over sixty different tools, techniques and resources to support capacity development; outlines the uses and the advantages and disadvantages of each; and, in some cases, provides an example. The Note should not be viewed as an exhaustive list, nor as a diagnostic tool, checklist or template. Rather, it is to assist with the exploration of options.

1.5 The Note acknowledges the interdependency between technical assistance and capacity development i.e. technical assistance funded by AusAID is, primarily, used to supplement, facilitate, substitute or enable capacity development. While in the past much of this work (using many of the options contained in this document) has been undertaken through full time international advisers, AusAID and Country Partners (CPs) are now being encouraged to use alternative approaches.

1.6 The Note is formatted as follows:

    Table 1 – Individual capacity development options

    Table 2 – Team capacity development options

    Table 3 – Organisational capacity development options

    Table 4 – Sector wide capacity development options

Each table lists many of the tools and techniques that can be used to develop capacity i.e. *WHAT* can be done. Options are not mutually exclusive and may appear in one, two or all

tables. Each table is logically grouped for ease of use. *The reference number relates to the location of the more detailed description of the option in Table 6 - follow the hyperlink for more information.*

Table 5 – TA resourcing options

This table briefly summarises *HOW* technical assistance can be funded or delivered. More detailed information on the approaches and types of aid for delivering development assistance is available in *Guideline: Choosing approaches and types of aid for working in partner systems*. The reference number relates to the location of the more detailed description of the option in Table 6 - follow the hyperlink for more information.

Table 6 – Options Matrix

The Options Matrix presents, in alphabetical order, all of the capacity development tools and techniques listed in Tables 1 to 4 and the TA resourcing options listed in Table 5. For each option there is a brief description, an outline of its uses, the advantages and disadvantages of each, and in some cases, an example.

1.7 The Operational Policy and Guidance Notes are designed to complement the new Country Strategy Architecture (phased in from May 2010) which comprises three key components: Country Situation Analysis; the Statement of Commitment; and Delivery Strategies. The Operational Policy and Guidance Notes should be read and applied in conjunction with *AusAID's Country Strategy Development Policy* and associated Instructions, such as: *How do I develop a country strategy?*

1.8 There are a number of other resources available to support AusAID's deliberations about the use of advisers including:

- *Technical Assistance Personnel: Frequently Asked Questions.* AusAID (2009). H Baser and D Rhodes
- *Policy Note 1: Capacity Development Overview.* AusAID (2009)
- *Policy Note 2: Public Sector Capacity Development.* AusAID (2009)
- *The Idea and Definition of Capacity*: A Short Primer. AusAID (2009). P Morgan and P Lyon
- *Strength Based Approaches: in the context of Aid Partnerships and Activities.* AusAID Information Paper (2010). D Rhodes
- *Guideline: Choosing approaches and types of aid for working in partner systems*.

1.9 The Operational Policy and Guidance Notes have been developed by AusAID's Capacity Development Team (CDT), Program Strategy and Design Branch. Please direct queries and feedback to CDT. CDT will review the guidance within twelve months of its release, to address any issues identified in its first year of implementation.

Acronyms

CD	Capacity Development	CP	Country Partner
CoPs	Communities of Practice	HRM	Human Resource Management
HRMDI	Human Resource Management Diagnostic Instrument	M&E	Monitoring and Evaluation
PEFA	Public Expenditure and Financial Accountability	TA	Technical Assistance

Table 1: INDIVIDUAL capacity development options	Options Matrix (Table 6) reference number
Diagnostic tools	
Psychological testing	47
Job related learning	
Action learning	1
Coaching	9
Communities of practice	11
Exchanges	16
External training courses	18
Forums	20
Internal training courses	25
On the job training	37
Scholarships	52
Secondments	53
Self-directed learning	54
Work shadowing	66
Professional development	
International conferences	27
Internet forums	28
Mentoring	32
National sector- based conferences	35
Professional associations and/or networks	44
Seminars	55
Organisational strategies that directly support individual capacity development	
Apprenticeships	2
Cadetships	7
Customised leadership and management programs	15
Graduate programs	21
Institutional co-operation/ twinning	24
Internships	29
Project teams and working groups	45
Team retreats	60
Training of trainers	62
Workshops	67

Table 2: TEAM capacity development options	Options Matrix (Table 6) reference number
Diagnostic tools	
Client/customer surveys	8
Psychological testing (for teams)	47
Team based learning processes	
Benchmarking	4
Coaching	9
Customised leadership and management programs	15
Institutional co-operation/twinning	24
IT systems design and implementation	30
Mediation	31
Operational planning	38
Process improvement/quality assurance processes	43
Project teams and working groups	45
Restructuring (work redesign within the team)	50
Reward and recognition programs	51
Simulations	56
Study tours	59
Team based planning	
Monitoring processes	33
Team retreats	60
Workshops	67

Table 3: ORGANISATIONAL capacity development options	Options Matrix (Table 6) reference number
Diagnostic tools	
Client/customer surveys	8
Human Resource Management Diagnostic Instrument (HRMDI)	22
Public Expenditure and Financial Accountability (PEFA) assessment	48
Strategic/ corporate planning	58
Training needs analysis (TNA)	61
Organisational strategy	
Balanced scorecard	3
External diagnostic analysis	17
Monitoring processes	33
New or changed legislation	36
Operational planning	38
Organisation communications processes	39
Organisational analysis/diagnostic processes	40
Process improvement/quality assurance processes	43
Project teams and working groups	45
Restructuring	50
Reward and recognition programs	51
Simulations	56
Strategic/corporate planning	58
Organisational learning	
Benchmarking	4
Commissioned research	10
Institutional co-operation/ twinning	24
IT systems design and implementation	30
Study tours	59
Training of trainers	62
Use of pre-existing research	63
Workshops	67
Workforce development	
Apprenticeships	2
Cadetships	7
Customised leadership and management programs	15
Graduate programs	21
Internal training courses	25
Internships	29

Table 4: SECTOR wide capacity development options	Options Matrix (Table 6) reference number
Diagnostic tools	
Client/customer surveys	8
Human Resource Management Diagnostic Instrument (HRMDI)	22
Strategic planning (sectoral)	58
Sector wide workforce development	
Cadetships	7
Customised leadership and management programs	15
Exchanges	16
External training courses	18
Graduate programs	21
Internships	29
Mediation	31
Monitoring processes	33
New or changed legislation	36
Project teams and working groups	45
Reward and recognition programs	51
Secondments	53
Training of trainers	62
Work shadowing	66
Sector wide learning	
Commissioned research	10
Communities of practice	11
Forums	20
Institutional co-operation/twinning	24
Internet forums	28
National sector-based conferences	35
Professional associations and/or networks	44
Project teams and working groups	45
Seminars	55
Simulations	56
Study tours	59
Use of pre-existing research	63
Workshops	67

Table 5: TA resourcing options	Options Matrix (Table 6) reference number
Financing	
Budget Support, General	5
Budget Support, Sector	6
Core Contributions	13
Country Partner Funded*	14
Facilities provision*	19
Pooled Funds	42
Personnel	
Consultancies	12
In line personnel	23
International advisers	26
National advisers	34
Regional Advisers	49
Volunteers	64
Whole-of-Government advisers	65
Programming	
Outsourcing of services*	41
Projects	46
Scholarships	52
Specific-purpose programs and funds	57

It is important to avoid confusion when discussing the TA resourcing options outlined in Table 5 with the concepts of 'approaches' and 'types of aid'. The *Guideline: Choosing approaches and types of aid for working in partner systems* defines key approaches and types of aid and articulates their characteristics, strengths and weaknesses, noting "Approaches and types of aid are the 'how' of delivering a package of development assistance":

- Approaches are defined as "ways of engaging in development cooperation. They are not types of aid in and of themselves (because they do not specify how funds are channelled to development activities), but they may encompass provision of support through one or more types of aid." This includes program-based approaches (PBA), sector-wide approaches (SWAp), 'partnership approaches' and 'whole of government approaches'.

- Types of aid are defined as "the ways a donor's funds are channelled to the development activities to be funded. Different types of aid can be used under a single approach. For example, a project channelling funds to a commercial contractor and budget support direct to a partner government might both be used under a SWAp."

1.11   This Guidance Note incorporates within Table 5 the 'types of aid' around which AusAID's programming choices are commonly made, particularly when working in or using partner government systems – as identified in the *Guideline: Choosing approaches and types of aid for working in partner systems.* Table 5 also includes a number of additional options (marked *) and defines personnel into 6 sub-categories to show the range of personnel-based options available.

Table 6 (Options Matrix), purposefully incorporates both the TA resourcing options and the CD options. In the process of developing Delivery Strategies and Implementation Arrangements, program areas will often consider and select one or more TA resourcing options and a number of CD options. For example, general budget support could be used to fund a suite of CD options. However it is important to remember they are not mutually exclusive. National, regional and international advisers can be a resource to implement CD options such as corporate planning and organisational diagnostics, however advisers can also be the chosen CD option themselves, for example undertaking an in-line role of Accountant General in a country partner finance ministry.

