



A CAPACITY BUILDING TOOLBOX FOR EMERGING CBOs AND YOUTH GROUPS



TOOLBOX

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MEN AND WOMEN FOR GENDER EQUALITY PROGRAMME

UN WOMEN REGIONAL OFFICE FOR ARAB STATES

Prepared by

Mohamed Yassein Salman, Consultant



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INTRODUCTION

The UN Women Regional Office for Arab States (ROAS) is implementing a regional programme which aims to respond to new challenges and opportunities raised by the Arab uprisings regarding Gender Equality and Women Empowerment (GEWE). The programme, supported by the Swedish International Development Cooperation Agency (Sida), seeks to understand the root causes of gender inequalities and address them through an innovative bottom-up approach.

With the overall goal of enhancing gender equality in the region, the programme seeks more specifically to contribute to the following:

- **Understanding** the root causes of gender inequality in order to develop tools and conduct evidence-based advocacy for policy change;
- **Strengthening** the capacities and networks of GEWE civil society organizations, with a particular focus on the sustainability of new and emerging movements, including youth groups
- **Developing** community based solutions to promote gender equality based on innovative approaches and South-South exchange

To support the capacity building component a toolbox has been developed. It consists of a compilation of existing resources which can be used for building the capacity of civil society organization, including youth organizations, so that they become self-sufficient and strong advocates for gender equality.

UN Women also has a Youth and Gender Equality Strategy and several approaches to gender equality and women's empowerment, based on theories of change, which can be used as additional key resources.

UN Women hopes that this toolbox will become a useful resource for all organizations in the MENA region to support the capacity building of community-based organizations (CBOs) and youth organizations.