Table 6: Options Matrix				
Option	**Description**	**Advantages**	**Disadvantages**	**Uses**
1. Action learning	Action Learning (AL) involves working on real problems, focusing on learning and actually implementing solutions. It is a form of learning by doing that was developed by Professor Reg Revans. It usually involves action learning groups (or sets) and structured questions to support the learning. AL is often used as part of management and leadership programs.	• People work on real issues and develop real solutions that can improve the workplace • It is grounded in people's own experiences so is usually a more powerful way of learning • Can be used by any work team of small group	• Requires a degree of skill to establish the process and ensure it is followed through • Requires interest and commitment from participants	• Can be used to ***develop management, leadership and problem solving skills*** • Can provide dual benefits to the individuals and to their team or organisation e.g. An in-house management program for the Ministry of Health in Tonga incorporated action learning groups. Participants worked in small groups to identify, design and implement a solution to a real work problem. They reviewed their progress and made modifications at the fortnightly training sessions.
2. Apprenticeships	Apprenticeships are structured training programs that involve both on the job and classroom learning. They are primarily used for trade qualifications (eg. to become a motor mechanic or electrician). The apprentice learns from a master tradesperson and attends college part time while being paid by the employer. Apprenticeships usually last a specified number of years. An employer may have one or many apprentices.	• Provides a structured approach to skills development in occupations that require a high level of skill • Sets the national standard for the qualification • Leads to a formal qualification that may be recognised in other countries	• Requires a national qualification framework for technical and vocational education • Trade qualifications are not always valued as much as university qualifications • May not be as flexible as other ways of learning	• Apprenticeship programs can be used in a structured way to ***meet the labour market needs of a sector or organisation*** • Can be used to ***improve the quality of skills*** within an industry or sector

Table 6: Options Matrix

	Option	Description	Advantages	Disadvantages	Uses
	3. Balanced scorecard	The balanced scorecard is a strategic planning and management tool used extensively in the public and private sectors. It aligns business activities to the vision and strategy of the organization, improves internal and external communications, and monitors organisation performance against strategic goals. It was originated by Drs. Robert Kaplan and David Norton as a performance measurement framework that added strategic non-financial performance measures to traditional financial metrics to give managers and executives a more 'balanced' view of organisational performance.	• Provides a framework to assess all aspects of an organisation, not just financial success • Provides a basis for monitoring, evaluation and performance management of senior managers • Relatively easy to understand	• Resource intensive • Indicators need to be carefully designed to ensure that they are aligned with the organisation's strategic plan and budget, they are cascaded down appropriately, and that there are not too many • Managers need to be aware that they are responsible for taking action if the indicators show that targets may not be met	• Builds *organisational capacity* through regular monitoring and acting on key indicators • Builds *individual capacity* through improving management skills, particularly accountability and initiative-taking. e.g. The Tonga Ministry of Health used a balanced scorecard for the Ministry as a whole, and for each division and section within the Ministry. Key performance indicators were set, monitored and acted on. At Ministry level the four key areas used were: • Healthy communities and population (the traditional health indicators) • Health sector development (planning, budgeting and staff management) • Staff training and development • Service partnership (including partnerships with the community, other agencies and donors).
	4. Benchmarking	Benchmarking is the process of comparing the organisation's business processes to a similar organisation to identify new ways of doing things. Benchmarking involves management identifying the best organisations in their industry, or any other industry where similar processes exist, and comparing the results and processes of those studied (the "targets") to one's own results. The aim is to learn how well the targets perform and, more importantly, how they do it.	• Allows the organisation to access new ideas and processes • Provides examples of 'good practice' that demonstrably work • Promotes lateral thinking, especially when looking at similar processes from a very different industry • Can be done in a small scale way	• Organisations identified as being suitable for benchmarking comparisons might be unwilling to participate, especially if they are competitors • The target organisation's processes might turn out to be not so relevant after all • May involve costs of an external facilitator to identify appropriate organisations and arrange visits	• Builds *organisational capacity* through bringing in new processes e.g. IT sections from three different government agencies in a Pacific country met to learn from each other. Eg. International advisers used a major private sector company in an African country as the benchmark for human resource policies and procedures that could then be applied in a government department. This also overcame any issues of cultural appropriateness.

Table 6: Options Matrix				
Option	**Description**	**Advantages**	**Disadvantages**	**Uses**
5. **Budget support, general**	General budget support is a method of financing a recipient country's budget through the transfer of resources from an external financing agency to the recipient government's national Treasury. The funds are managed in accordance with the recipient's budgetary procedures. The dialogue is around development outcomes that might be achieved through such additional government finance.	• Funds are aligned and therefore spent wholly in accordance with the partner government's spending priorities • Uses the partner government's public financial management systems, and thereby has major potential to strengthen them • Increases the comprehensiveness of the budget • Provides opportunities for coordinated capacity development programs to strengthen public financial management • Can increase the efficiency of the partner government's spending plans, and the government's capacity to allocate funds in accordance with its policy priorities • Supports fiscal discipline and reinforces macroeconomic stability • Supports holistic, multi-sector approaches to alleviating poverty • Enables dialogue and monitoring of cross-cutting systems and issues (such as public financial management and public sector reform)	• May be difficult to ensure visibility of the Australian contribution • Can add significant transaction costs (mostly at the design stage) • Can be unpredictable, particularly when fiduciary or political risks are high (in these cases general budget support may undermine macroeconomic stability and fiscal discipline) • The focus on budget priorities and quality of national-level public financial management systems may detract attention from support for improved quality of service delivery or equitable access to services • May be ineffective in achieving development benefits if not supported by a carefully designed package of capacity development support (for example, through technical assistance) and ongoing policy engagement	• General budget support could be in stable low and middle income countries that have relatively sound PFM systems and processes

Table 6: Options Matrix				
Option	**Description**	**Advantages**	**Disadvantages**	**Uses**
6. **Budget support, sector**	Sector budget support, like general budget support, is a financial contribution to a recipient government's budget. However, in sector budget support, the dialogue between donors and partner governments focuses on sector-specific concerns, rather than on wider policy and budget priorities.	• Can to some extent be insulated from fiduciary risks and corruption outside the specific sector (for example by providing funds directly to a line ministry trust fund) • Allows for more focused and deeper monitoring, dialogue and policy analysis on the specific sector and a focus on the quality and effectiveness of service delivery • Can improve alignment of donor resources previously provided through projects • Can strengthen working relations between the sector ministry and the central Ministry of Finance • Focuses support on progressive sectors with a positive reform trajectory that can mitigate fiduciary risks where overall commitment to reform is weak • May be more palatable to donor constituencies, because it can be shown to contribute to identifiable sectoral outcomes and may be associated with lower levels of fiduciary risk	• Risk of distorting the partner government's priorities, by encouraging an ongoing focus on particular sectoral outcomes independent of current or future decisions about priorities • Transaction costs for the partner government may remain high when specific donors' procedures and requirements limit donor harmonisation • Like general budget support, may be ineffective in achieving development benefits if not supported by a carefully designed package of technical assistance and ongoing policy engagement	• Sector budget support could be used in stable low and middle income countries that have relatively sound PFM systems and processes

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Option	**Description**	**Advantages**	**Disadvantages**	**Uses**
7. **Cadetships**	Cadetships involve structured learning in the workplace with a focus on on-the-job learning. Cadets are often rotated through several work areas to develop a broad understanding of the organisation. They may access formal training delivered in house or by external training providers. Cadetships do not usually result in a formal qualification, rather they are usually organised for young people undergoing preliminary training, often before full entry to a professional service occupation. An employer may have one cadet or a cadetship program with several cadets. They may be delivered across sectors.	• Provides ongoing pool of systematically trained young people from which service providers can draw personnel to build organisational capacity • Particularly useful in large-scale agencies with diverse coverage	• Requires skilled personnel and sustained budget for recruitment and ongoing training and management	• Can **build the capacity of organisations**, especially those with continuous staff turnover and those involved in large-scale national service provision • Can **sustain flow of appropriately selected and trained service provision personnel** in health, education, community development etc. e.g. In PNG a 20 month, multi donor funded cadetship has built the pool of PNG nationals with development skills. The cadetship involved three placements (with a donor, a NGO and a development program) and provided formal training in topics such as development and program planning, budgeting and monitoring.
8. **Client/custom er surveys**	Surveys may be conducted in person, on line or through focus groups. They involve seeking feedback from the recipient of services to establish if the right services are being delivered to the right people. They assess the level of satisfaction with the service and may identify problems with the service.	• Provides immediate feedback to those providing a service • Can 'shake up' a complacent service provider and generate an interest in improving service provision	• Can be costly and time consuming • May only receive the good news or the bad news if the survey is poorly designed	• They can be used to establish the degree of satisfaction with services provided. They are a useful **diagnostic tool** for internal (e.g. procurement or human resources) and external services (e.g. health and education). They are often conducted as part of the preparation for strategic and business planning.
9. **Coaching**	Coaching is a process that enables and facilitates learning. It helps people to learn rather than teaches them. It is aimed at developing self-awareness and 'self' motivation and responsibility. Through coaching, people and teams develop their own answers to their own issues. A coach is a sounding board, a facilitator, an awareness raiser and a non directive counsellor.	• People develop their own answers to their own challenges • Builds the ability to learn so results in sustainable capacity building • Low cost if carried out by the supervisor	• Coaching requires time so is not always appropriate (eg. in an emergency) • May be frustrating, particularly when people are used to being given the answer by their adviser or supervisor • Requires skills that many advisers and supervisors do not have • Can be costly if carried out by an adviser or a professional coach	• Powerful tool for **building sustained capacity of individuals and teams** e.g. In the Solomon Islands a coach has been funded to coach women wanting to be in parliament. The coaching process takes women through a process that identifies their strengths; explores what they need to do to be elected; and explores how they will overcome the challenges associated with being female seeking to be elected. The coach does not provide answers; they ask the questions.