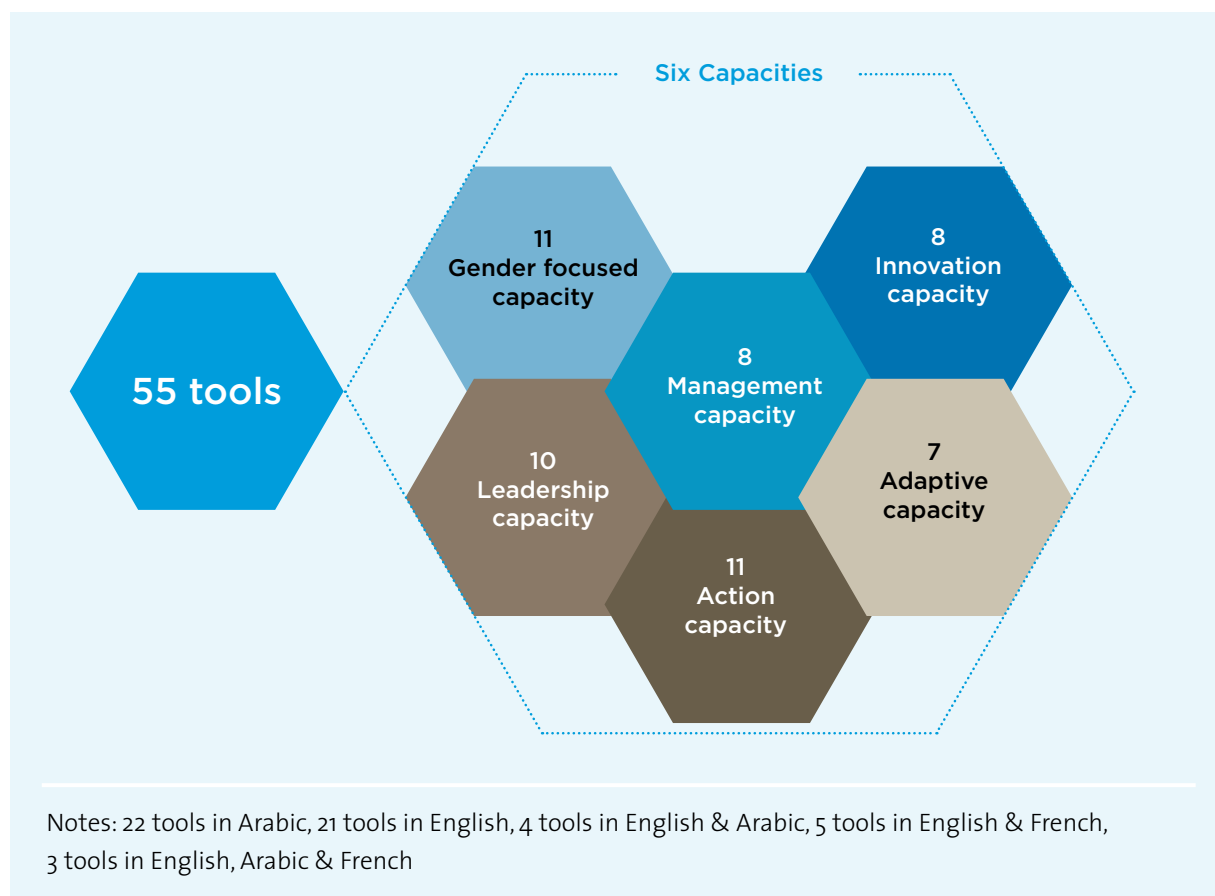


1

WHAT IS THIS TOOLBOX?

1.1 In a nutshell

FIGURE 1
The toolbox in numbers



A **'toolbox'** is a set of structured practical knowledge tools that explains how to perform a certain task, function or role. It includes approaches and best practices, as well as step-by-step guides, training manuals and case studies.

Accordingly, this toolbox is a selected set of **55 tools'** to support youth groups and emerging community-based organisations (CBOs) in building their capacities

in six areas; gender-focused capacity (11 tools), leadership capacity (10 tools), management capacity (7 tools), action capacity (12 tools), innovation capacity (8 tools) and adaptive capacity (7 tools). The rationale and definitions of these six capacities and how they were selected are shown in the second section of this toolbox (see Table 4: Six Capacities Model).

¹ In addition to these 55 tools, another 16 tools are briefly cross-referenced.

1.2 For whom is this toolbox? And why?

Target groups

This toolbox is aimed at two main groups;

- 1) Youth groups;** informally organized groups of young women and men who are actively engaged with their communities. Mostly, they act as volunteers to solve problems or improve certain conditions in their communities, and

- 2) Emerging community-based organisations (CBOs);** newly formed community-based organizations, often formed from existing networks, such as local neighbourhoods, people sharing the same interests, or even friends who have a shared social goal. They are still in the process of negotiating their structure and developing their procedures and activities.

Objectives

This toolbox aims to support these youth groups and emerging CBOs by proposing useful practical tools that can foster their capacities-organizational capacity to engage actively with gender equality and women's empowerment issues.

Specifically, this toolbox supports groups and CBOs:

- 1) To understand gender concepts,** address the root causes and actively work for gender equality and women's empowerment, including engagement of men and boys (gender-focused capacity);

- 2) To inspire,** prioritize and provide direction to achieve the group/organization's vision and mission (leadership capacity);

- 3) To ensure the projects are planned,** managed effectively and well resourced, including the group/organization's human, financial and physical resources, in order to accomplish the objectives (management capacity);

- 4) To implement programmatic functions** that support the group/organization in developing actions and interventions such as advocacy and campaigning skills (action capacity);

- 5) To develop entrepreneurial thinking** and generate innovative ideas for mobilizing people and engaging

with their communities, as well as finding alternative resources to implement their plans (innovation capacity); and

- 6) To monitor, assess and respond to, and stimulate internal and external changes.** It is about learning through action and continuously examining and re-defining the theory of change that the group/organization has developed (adaptive capacity). Theory of change encompasses people's ideas and beliefs about why and how the world and people change.