	Option	Description	Advantages	Disadvantages	Uses
	10. Commissioned research	Research may be commissioned to gather knowledge about a specific issue and context when there is a gap in current literature. May be done in house or through a contracted researcher (often an academic or a Masters or Phd student).	• Opportunity to develop further in-depth knowledge to support informed policy and decision making • Ultimate quality control lies with those who commission the research • Can select topics of direct relevance to the agency • Opportunity for local participation in the research process	• Some costs involved when outsourcing the research • Can be expensive without obvious immediate benefits • Availability of appropriate and skilled personnel to design and implement research programs may be limited	• Research can be used to *inform strategy, policy and resource use* • Has the potential to offer new ideas and new ways of doing things • Can *build capacity of individuals, teams and/or organisations* if shared and discussed e.g. The HIV and AIDs program in PNG has commissioned a considerable amount of research (through local and international research institutes) to develop a better understanding of HIV and AIDs in the PNG context. The research has also informed the new national HIV and AIDS plan.
	11. Communities of practice	Communities of Practice (CoPs) are groups of people who share a concern or a passion for something they do and learn how to do it better as they interact regularly. They are formed by people who engage in a process of collective learning in a shared place. Processes are relatively informal.	• Provides the opportunity to explore and discuss ideas with people who share similar interests and solve common or specific problems • Provides an opportunity to develop networks • Low cost	• May not result in changes in practice • May only improve capacity to the level of the best participant if meetings are not structured to advance learning of all • Can become a 'club' rather than a learning forum	• *Builds the capacity of individuals* e.g. Capacity development CoPs have been established in PNG and the Solomon Islands as a spin off from AusAID's 'Making a Difference' program for advisers and counterparts. The CoPs meet occasionally to discuss CD. Sometimes a speaker will commence proceedings to generate discussion. At other times the topics are determined from the floor. Some participants attend all sessions; others attend occasionally.

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Option	**Description**	**Advantages**	**Disadvantages**	**Uses**
12. Consultancies	A consultancy is a set piece of work, with clearly defined deliverables, tendered to the consulting market. Consulting assignments can be small (e.g. facilitation of a workshop) or large (e.g. design and implementation of a major information technology system). Consultants are usually paid on deliverables rather than time. They may be national or international; individuals or consulting firms.	• Able to access expertise in almost any profession or technical area • Able to quickly access resources that are not available within the organisation, nor wish to be carried in the organisation long term (i.e. that are not considered to be a capacity need of the organisation) • Will usually result in a quick result • Will usually produce work of a high standard • A consultant's objectivity and impartiality can be very useful in times of change	• May not know the organisation • May try to provide a generic solution • May be costly, particularly when using high end consulting firms • May focus on the work they are contracted to perform so may not take a strategic view	• Consultancies can be used to provide *quick access to technical expertise* to deliver specific outcomes • Often used to *implement new systems or processes* e.g. A small team of national and international consultants were contracted by the Government of Samoa to conduct an evaluation of the effectiveness of the Paris Declaration and Accra Agenda in that country.
13. Core contributions	Core contributions refer to the funds a donor pays to non-government organisations (NGOs) (local, national or international), multilateral institutions, specific-purpose funds or programs, public private partnerships or other private bodies, for use at the receiving organisation's discretion.	• Funds contribute to programs and activities that the receiving organisation has developed themselves, and which they implement on their own authority and responsibility	• There is a need to ensure the recipient manages the funds to a standard acceptable to AusAID, will set and achieve aims that are consistent with AusAID policy and objectives, and will ensure the visibility of the Australian contribution • Some defragmentation of aid as Australian funds are consolidated with the funds of the recipient rather than being delivered in parallel	• Used to support organisations whose values and work are aligned with Australia's view of effective aid. e.g. the *Education For All Fast Track Initiative*
14. Country Partner funded	Country partner financing involves the direct financing of a program or activity by the CP. The CP may contribute total or partial costs; they may contribute on a sector, institution or activity basis; or they may fund one-off or targeted activities within a broader donor supported program.	• Funds contribute to programs and activities that the CP leads, owns and manages directly • Can support local labour market, where local expertise is used • Can strengthen CP project management capacity	• Need to ensure complimentarity of related donor activities • May be difficult for the CP to meet the financial commitments and/ or undertake timely procurement	• May be used to fund or co-fund targeted or one-off activities, including those within broader donor supported programs • The funding could be provided in the form of CP personnel; eg. Allocate a staff member to work off-line on a change strategy or use CP senior managers as coaches while they continue in their existing roles

Table 6: Options Matrix				
Option	**Description**	**Advantages**	**Disadvantages**	**Uses**
15. Customised leadership and management programs	A customised leadership and/or management program is developed specifically to suit an organisation. It is conducted over time (often up to a year), and includes both theory and practical application using the real issues of the organisation. They are usually delivered by external consultants with expertise in leadership and management. Many programs include on-the-job projects and some have a mentoring component.	• Tailored specifically to the needs of the organisation • Develops a common understanding of what leadership and management is within the specific organisational context and builds skills to reflect that context • Strengthens the capacity of both the leadership team and the whole organisation through the on-the-job activities • Provides some level of immediate and tangible support to the organisation and its management team	• Availability of appropriate and skilled personnel to design and implement training programs relatively limited • May be costly • Training on its own does not necessarily bring about change • Only effective if all participate – non attendance can be an issue • Often relies on western leadership techniques and styles which may not be suitable cross-culturally	• May be used when an *organisation's management team is not functioning well* • Use when a new management team is put in place • Can be used sector wide to *support a SWAp* e.g. In Vanuatu a customised program has been developed for the management team of the public service broadcaster. The whole management team is participating in a program that has identified the major areas in which they wish to work. The program includes theory sessions, group discussions, on-the-job projects and one-on-one coaching. Coaching was initially provided by the international consultant but will ultimately be provided by a local consultant who is being trained as part of the program.
16. Exchanges	An exchange involves the 'swapping' of personnel between two like agencies/institutions, either international, regional or domestic. The period of an exchange can range from one or two weeks to many months. Exchangees may primarily learn from observation and discussion or may carry out real work within their host organisation. Exchanges are often used as part of a twinning arrangement.	• Good way to build skills and knowledge through exposure to new ways of doing things • Exposes Country Partners (CPs) to functional environments in developed countries • Builds relationships and networks between organisations • Can be very motivational individually	• Risk that it is a one way process i.e. CPs work in a developed country but the partner does not work in the CP's country • Placements need to have clear goals and agreed learning outcomes and a properly developed program. Otherwise the experience can be tedious and result in few learning outcomes. • Can be an expensive way to gain experience	• Develops *individual capacity* • Can contribute to *organisational development* if it is part of a broader program such as a twinning e.g. The Australian Broadcasting Corporation has participated in many exchanges with public sector broadcasters in the Pacific. While in Australia the ABC ensures the exchangees meet predetermined learning and experience needs. ABC personnel participate in return visits to provide further coaching and support.

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	Option	**Description**	**Advantages**	**Disadvantages**	**Uses**
	17. External diagnostic analysis	This is a particular form of organisational diagnosis where the study is undertaken by external auditors or other external review body. As well as checking the financial accounts of the organisation an audit may pick up processes that can be improved, particularly to address issues of financial accountability. The PEFA is one form of external diagnostic analysis as is the Methodology for Assessing Procurement Systems (MAPS) developed by the OECD-DAC. The *Guideline: Assessing and using partner government systems for public financial management and procurement [Link]*, provides information on a range of standard diagnostic analyses.	• Provides an independent assessment of the financial management and/or administration of an organisation • Can access skills and experiences that may not be available internally • Can provide a catalyst for change	• May be costly • Requires agreement from the organisation to have the review done, and to accept the results and be prepared to implement them • Needs to be considered alongside other assessments to give full picture of organisation's management	• Develops *organizational capacity* through identifying areas requiring strengthening and the resulting improvements in policies and processes e.g. An external Functional Expenditure Review identified a number of weaknesses in a government department, particularly relating to financial management and accountability and expenditure control. The senior management team used an external adviser to help them plan a change program to implement improved processes.
	18. External training courses	Externally conducted, generic training courses may be delivered by an academic institution, training organisation, consulting firm or similar. They are delivered by someone who is an expert in the subject matter and usually include theory and practice.	• Builds capacity of individuals • Good for 'one off' training needs • Provides an opportunity to build networks • Exposes participants to the way other organisations/sectors operate • Good when expensive infrastructure is needed for the training eg. computers • Able to select programs that have already demonstrated success and therefore have some guarantee of quality implementation • Opportunity to reduce pressure on in house training programs	• Because they are designed for a general audience an external course may not be directly relevant to an organisation eg, exercises may not be about issues of direct relevance to all participants • Some participants may struggle to translate the learning to their own workplace • May be costly, not only in course costs but lost productivity of participants during attendance etc • Quality is outside the control of the organisation	• *Useful for 'one off' or highly complex skills development* needs eg. training in procurement is needed for one officer; a medical doctor needs an update in paediatric asthma; two new recruits need to be trained in Word and Excel • Use to *support existing training programs* and initiatives e.g. an organisation may send their IT people for external training to learn about a new system that is to be introduced