This toolbox can be used by youth groups, CBO members or external facilitators/trainers/organizations who want to help and support them to realise their visions and potential capacities. It offers a wide range of tools to respond to their various needs and the challenges that they face.

How is the toolbox organized?

The toolbox is organized in four sections;

- **Section 1** gives a brief introduction to the toolbox, highlighting its target groups, objectives and how it was developed.

- **Section 2** explains the conceptual framework for capacity building followed by the toolbox, namely the Six Capacities Model. All the selected tools are analysed according to this framework.

- **Section 3** explains how the groups' and CBOs' capacities can be assessed and provides guidance on how to tailor the toolbox according to their needs, as well as a self-inventory to ensure that they select the right tools.

- **Section 4** is the main section, where all 55 tools are presented and organized under the six capacities.

1.3 How was this toolbox developed?

This toolbox was developed by critically reviewing existing capacity-building tools and materials developed by UN Women or other organizations. The review process was guided by the Six Capacities Model proposed by this toolbox. A set of criteria was developed to help prioritize the choice of tools (See Table 1: Tool selection criteria).

TABLE 1
Tools selection criteria

Criteria	Description (Selected tools and material should...)	Indicators
Learning objectives	Have clear learning objectives (knowledge, skills, attitudes) relevant for youth groups and emerging CBOs	A list of learning objectives is defined either explicitly or implicitly in the selected tools or material
Practical content	Provide know-how and practical knowledge that could be applicable for CBOs and youth groups	The tool proposes a process of steps or actions that can be easily followed to acquire the intended knowledge, skills or attitudes
Gender-sensitive	Encourage critical thinking about gender inequalities and have gender as a means to reach set goals	The language used is gender sensitive and is not gender-specific
Evidence	be supported by relevant examples or case studies from practice	Clarifying examples are highlighted, and case studies and good practice are featured

Additionally, priority was given to tools that are youth focused, oriented to community level engagement, developed by local CBOs, contextualised for the Arab region, available in Arabic and accessible through the Internet.

Limitations on identifying the tools

In the process of developing the toolbox, two main limitations were encountered

•**Language limitation:** Capacity-building materials are abundant in English, while there are a limited number of resources in Arabic – 26 of the 55 tools highlighted in this toolbox were not available in Arabic. This highlights the limitation for non-English speakers wishing to access and use such tools. For example, all the innovation capacity tools were found in English but it was difficult to find similar tools in Arabic.

•**Emerging CBOs:** Most of the existing tools address

the needs of established and functioning NGOs. There is a lack of tools that speak to the “emerging level challenges” faced by newly established organizations and youth groups.

•**Gender equality:** Most of the tools did mention gender as a key factor to be considered, but there was no systematic way of integrating a gender-sensitive approach and promoting gender equality.

1.4 Types of tools

This ‘**toolbox**’ is a set of structured practical knowledge **tools** that explains how to perform certain tasks, functions or roles.

It suggests three types of tools: i) working guide, ii) training manual, and iii) case studies. The following table provides a broad definition and the requirements for each type. (See Table 2 on the next page)

TABLE 2

Tools selection criteria

Type of tools	
Working guide	A capacity-building resource that offers either theoretical or practical knowledge that could support the group/organization's work. It provides insights, steps or guidance to accomplish certain tasks or functions. Often, working guides are known as 'action guide', 'user guide' or toolkit. In this toolbox, reports and booklets are considered as working guides as they provide useful theoretical knowledge that can be applied.
	Requirements: It requires readiness of the group/organizations' members to apply new knowledge, use different tools or learn new skills. The working guide can be used for either individual or group learning processes, applying the guidance in their practices and work. In some cases, at group level, facilitators may be needed to help the group to acquire these skills and guide them in applying the new tools.
Training manual	A capacity building resource that targets trainers. It contains structured group learning activities that can be used in designing training interventions. Each training activity is fully explained in this manual in a step-by-step format.
	Requirements: It requires trainers who have the capacity to design training workshops to develop participants' knowledge, skills and attitudes. Accordingly, a training room and materials should be available as well.
Case studies	Inspirational experiences and stories can be considered as learning resources to understand the complexity of a certain context or case. Moreover, they can highlight lessons learned and solutions to problems.
	Requirements: They do not require special materials. They can be used for individual reading and learning. They can also be used in both a training setting or a working group, allowing members collectively to learn lessons from the cases.