	Option	Description	Advantages	Disadvantages	Uses
	19. Facilities provision	Targeted/ one-off provision/ supplementation of equipment, buildings, refurbishments, facilities, vehicles and other supplies regarded as necessary for organisations to achieve their objectives and for competencies and capabilities to be utilised.	• Provides opportunity to stabilise systems and/or fill short term gaps • Can support local labour market (assuming local expertise is contracted) • Fills the gaps when the budget cannot fund the facilities/tools needed to deliver services • Facilities supply might be associated with 'lower fiduciary and/or reputational risk' in the short term, in cases where diagnostic analysis indicates concerns about the capacity of the CP	• Risk that ongoing costs are not factored into the provision • May be difficult to financially meet maintenance needs • The cost-benefit may not be appropriate for the context • May be limited by the capacity to manage and maintain an increased asset base	• Can meet immediate needs • ***A tangible and immediate way to provide assistance*** • Helps ensures staff can get on with ***delivering services*** e.g. In Tonga, the European Union funded the building and refurbishment of health centres. AusAID funded the new equipment required for the centres. It also provided funds for petrol that allowed health workers to service the islands via boat.
	20. Forums	Forum refers to a relatively unstructured event where people are brought together for discussion and debate.	• Provides opportunity to explore and discuss often diverse ideas • Provides opportunity to develop networks • Low cost	• May not result in changes in practice	• ***Builds capacity of individuals and teams*** e.g. During the run up to the election in Vanuatu in 2008, the Vanuatu Broadcasting and Television Corporation organised a series of media forums to bring stakeholders together for discussion around topics of interest to citizens.
	21. Graduate programs	Graduate programs involve the recruitment and training of new graduates. They often involve several job rotations and formal training and are typically carried out over one to two years. Graduates may be allocated a mentor as part of the program.	• Like cadetships, graduate programs provide an ongoing pool of systematically trained people to support the long term labour needs of an organisation • Particularly useful in large-scale agencies	• Requires skilled personnel and sustained budget for recruitment and ongoing training processes	• Can ***build the capacity of organisations***, especially those with continuous staff turnover • Can ***sustain flow of appropriately selected and trained personnel*** e.g. In PNG the government, with support from the Public Sector Workforce Development Program, has recently established a one year graduate program to attract and train new human resources for the public service. This was done to increase the pool of talented people with a range of skills to work across all departments in the public service.

Table 6: Options Matrix

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Option	**Description**	**Advantages**	**Disadvantages**	**Uses**
22. Human Resource Management Diagnostic Instrument (HRMDI)	A similar tool to the PEFA (see below) is currently being developed for human resource management (by the World Bank) and will be available soon. The HRMDI can be used across governments or within individual government agencies to assess the current state of HRM and to develop an action plan for capacity development.	• Highly participative and driven by the partner government (although usually externally facilitated) so commitment to make changes may be relatively strong • Sets a baseline against which the government (and donors) can measure progress • Using the same tool across countries allows for the establishment of comparative databases • The tools have been rigorously tested to ensure their validity	• Very resource intensive for the government • Relatively complex processes that usually require external support to implement • May be costs associated with an adviser or consultant to support the process	• The HRMDI will be used as a *diagnostic tool* to support the analysis of the current state of the government's human resource management system • It is useful at the start of an intervention as it not only provides an analysis of the situation (i.e. it helps define the need) but also results in an action plan (i.e. identifies the change that is required and the best way to achieve that change) • *Helps identify TA requirements* • Importantly, the HRMDI will also set a *baseline for M&E* e.g. The instrument is currently being piloted in Tonga with assistance from AusAID.
23. In line personnel	Donors fully or partly fund experienced personnel who are appointed to an existing position in an organisation. The person is usually recruited through the government's recruitment processes against standard job descriptions and selection criteria. The in line officer holds the delegations that go with the position and is accountable to their employer. They may also have a reporting relationship with the donor.	• The work gets done • Skills that are not available in country are immediately accessible • The degree of country ownership of the person is high if they made the selection and manage their performance • When used as part of a capacity building program with clear succession planning, they can provide good stop-gap if needed • External appointments are better able to say 'no' in small societies with complex social structures that place familial obligations ahead of workplace rules and responsibilities – so useful in situations where corruption is an issue	• Reduces the career opportunities for local people • Line work will be the focus so little capacity building may be carried out unless the responsibility for succession planning and training is clearly articulated in job descriptions and contracts • May place the person in an unsafe environment if they have to make decisions that do not satisfy local powerbrokers (e.g. refuse to approve corrupt practices etc) • Costly	• Useful *to fill critical skills gaps*, particularly in small countries with high skilled staff attrition • Useful *where corruption is an issue or a potential issue* and strong leadership and management is needed to ensure that fair and lawful decisions are made e.g. In line positions funded by AusAID include a range of medical positions (doctors, physiotherapist, dentists), senior roles in customs and finance, procurement specialists, head of the Public Service Commission and Attorney General.

Table 6: Options Matrix				
Option	**Description**	**Advantages**	**Disadvantages**	**Uses**
24. Institutional co-operation/ twinning	Twinning relationships are a formal partnership arrangement between agencies/organisations of similar function/mandate. A twinning arrangement requires considerable work at set up to agree and document the scope. Funding is usually needed for travel for meetings, attachments, exchanges, temporary accommodation, living expenses, etc.	• Provides capacity development opportunities through coaching, mentoring, work attachments, exchanges etc. • Can provide access to highly skilled resources • Can be a relatively low cost option if managed efficiently • Can lead to long term relationships that add value to both individuals and the organisation • Provides international professional development opportunities for managers and staff	• Unsuitable selection of a twinning partner could result in few benefits being realised • Partners may not understand each other's culture and how that translates at the workplace • Participating partners may not understand principles of and/or have experience with capacity development approaches • Equivalent positions in organisations/agencies may not have the same 'on the job' requirements • Usually short term with strong focus on technical assistance • Tends to be personality driven i.e. the agreement operates well while the individuals who initiated the arrangement continue to be involved. Once they leave, twinnings often lapse	• Twinning arrangements vary based on the specific needs and capacity of the two organisations involved • Can ***provide professional development opportunities*** through work attachments and exchanges • May ***supplement capacity*** i.e. provide resources to work within an organisation on a short to medium term basis • May increase cultural awareness e.g. AusAID funds a small twinning arrangement between St John of God Hospital in Ballarat and the Vaiola Hospital in Nuku A'lofa. The twinning arrangement has been in place for 18 years. It has supported 56 exchanges between medical staff, allied health professionals, maintenance staff and technical staff. The focus of the twinning program is on providing learning opportunities and technical support. It is also supported by Ballarat's Rotary Club.

Table 6: Options Matrix				
Option	**Description**	**Advantages**	**Disadvantages**	**Uses**
25. Internal training courses	Training courses, conducted internally, provide organisation specific training. They are delivered by someone who is an expert in the subject matter and contextualised to the organisation. Short courses usually focus on a relatively narrow area of learning. They would usually include both theory and practice. Longer programs usually target development areas such as supervision and management	• Can be used to tackle specific learning gaps in the organisation identified through a training needs analysis or via a performance appraisal system • Training materials and activities are shaped around the organisation's own context and needs • Builds the capacity of individuals so long as there is the opportunity and motivation to use new skills and knowledge • Is able to reach a wide range and number of participants • Provides an opportunity to strengthen relationships within the organisation • Minimal financial outlay if delivered by internal personnel • Ultimate quality control lies within the agency/organisation	• Internal training courses are often seen as the response to any problem but training is not always the answer. The need for training must be very clearly identified • Availability of appropriate skilled personnel to design and implement contextually-relevant training programs may be limited • Is not suitable for more complex programs that benefit from participants from other professions or organisations • May be costly if designed and delivered by external personnel	• Relevant when there are clearly defined *organisational training needs.* Eg. orientation of new staff; introduction to a new product or service; basic supervision skills • Can be used to *support the implementation of change programs*
26. International advisers	International advisers are sourced globally to bring high level technical expertise and experience in development. They may have worked across several countries.	• High level technical expertise • Knowledge gained from working in several countries • Usually have experience of working in their area of expertise. i.e. they are practitioners • Usually deliver on outputs in a timely way	• Costly • Often the default (and possibly incorrect) solution to all problems • May lack the interpersonal skills required to establish relationships within a new cultural context • May lack skills required to support capacity building processes • May bring inappropriate solutions from own country	• Best used where *high level expertise* is required to provide targeted/ specialist advice, build capacity, and facilitate change

Table 6: Options Matrix				
Option	**Description**	**Advantages**	**Disadvantages**	**Uses**
27. International conferences	International conferences tend to focus on specific sectors or professions. They draw participants from around the world. The conference program is usually very widespread, offering a range of different themes or interest areas. Their location usually varies each year, usually in different countries.	• Exposure to international practices and current tools • Opportunity to learn from the experiences of other countries • Opportunity to develop relationships with other organisations, agencies and individuals from throughout the world	• Costly as they include registration and travel costs • May not be sufficiently relevant to specific contexts • Can take people away from their workplace for a relatively long period of time • Can be a 'junket' if there is no clear goal or purpose and reporting back arrangements are not enforced	• ***Professional development of individuals*** • As a ***reward for good service*** e.g. The 5th International Conference on Communities & Technologies was held in Brisbane in 2010. It is a biennial conference for stimulating scholarly debate and disseminating research on the complex connections between communities – both physical and virtual – and information and communication technologies.
28. Internet forums	An Internet forum, or message board, is an online discussion site where people can hold conversations in the form of posted messages. Depending on the access level of a user and/or the forum set-up, a posted message might need to be approved by a moderator before it becomes visible. Depending on the forum set-up, users can be anonymous or have to register with the forum and then subsequently log-in in order to post messages. Usually you do not have to log in to read existing messages.	• Provides access to people from throughout the world with similar interests but very different experiences • It is a cheap and easy option that can be used for professional development at any time of the day or night. • Anyone can participate • Can be used to test new ideas	• Assumes access to a computer and the internet • May be costly for individuals if they access sites from home rather than the office • Can be used to gather information on individuals, such as checking on a person's opinions and associations in relation to a job application	• ***Professional development of individuals***

Table 6: Options Matrix				
Option	**Description**	**Advantages**	**Disadvantages**	**Uses**
29. Internships	Internships generally involve placements of personnel in different organisational settings as part of broader or more formal learning process. A second form of internship involves the placement of young professionals in organisations where they can gain work experience (usually for little or no pay). They may be initiated by the intern rather than the organisation.	• Provides practical learning opportunities for range of staff, either in another country or location and in a related organisation • Opportunities for individuals to be exposed to different ways of working and to see how theoretical knowledge can be applied • Useful for building professional and organisational networks	• Assumes placement organisation has ability to support internship and understand priorities and perspectives of intern • Requires pastoral care, clear supervision, quality mentoring which is not always available • Requires intern to be able to translate learning to their own context on return • Takes personnel out of their workplace • May be high cost and hard to sustain without ongoing donor funding	• Can support *individual learning* and development of experience outside their own organisation • Can be practical element of twinning arrangements e.g. The Vanuatu Law and Justice Program has included three month placements of legal officers in selected NSW agencies to complement other organisational capacity development activities.
30. IT systems design and implementation	The design and implementation of new processes and technologies to support improvements in productivity. E.g. finance system, hospital patient case management system, records management system etc. Simple systems design and implementation might be done internally but more complex systems would typically be developed by a company that specialises in this kind of work.	• The process used to design and implement a new system should be a capacity building process in itself (for example, through participation in project management teams, steering committees, working groups, systems testing, and through the opportunity to redesign and streamline the existing process before it is computerised) • Systems can improve productivity, reduce corruption and improve information management	• Some systems are over specified i.e. a car is designed when a bicycle would do the job more cost effectively • Designers often lack the ability to manage the change process effectively. The result is a good system but limited acceptance and thus limited use by the people affected	• *For organisations needing stronger functional systems* to work effectively (for example, every organisation needs a personnel system that maintains an accurate record of all personnel, properly pays people, and gathers data on the workforce that can inform management decisions) • Systems usually have checks and balances that force greater compliance with rules/regulations so *can be used to tackle corruption*
31. Mediation	Mediation is an informal dispute settlement process run by a trained third party, a mediator. Mediation is intended to bring two parties together to clear up misunderstandings, find out concerns, and reach a resolution. To be effective the two parties need to agree to participate; it cannot be made compulsory	• Can help resolve conflicts between parties that hinder work performance (internally within an organisation or externally with stakeholders) • Recognises that not all capacity issues are about skills and knowledge and not all solutions are about training • Reasonably low cost	• Not all parties will agree to participate in mediation • Some may appear to agree to a resolution but then ignore the outcome • Requires a skilled mediator to facilitate the process	• Use to *manage conflict* between individuals or agencies when it is preventing the delivery of a service or program

Table 6: Options Matrix				
Option	**Description**	**Advantages**	**Disadvantages**	**Uses**
32. Mentoring	Mentoring is a relationship between an experienced person and a less experienced person for the purpose of helping the one with less experience. The mentor provides experience, guidance and counselling as mentees advance their lives, careers or education. The mentoring relationship can be established through a formal workplace program or be self initiated. A good mentor is likely to use coaching (see above) as one of the tools to help the mentee	• Broader than just learning a job – supports the development of the whole person • Builds a relationships that can support an individual in their career for many years • Allows experienced people to pass on their wisdom to the younger generation	• Will not be successful if the two people do not relate well • Needs to be driven – won't just happen without some structure or commitment	• Helps the development of young managers, emerging leaders as well as more experienced leaders • Useful when implementing affirmative action programs to support women, people with a disability, etc. e.g. A Secretary of a Finance Department in the Pacific asked for AusAID funding to support a coaching and mentoring arrangement with a senior ex public servant from Australia. The two met twice a year at which time they discussed finance issues and how they could be resolved (the coaching). The two also discussed the career aspirations of the Finance Secretary and how they could be achieved (the mentoring)
33. Monitoring processes	Monitoring processes assess the progress or the achievements of an organisation, a program, an activity or an adviser. It may be complex - involving many data gathering tools - or simple. They should involve the CP as part of the process in order to validate findings. Where possible, existing processes (such as performance appraisals or regular reporting against plans) are used.	• Provides CP staff with an insight into the changes that are underway and the things that work and things that don't work • Provides a more strategic view of change processes • Helps ensure the initiative is on track to achieve its goals	• Agency staff may find it difficult to accept the results of the monitoring, particularly if they have not been involved in the process, and may become defensive when there are criticisms about them • Sometime difficult for agency staff to realise the value of monitoring for themselves, particularly if the culture is one of not admitting problems	• ***Builds monitoring capacity*** that can be applied on a day to day basis in the workplace • May identify changes needed to activities to ***keep them on track*** • Identifies the ***lessons learned***
34. National advisers	National advisers are recruited from within a country. They bring knowledge of the country, its culture, its history and its challenges as well as expertise in a given field. They may come from the public, NGO or private sectors.	• They know the country and the culture • If they are ex public servants, they know how government operates • They have networks and relationships to work through • May be less costly than international or regional advisers (lower fees depending on the local market, no travel costs)	• May be too close to the issue or the people • May not have the breadth of experience that an international adviser brings • May be a limited number of national advisers available • Recruiting local advisers from national organisations can reduce national in-house capacity, and distort national salary structure.	• May be used whenever an adviser is considered most appropriate to ***build individual, team, organisational or sector capacity***.

Table 6: Options Matrix				
Option	**Description**	**Advantages**	**Disadvantages**	**Uses**
35. National sector- based conferences	A sector conference, conducted locally, draws on national (and international) speakers to share research and experiences. It may be sponsored by a professional association, academic institution, government agency or peak body. The sponsoring body can also take responsibility for the organisation, or it could be contracted out to a specialist conference organiser.	• Brings together people from throughout a sector to share their ideas and experiences, contributing to learning. • Provides exposure to international practices and current tools • Can generate motivation to try new things • Helps build professional networks and develop relationships with other organisations, agencies and individuals • Provides an opportunity to build a strengthened focus within the sector	• Considerable work is involved in organising a conference so may take people away from other work • Conferences can be costly, particularly if professional conference organisers are used	• Can be used to ***build the capacity of a whole sector*** by creating environment to expose and explore new ideas • Good for building relationships and networks across a sector • Builds the capacity of participants who may attend as individuals or with their team e.g. In Australia, the water industry conducts annual conferences, including Australian and overseas speakers. Recent topics have included: environmental sustainability; climate change; water provision and costing models; and improving customer service. Conferences are organised by the national water association and specialist event organisers. Sponsors, who can showcase their wares at the conference, help keep the costs down.
36. New or changed legislation	Legislation, and its associated policies, provides the foundation for all aspects of government and the work of the public service. It also sets the boundaries for how all aspects of a society operate – from the rule of law through to the rights of citizens.	• Legislation is a powerful tool for change, particularly for significant social change	• Legislation takes time and expertise to develop • It often takes a long time to pass through the political processes required • May be caught up in political agendas • Changes to legislation may not result in proportionate changes in practice	• Legislation and/or policy can be used to set the foundation for major change e.g. In Australia, legislation on equal opportunity was used to drive the equity agenda. Legislation on drinking and driving has brought about a significant reduction in alcohol-related road deaths

Table 6: Options Matrix				
Option	**Description**	**Advantages**	**Disadvantages**	**Uses**
37. On the job training	On-the-job training takes place in a normal working situation, using the actual tools, equipment, documents or materials that the person will use when fully trained. On-the-job training is considered one of the most effective, and cost effective, forms of skills development.	• Very little cost • Provides timely training and workplace application directly relevant to the trainee and their workplace • Generates work as well as learning • Can be used in many situations • Builds relationships	• Some staff do not value on the job training as it does not result in a qualification (unless competency based training is in place) • Some managers and supervisors may not have the time or skills to effectively deliver on the job training • In some countries, cultural values do not support the sharing of information • Not all learning can be done through on the job training (eg. the professions)	• ***Builds individual capacity*** • May ***build team capacity*** if part of a broader strategy • Particularly good for practical learning
38. Operational planning	Operational (or management) planning processes build the capacity of a department, division or section through the development of a common understanding of the unit's strengths, weaknesses, priorities and proposed actions. It can be facilitated by internal people who have capacity in planning or by an external local or international consultant.	• Builds the capacity of the organisational unit (division, department, section etc) through a joint understanding of its strengths and weaknesses and gives direction about what work is to be done • Working together on the plan will help develop the team and individuals within the team	• The process can be time consuming • It may be costly if consultants are used and/or workshops conducted • It builds expectations about what the work unit can achieve which may not be fulfilled, resulting in demotivation • The plan is not an end in itself as it is only of use if it is implemented	• Involves a ***diagnostic process*** • Identifies work priorities so can assist with the identification of priority areas for CD • The initial situation analysis can be used as a ***baseline for M&E*** e.g. A health department in the Pacific has been using the annual planning process to set targets and monitor progress for over ten years. This was initially supported by an adviser, but is now a matter of normal business. Several years ago they used the plan to move to a balanced scorecard for reporting and monitoring the performance of the agency and its executive.