1.5 How is each tool presented?

Each tool is presented in a table, to ensure a standardized and balanced presentation. Each table

is composed of nine elements, starting with the title of the tool. In some cases, additional related tools are proposed for further exploration, if needed.

TABLE 3**Element of each tool**

Title	The name of the tool
Language	Languages in which each tool is available
Type of tool	Working guide, training manual, or case study
Author or organization/year	Author's name, organizational affiliation and year of publication
Related capacities and sub-capacities	The capacities and more specific capacities that the tool supports. For further details, see 2.2. Six Capacities: A capacity-building framework)
Brief description	A short overview of the tool, its main objectives, purpose and content.
How to use this tool?	A short guide on how the tool, or parts of the tool, can be used.
How to access the tool?	All tools can be accessed through via the Internet. Links are provided.
Copyright and author's rights	A disclaimer about copyright and author's rights. However, all tools proposed in this toolbox are licensed to be used, adapted and applied for non-commercial use with due acknowledgement of the source.

Disclaimer: Author's rights are reserved

All the highlighted tools in this toolbox have a clear recognition of the authors and the organizations that developed each of them. All the tools are publicly

available on the Internet and many of them are already licensed under Creative Commons Licence that allows sharing and adapting. Please refer to 'Copyright and author's rights' in each tool and **do not forget to acknowledge the source of any tool you use.**



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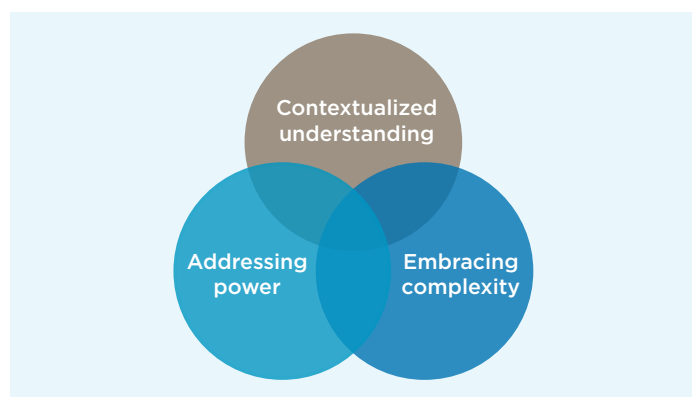
A CONCEPTUAL FRAMEWORK FOR CAPACITY BUILDING

2.1 A critical approach to capacity building

Capacity building is any action that improves the effectiveness of individuals, organizations, networks, or systems—including organizational and financial stability, programme service delivery, programme quality and growth. Since the late 1990s, the term ‘capacity building’ began to be used intensively in development discourse to promote further engagement with social, economic and political life². However, such usage has proliferated indiscriminately to describe any intervention as ‘capacity building’. It has been highly criticized by some as one of the unquestioned buzzwords of development discourse. Moreover, some bad practices were reported where, instead of ‘building’, people’s existing capacities were undermined.

FIGURE 2

Three core elements of critical capacity building practice (Author’s own)



Therefore, a critical approach to capacity building is needed to analyse in depth and challenge existing capacity-building tools and practices. This approach draws on three core elements: a) contextualised understanding, b) addressing power and c) embracing the complexity that any capacity-building intervention should address to bring about real social change (Figure 2). We therefore need to examine whether our capacity-building tools and interventions include:

• **A contextualised understanding:** As groups do not operate in a vacuum, they are influenced by

various societal variables and cultural specificities. Therefore, any capacity-building intervention should be sensitive to context limitations, opportunities and constraints, formal laws and informal norms. If a certain intervention or tool works well in one place, it does not necessarily mean that it will work in all contexts and conditions. Accordingly, the more profound our understanding of the context in which we work, the more effective our intervention is likely to be.