Table 6: Options Matrix				
Option	**Description**	**Advantages**	**Disadvantages**	**Uses**
39. Organisation communications processes	Good communications is essential for effective organisations and to successful service delivery. A communications strategy, aimed both internally and externally, could include: website, public relations activities, in house newsletter, 'brown bag' lunches (where people bring their lunch to a meeting), hotline, information cascading processes etc. The internal strategy needs to be developed through a consultative process with managers and staff.	• Those involved develop an understanding of the importance of communication in managing an organisation's culture and productivity • Ensures there are consistent messages coming from the top all the way down through the organisation and from inside the organisation to the public • Can be used to share knowledge across the organisation • Helps ensure issues that affect performance and productivity are identified and resolved quickly	• Takes time and effort • Not always easy to get messages delivered in a clear and concise manner • Sets up expectations that managers will deal with issues	• If designed to do so, may contribute to *developing capacity at all levels* • An effective external communication strategy informs the public about the services of the organisation and offers the opportunity to provide feedback • Can be used to *address key development issues* eg. anti corruption, service delivery quality
40. Organisational analysis/ diagnostic processes	A process that assesses the strengths and weaknesses of an organisation and identifies areas requiring attention. This is best done through consultations through workshops, focus groups, surveys and/or questionnaires. Internal or external consultants should be used to facilitate the consultations, to ensure a degree of independence and confidentiality.	• Provides the foundation for all CD in an organisation through a structured process of analysis. • Builds a common understanding within the organisation of its own strengths, weaknesses and priorities	• Resource intensive • May be costly if using external consultants and/or commercially available diagnostic tools • Can create expectations of change which can adversely affect motivation and performance of those who stand to lose • If expectations of change are not met can cause disappointment and cynicism among staff	• Identifies the CD needs of an organisation through a *diagnostic process* so provides the basis for discussion about TA options • *Sets a baseline for M&E* Eg. A Pacific ministry, with support from an AusAID funded program, conducted a series of workshops with all senior and mid level manager to assess the current state of the organisation and its impact on service delivery. The workshops identified the five areas the managers considered priority areas for change. A range of options for improvements were identified and strategies agreed. This fed into the corporate planning process of the organisation.

Table 6: Options Matrix					
	Option	**Description**	**Advantages**	**Disadvantages**	**Uses**
	41. Outsourcing of services	Outsourcing involves purchasing the services of a company or individuals to provide ongoing services that may or may not usually be delivered by an organisation.	• Offers an alternate approach to building capacity within an organisation • Allows an organisation to focus on its core business • Provides for delivery by a service provider who has specific expertise that may not be available in the organisation	• Can be costly • There may not be local businesses that can provide the service • May only be a small number of businesses that provide a service thus limiting competition in the market (impacts on value for money) • Requires contract management skills	• Can be used to ensure key services are delivered where there is limited capacity • Can be used to encourage an organisation to focus on its core business Eg. A HIV organisation has outsourced its payroll management to an international accounting firm. It has also outsourced condom distribution, which was previously done in-house.

Table 6: Options Matrix				
Option	**Description**	**Advantages**	**Disadvantages**	**Uses**
42. Pooled funds	The donor contributes funds to an autonomous account, managed jointly with other donors and/or the recipient. The account has specific purposes, modes of disbursement and accountability mechanisms and a limited time frame. Pooled funds are characterised by common project documents, common funding contracts and common reporting/audit procedures with all contributing donors. Pooled funds are also known as basket funds or joint funding	• Effective for scaling up resources in difficult environments • Reduces tendency to projectisation • Offers opportunities for greater levels of harmonisation, predictability and alignment • Provides access to policy dialogue at a sector level • Offers donors the advantages of national strategies and approaches, but with localised implementation • Allows donors to shadow align with partner government systems in order to facilitate moves to increased alignment as partner government capacity increases • May increase coherence between donor approaches • May decrease transaction costs for the sector ministry, and in the medium term for donors • Allows the partner government to set policy • Gives flexibility to adjust strategy and policy over time, while keeping a network of relationships in place • Minimises the number of projects by bringing them within an overarching framework	• Requires high levels of investment and capacity building, perhaps comparable to those required for budget support • May not increase donor harmonisation and alignment to national systems and procedures if done poorly • May promote the use of parallel and often vastly overregulated public financial management mechanisms and procedures and therefore not necessarily enhancing the development of the regular public financial management systems in the sector • Cost of contractors may be very high • Creates imbalance in portfolios if used for very large activities	• Commonly used to fund sector wide approaches (SWAps) and jointly funded sector programs

Table 6: Options Matrix				
Option	**Description**	**Advantages**	**Disadvantages**	**Uses**
43. Process improvement/ quality assurance processes	Process improvement/quality assurance is a methodology designed to identify, analyse and improve existing processes within an organisation. It is also known as business process engineering (BPR).	• Identifies any problems in the way things are done and comes up with new, more effective ways to do things • Useful in improving productivity eg. reducing the time it takes to achieve things • Once the methodology is understood it does not require external facilitation. • Can be applied to almost any aspect of an organisation's operations • Builds capacity in those involved as they develop a deep understanding of the way things are done	• Takes time and effort • Requires initial training in the process • Takes people away from their day to day work • May be seen as a way to reduce staff, thus affecting morale	• ***A useful way to tackle lack of productivity*** and poor performance by exploring the processes rather than the people • Refined processes can result in a reduction in corruption Eg. A local government used a process review to improve the new building approval process. Stakeholders, supported by a facilitator, mapped the existing system, identified the inefficiencies and roadblocks and came up with a new process design. They reduced the time it took for approvals from 14 months to 2 months.
44. Professional associations and/or networks	Professional associations provide quality control within a profession, training and networking opportunities. They also advocate on issues relevant to the profession. They may be national or international. They are funded through membership fees, training fees and sponsors.	• Provide training specific to professions that would not usually be available in house • Provide networking opportunities within a profession • Provide access to current research relevant to the profession • Often organise conferences and workshops	• Can be costly to be a member, particularly if it is an international association • Requires that the person be self motivated to take advantage of what the association has to offer • If involved in the management and operations of a professional association, can require considerable (unpaid) time and effort	• Provides ***professional development for individuals*** • Potential to build capacity and improve standards by supporting the establishment of professional associations in partner countries Eg. Two senior Samoan consultants recently completed consulting training in London with the UK Institute of Consultants. They are now discussing how to set up a chapter of the Institute in Samoa or possibly the Pacific region to build the credibility of regional consultants and provide professional development for new and experienced regional consultants.

Table 6: Options Matrix				
Option	**Description**	**Advantages**	**Disadvantages**	**Uses**
45. Project teams and working groups	Project teams and working groups are temporary structures established to do a specific task. This may be small (e.g. to design staff uniforms) to large (e.g. restructure the organisation). They are usually created by drawing people from throughout an organisation. They can be run internally or may be supported by an external consultant or adviser.	• Project teams are an effective way to implement strategies and drive change • They provide a professional development opportunity for both junior and senior staff • They facilitate cross organisation networks and relationships • As the resources are drawn from within the organisation the personnel costs are usually low	• Takes people away from their 'real' jobs • Does require good project management to be effective (may benefit from short term guidance from an adviser or consultant)	• ***Project teams usually get things done.*** They are usually more effective at driving change as they focus on a specified task • They should be used to ***build capacity*** by actively involving key personnel from across an organisation Eg. In Samoa the Ministry of Health used 'vertical slice' (i.e. drawing people from all levels and across all departments) temporary working groups to tackle a range of issues. One group looked at crowd control at the Emergency Department of the hospital (which led to new signage, a number system and seating); another explored issues to do with the use of petty cash (which resulted in an ATM being located at the hospital and improvements in the reimbursement process).

Table 6: Options Matrix

	Option	Description	Advantages	Disadvantages	Uses
	46. Projects	A project is a set of inputs, activities and outputs, agreed with the partner country, to reach specific objectives/outcomes within a defined time frame, with a defined budget and a defined geographical area. Projects can vary significantly in terms of objectives, complexity, amounts involved and duration. Smaller projects might involve modest financial resources and last only a few months, whereas larger projects might involve more significant amounts, entail successive phases and last for many years.	• Flexible, rapid financing mechanisms and procedures, resulting in quick implementation • Combination of projects reduces risk where government financial management capacity is limited • Offers high visibility of the Australian contribution • Allows for a high level of control over the use of funds and associated fiduciary risks • Possibility of implementing high-risk or experimental interventions on a small scale • When used for humanitarian intervention, can guarantee the principles of neutrality, impartiality and independence and can enable a rapid response • Suitable for providing support outside of the public sector (for example, when supporting NGOs, civil society or private sector groups) • Appropriate when a regional or global response is required	• Poor coordination of interventions and financing streams leads to greater transaction costs • Short-term time frames undermine sustainability and poverty reduction impact in states characterised by extreme poverty and weak capacity • Fragmented coverage and lack of policy coherence may result in unequal service provision, which can exacerbate fragility and instability • Continued use of project-type humanitarian assistance in a protracted crisis results in long-term aid dependence.	• May be *appropriate for one-off activities*, especially infrastructure projects, which would place unusual demands on partner government systems • Useful for *emergency response and recovery*
	47. Psychological testing	Psychological testing (such as the Myer Brigs Type Indicator and the Team Management Index) is a process usually involving the completion of a questionnaire or test. The information in the instrument is analysed by a suitably qualified person who then provides feedback to the individual or the team concerned either in writing, in person or at a team workshop.	• Provides individuals and teams with insight into their own behaviour and responses and how it affects others in the workplace • Helps build a more cohesive team through self disclosure • Encourages the valuing of differences • Establishes a common language	• Some people use their psychological profile as an excuse for poor performance • May be overused	• May be used in *recruitment* to establish if applicants have the skills and profile required for the job – note that it is usually only used at executive level because of the costs • Often used in *management and leadership programs* and *team development* workshops

Table 6: Options Matrix				
Option	**Description**	**Advantages**	**Disadvantages**	**Uses**
48. Public Expenditure and Financial Accountability (PEFA) assessment	The Public Expenditure and Financial Accountability (PEFA) assessment is a structured national-level assessment process that: (i) assesses the condition of the country's public expenditure, procurement and financial accountability systems, and (ii) develops a practical sequence of reform and capacity-building actions. While there are no sector-level equivalents of PEFA (although there is a sub-national PEFA tool), AusAID has developed two sector-level tools for assessing capability and capacity, and risks and benefits, associated with sector or agency level PFM and procurement systems. For further information on the tools refer to *Tool: Conducting an assessment of national systems [Link],* part of the suite of Agency guidance on working in partner systems.	• Process is highly participative and driven by the partner government (although usually externally facilitated) so commitment to make change is relatively strong • Sets a baseline against which the government (and donors) can measure progress • The tool has been rigorously tested to ensure validity	• Very resource intensive for the government • Relatively complex processes that usually require external support to implement • Costs associated with adviser or consulting support • There is a risk that the focus is on the negative rather than the positive • Does not give detailed diagnostic information on procurement capacity; needs to be complemented by a MAPS assessment	• The PEFA is used as a *diagnostic tool* to support the analysis of the current state of the government's public financial management (PFM) system • It is useful at the start of an intervention as it not only provides an analysis of the situation (i.e. it helps define the need) but can also result in an action plan if /when the CP decides to develop one (i.e. identifies the change that is required and the best way to achieve that change) • This can be used to *help identify TA requirements* • Importantly, the PEFA also sets a *baseline for M&E* Eg. In Samoa the first PEFA assessment was conducted in 2008. An adviser has been working with the Ministry of Finance to implement the action plan that came from that PEFA assessment. A second PEFA assessment is proposed for early 2011 to establish what progress has been made. If the results are positive, the Government of Samoa will be using the information to encourage donors to increase their use of budget support.
49. Regional advisers	Regional advisers are drawn from a country/region of similar or recent development and/or cultural context as the country partner. They bring specific knowledge from working in, and with, other developing countries as well as technical expertise. They may come from the public, NGO or private sectors.	• Bring experience working in, and with, developing countries • Bring experience of growing up and living in a developing country • May be more closely culturally aligned with the CP • May be less costly depending on the market	• May be some cross country, cultural issues/cross country rivalries • Will have travel costs similar to an international adviser	• Can be used for any advisory position to *build individual, team and/or organisational capacity* e.g. In PNG, a number of African advisers are working on the HIV/AIDS program; in Vanuatu a Fijian adviser is team leader for a media program.

Table 6: Options Matrix

	Option	Description	Advantages	Disadvantages	Uses
	50. Restructuring	Restructuring involves evaluating how the human resources of an organisation or unit are used and then revising their use to ensure they are directed at the priorities identified in the organisation's or unit's plans - so that the structure supports the strategy.	• When structure and strategy are aligned there is a greater chance that the organisation will operate effectively • The process of restructuring enables stakeholders to examine current operations and identify better ways of doing things	• The process can be time consuming • It may be costly if consultants are used and/or workshops conducted • Restructures unsettle almost everyone in an organisation so productivity usually drops. The longer the process takes, the worse this problem is • Redundancies resulting from restructures can impact badly on an organisation's culture thus affecting morale and productivity of those that stay • Senior managers and/or external advisers may not understand informal leadership and relationships and the implications of restructuring • Restructuring is sometimes used as a (costly) way to get rid of poor performing staff	• May be used to **build/revive the capacity of an organisation** by ensuring resources are properly used. • Provides an opportunity to **replace staff** that no longer have the skills or knowledge required in a changing world, and are not able to acquire the skills. e.g. A HIV agency restructured to reduce its operational costs and to ensure its resources were aligned to the national HIV plan. All positions were declared vacant and positions in the new structure filled on merit.
	51. Reward and recognition programs	Reward and recognition programs provide incentives for good performance and make it very clear to staff what is valued in an organisation. They are usually established as a formal process but their complexity can vary from an 'Employee of the Month' scheme to a full scale awards process with several categories and levels of reward. Rewards can vary from certificates and public acclamation to money, study tours etc.	• Often people know how to do their job, but for many reasons they just don't do it. R&R programs provide another form of incentive for people to do their job well • Provides role models for people to look up to • Helps the organisation to articulate what it values • Takes a positive approach in an often negative world	• Needs to be well designed to ensure transparency and fairness – without that an R&R program can have negative consequences • Can be culturally insensitive (eg. giving individual rewards in a collective culture could have a negative impact)	• To **support cultural change** in an organisation • To **celebrate success** e.g. In Tonga the Ministry of Health offered a monthly reward of $50 to the employee who came up with the most innovative solution to a problem. At an Australian city council, the awards program offers prizes of up to $2,000 to teams and individuals who excelled in areas that support the corporate plan.

Table 6: Options Matrix

	Option	Description	Advantages	Disadvantages	Uses
	52. Scholarships	Scholarships fund access to courses at tertiary and vocational institutions. They may be in country, regional or in Australia. They usually cover course fees, book fees, travel to and from the country and provide a living allowance.	• Investment in future local expertise • Supports sustainable development of a sector • Opportunity to develop relationships with training institutions • Scholarships can be included in a broader package of CD activities in many programs	• Pressure on local labour needs due to personnel absence during period of scholarship • Lack of relevance if programs are not targeted at priority areas or do not match students' learning styles or resource contexts • Language and cultural pressures experienced in foreign environments may impact on the individual's capacity to learn • Lack of support from students' organisations (leaders and colleagues) may make formal learning difficult to apply in practice on return • Some scholarship holders may not return to their country	• ***Builds individual capacity*** • May ***build organisational or sectoral capacity*** if part of a broader program e.g. In Mongolia, scholarships are provided at Masters level only. Until recently they were only available to people in strategic positions in core agencies. The Mongolian Government has made good use of the scholarships scheme by ensuring that returnees are appointed to suitable positions that make good use of their new knowledge. To date, all scholarship holders have returned to Mongolia.
	53. Secondments	A secondment is the temporary transfer of a person from their normal duty to another assignment. This may be within an organisation (e.g. to work on a special project), across organisations (e.g. from the public sector to an NGO) or across countries.	• Can be used to fill a critical resource gap • Provides staff with professional develop opportunities • Often generates new enthusiasm in a jaded officer • Allows an organisation to tap into all its resources • Builds relationships • Can be used as a reward for good work	• May leave a vacancy in the secondee's workplace • Secondee may be reluctant to return to their real jobs when the secondment ends • Secondee may not be able to implement new ideas into their workplace on their return	• Develops ***individual capacity*** • Can contribute to ***organisational development*** if it is part of a broader program such as a twinning e.g. A number of Australian Government officials have had the opportunity to develop their skills through secondments to overseas government agencies, such as through RAMSI and the PNG Strongim Govman Program.

Table 6: Options Matrix				
Option	**Description**	**Advantages**	**Disadvantages**	**Uses**
54. Self-directed learning	Self-directed learning is the situation where people take responsibility for developing their own knowledge and skills. Typically they may do this through reading books and articles, and/or enrolling in a course to study part-time, either locally or at a distance. The process is particularly effective if it is supported by a mentor, a manager or a supervisor. A group of people with the same or similar interests may form a learning circle to meet regularly to exchange ideas and help and support each other	• The person is in control of their own learning and can choose what, how and when they will learn • It is relatively inexpensive, other than distance education which can be costly	• Depends on the person's motivation and having sufficient time to study • Accessing resources may be a problem, particularly if they are only available on the Internet	• Self-directed learning builds *individual capacity* and is particularly useful for people who are highly motivated and for whom access to other forms of education and training are limited
55. Seminars	A seminar is, generally, a form of academic instruction, either at an academic institution or by a commercial or professional organisation. It brings together small groups to focus on a particular subject, in which everyone present is requested to actively participate.	• Provides opportunity to explore and discuss ideas, make collaborative plans, identify cross-sectoral links • Provides opportunity to develop networks • Provides opportunity for all stakeholders to develop a more in-depth understanding of core issues and risks affecting the participants, both women and men	• Benefits may not be sufficient to justify cost/effort • May not result in changes in practice • May be costly	• *Builds capacity of individuals and teams*
56. Simulations	A simulation is an action learning process where a real event is imitated to provide participants with experience. They often involve many stakeholders, often across agencies. e.g. a disaster response such as a plane crash involving the national disaster centre, ambulance and fire services and airport personnel.	• The enactment is followed by an analysis of what happened, what can be learned and action planning • Interesting and exciting process • Can bring many people together through one experience • Builds networks • May be low cost, depending on what is being enacted	• Can be costly, depending on what is being enacted • Takes time to properly set the simulation up • May create conflict between stakeholders (in the heat of the moment)	• Particularly good for *building skills through experience* for things that do not often occur

Table 6: Options Matrix				
Option	**Description**	**Advantages**	**Disadvantages**	**Uses**
57. Specific-purpose programs and funds	The donor contributes funds to a specific purpose program or fund, established by an international organisation, and with a clearly identified sectoral, thematic or geographical focus.	• Decision-making and implementation arrangements for them are relatively straightforward • The donor generally cedes control of their funds to the donor or multilateral organisation that manages the specific-purpose program or fund	• There is a need to ensure that the organisation manages the program or fund to a standard acceptable to AusAID, will set and achieve aims that are consistent with AusAID policy and objectives, and will ensure the visibility of the Australian contribution • They are often managed completely outside of the partner government's systems and so may not support partner government ownership and systems strengthening	• Used to support organisations whose values and work are aligned with Australia's view of effective aid. e.g. the *Afghanistan Reconstruction Trust Fund.*
58. Strategic/ corporate planning	The development of an organisation's strategic (or corporate) plan includes an analysis of the current state of the organisation (using tools such as a Strengths, Weaknesses, Opportunities & Threats (SWOT) analysis, Appreciative Inquiry or other strengths-based approaches) and development of the organisation's vision, mission, purpose and strategic direction. The plan will typically be for the next 3 to 5 years. It can be facilitated by internal people who have skills in planning and running workshops or by an external local or international consultant.	• Sets the direction for the organisation involved • Builds organisational capacity through clarifying the organisation's purpose and direction and through the development of a common understanding of its strengths and weaknesses • Involvement in the process can build team and individual capacity	• Planning is often confined to senior managers therefore missing the opportunity to involve staff to get their ideas and buy-in • Plans may be developed for donors, not for the organisation and its people • Process can be time consuming • May be costly if consultants are used and/or workshops conducted • Builds expectations about what the organisation can achieve which may not be fulfilled, resulting in demotivation • Needs to be supported by developing and implementing an operational or business plan (see above)	• The initial analysis can be used as part of the *diagnostic process* to build organisational capacity • The plans provide direction to donors and CPs about where the *priorities* of the organisation lie. Any CD activity should be designed to support the achievement of the plan in some way

Table 6: Options Matrix				
Option	**Description**	**Advantages**	**Disadvantages**	**Uses**
59. Study tours	A study tour usually involves a small number of senior people travelling to one or more countries to examine how things are done elsewhere. An effective study tour has a clear purpose, defined objectives, the participants are genuinely interested in learning and the program is well designed to meet the specific needs of that group.	• Provides the opportunity for specific practical learning about how other countries have responded to a particular challenge or issue • Provides focused professional development • Builds relationships between participants and their hosts	• Inappropriate selection of personnel leads to low benefits for agencies • Can be expensive relative to benefits • Study tours can be very time-consuming and take a long time to organise to make them successful • May be difficult for participants to identify how to apply lessons learned without ongoing coaching and leadership support • Taking key officials from their day-to-day roles can disrupt core agency work	• Given the cost, best used to *expose high level leaders or key personnel critical to an organisation's success to new ideas/new ways of doing things* • May be used to *reward good performance* e.g. in Afghanistan, human resource managers from various Ministries travelled to India to witness how the Indian Government managed their public service workforce in various Departments.
60. Team retreats	Team retreats take a team away from their workplace, usually to a hotel or resort, to develop and monitor workplace plans and identify and address workplace issues. Team building and social activities are usually part of the process. Training may also be included. An external facilitator is often used so that all team members can participate.	• Helps build functional teams which should result in better performance • Taking people away from the workplace allows them to focus on the issues/tasks without the distractions of the workplace	• Can be used as a junket • May be costly (accommodation, per diems, facilitator) depending on the location and duration • Retreat environment and context may elicit behaviours and ideas that are unsustainable in the workplace	• Appropriate to use when a team needs to focus on a specific task or process such as *planning or training* • Useful, but risky, to *team build* when a team is dysfunctional and needs time out to try and tackle their issues (will need a good facilitator) e.g. In the newly independent East Timor the Ministers of the first Government went on a week's retreat in the countryside to talk through their vision for their new country.
61. Training needs analysis (TNA)	A TNA involves the identification of training and development needs (usually of an organisation but may also be carried out across a sector) to gather the information needed to develop a training strategy and/or program. Data is often gathered through the organisation's performance appraisal processes.	• Training programs are based on identified needs (i.e. they are demand driven) • May ensure that unnecessary training is not conducted • Helps align the training needs of individuals with the needs of the organisation	• May be costly and time consuming	• Used in organisations to ensure *training programs* that are conducted internally or outsourced externally are aligned with the real needs.

	Option	Description	Advantages	Disadvantages	Uses
Table 6: Options Matrix					
	62. Training of trainers	An approach where trainers are trained to assess the need for, prepare, deliver and evaluate a pre designed or new program. Their training covers both the content of the course and the processes used to deliver the course.	• Can help to localise learning processes and reduce dependence on external trainers • Extends reach of training • Provides opportunities for trainers to gain skills and knowledge	• If not supported over long-term, e.g. by funding and organisational learning system, trainers can lose interest • Training can become out of date or irrelevant as circumstances change if the course is not regularly reviewed • Demand for specific training may not exist over time	• Often used *when training is to be delivered across a large number of people or locations.* • The process is also used to *build capacity* of local personnel. e.g. In PNG Provincial Trainers were trained to design, prepare and deliver financial management training in Provinces.
	63. Use of pre-existing research	The collation of research materials available through the internet, libraries and academic institutions for use in policy development, problem resolution and learning. May be done in house or by a contracted researcher.	• Opportunity to increase knowledge on specific issues prior to making decisions or committing resources • Can be done relatively quickly and with limited resources • Relatively low cost • Minimises 'consultation fatigue'	• Purpose and focus of research may not match the organisation's specific context or priorities • Quality of the research is outside of the organisation's control • May be difficult to locate materials, particularly where internet access is problematic • Some costs involved when outsourcing the research	• Research can be used to *inform strategy, policy and resource use* • Has the potential to offer new ideas and new ways of doing things • Can *build capacity of individuals, teams and/or organisations* if shared and discussed
	64. Volunteers	Volunteers are people who offer their services free or at a relatively low cost. They may be older experienced professionals, young professionals, people with technical skills or people who simply wish to provide assistance. Volunteers work in all sectors in almost all countries.	• Volunteers provide low cost access to expertise • They may be highly skilled and/or motivated • They can provide specialist skills not readily available • Can be accessed short or long term	• Volunteers may have a limited understanding of development and capacity building • May not be able to access the specific skills required or the period desired	• Volunteers can be used for almost any purpose – as a replacement for an adviser where appropriate, as hands on labour to do a specific task and/or to build capacity of individuals or organisations e.g. Under the Australian Youth Ambassador program a young finance specialist went to an Asian country to help improve the functioning of the country's central bank.

Table 6: Options Matrix

	Option	Description	Advantages	Disadvantages	Uses
	65. Whole of Government (WofG) Advisers	Whole of Government advisers are sourced directly from a donor country government institution/ agency, often one with a similar mandate to the CP government institution they are seconded to. The adviser input may be short or long term, in-line or off-line and is often linked to a broader WofG Institutional co-operation/ twinning arrangement (see option 24). WofG advisers bring high level technical expertise and experience working in government systems.	• Additional support/ resources/ backstopping from the WofG advisers' agency head office – technical support, mentoring, access to research/ analysis etc. • WofG advisers are used to operating under public service legislative and governance frameworks, with similar bureaucratic obligations and responsibilities as their CP government agencies agencies (including managing relationships between political and administrative arms of government) • WofG advisers inputs are often linked to a WofG Institutional co-operation/ twinning arrangement, allowing institutional continuity and coherence in advice and approach. Often result in the development of ongoing institutional relationships • WofG adviser arrangements often involve reciprocal training/ secondment opportunities for CP counterparts	• WofG deployees do not necessarily have development or aid delivery expertise • Risk of trying to impose Australian Government frameworks/systems/standards onto CPs where this is not necessarily appropriate • The strategic priorities of other WofG agencies may differ from their CP government counterparts, and these competing priorities may impact on the WofG advisers' prioritisation of achievement of development outcomes. • WofG adviser accountabilities are often firstly to their home agency rather than their CP counterpart agency	Use of a WofG agency as a delivery partner may be appropriate where • WofG agencies provide specific technical or management expertise, particularly for government-specific functions (eg. customs, immigration or taxation) • WofG agencies need to be directly involved in the delivery of an activity in order to participate fully in policy dialogue and management decision-making • The government to government partnership/relationship is critical to the success of the activity. • For example, the PNG Strongim Gavman Program provides sector programs in PNG with access to long-term advisers currently employed in the Australian Public Service, allowing high-level strategic advice and capacity development in public sector functions. The resulting institutional links with Australian agencies provide access to additional resources and capacity development opportunities (eg. twinning placements, exchange of training and procedural materials).

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Option	**Description**	**Advantages**	**Disadvantages**	**Uses**
66. Work shadowing	Work (or job) shadowing refers to a process where one person 'shadows' or follows another in their work role for a period of time. At agreed points in the day the two discuss what has been happening and why. Work shadowing can be used as part of a formal mentoring program between the participants (or may lead to establishing one).	• Provides an opportunity to increase knowledge, skills and understanding of a particular job role through first hand observation • It also provides a means of gaining insight into how a particular work role fits within the overall organisational structure • The person being shadowed is forced to reflect on what they do and why they do it – often a learning experience in itself	• Some people may feel threatened by having a shadow • There may be some positions where confidentiality issues restrict the access of the shadow to all aspects of a role • Some hosts may not be skilled at explaining their reasons for they way they work	• Work shadowing is particularly useful for the *development of potential leaders*
67. Workshops	Workshops are events where people come together to work on a specific issue. While there may be some introductory theory presented, workshops are practical and action oriented. They usually result in some form of action plan. An external facilitator may be used.	• A good way to develop plans in a collaborative way • Contributes to a shared understanding of the issue and agreement around the way forward • Builds the capacity of those who are new to the issue/team • Contributes to team building • Low cost particularly if run internally	• Takes people away from the workplace • Sets expectations that may not always be met	• Workshops are used for *diagnostic purposes* and *planning at all levels* including project planning • They may also be used to *tackle specific service delivery issues* e.g. In China a two-day workshop was held for representatives of key government agencies and an AusAID-funded design team to gain a common understanding and agreement on the priority issues to be addressed in a new governance program, as well as the areas that would fall outside the scope.