• **Addressing power and deeply embedded inequitable structures:** It does not matter how much knowledge and skills are developed if people are not able to address the power relations that either exploit them or violate their rights. Capacity building should not ignore such power relations and structures embedded within each community. On the contrary, it should involve working with people and using their acquired capacity to challenge unequal power relations and bring about social justice.

• **Embracing diversity and understanding complexity:** Our social reality cannot be treated as a controlled environment as it is influenced by continuous change and the actions of multiple actors. It cannot be reduced to linear causal relations or explanations. This means that any capacity-building interventions should take this complexity into account and help groups and organizations to analyse and understand it.

These three core elements provide a basis for identifying and assessing the quality of capacity-building tools. As it is hard to measure and ensure the existence of all these three elements in all the tools, those identified either relate to the context in Arab countries’ and/or do not explicitly conflict with contextual cultural and social norms in this region. In addition, a few tools were also included to promote further understanding around these elements.

² The first references to capacity building in the literature date from the early 1990s, in the work of the United Nations Conference on Environment and Development (UNCED) 1992, Agenda 21 and the UN Commission on Sustainable Development (See Craig, C. (2010), Community Capacity Building: Critiquing the Concept in Different Policy Contexts, in Kenny, S. and Clarke, M. (eds.), Challenging Capacity Building, Palgrave Macmillan: UK.

2.2 Six capacities: A capacity-building framework

There are various models and frameworks for capacity building in the organizational development literature. Each one represents a different approach to defining an organization's capacity needs to perform more effectively. However, only a few focus on not-for-profit organizations working within communities. Of these, most are heavily influenced by NGO working models which assume a certain structure, form of governance, set of activities, required skills, and defined roles. By their nature, these are not always sufficiently flexible to accommodate different forms of community level involvement. In many Arab countries, young people have started to form their own independent groups through which they collectively engage with their communities. These groups are not necessarily fully fledged organizations, but simpler in structure, more spontaneous in the way they act and flexible in how they respond.

In response to such shortcomings, Connolly (2007) identified four core capacities that all non-profit groups or organizations need to develop to be able to function effectively and fulfil their missions and aims. These four capacities³ are: **a) Leadership capacity**: the ability to influence others, inspire, motivate, build trust, organize staff, volunteers and other resources to fulfil the group/organization's mission **b) Management capacity**: the ability to ensure that projects are planned and managed effectively; this includes management of the group/organization's human, financial and physical resources, **c) Action capacity**⁴: the ability to implement programmatic functions that support the group/organization in developing actions and interventions such as advocacy and campaigning

skills, and **d) Adaptive capacity**: the ability to monitor, assess and respond, and to stimulate internal and external changes. It is about learning through action and continuously examining the change that the group/organization is working to achieve (see Table 4: Six Capacities framework for further explanation and details of sub-capacities defined under each one).

Building on Connolly's approach, **two further capacities were added**. In answer to his question 'What kind of capacities do youth groups and emerging CBOs that work for gender equality and women's empowerment need?', essential core capacity is also included: **gender-focused capacity**. This is the ability to understand fundamental gender concepts, address the root causes of gender discrimination and actively work for gender equality and women's empowerment, including by engaging men and boys (see Figure 3: Six Capacities Model). Moreover, groups and organizations need to be innovative in their working methods, resources and plans. To that end, another capacity was added; **innovation capacity**: this involves developing entrepreneurial thinking and generating innovative ideas for mobilizing people and engaging with their communities, as well as finding alternative resources to implement their plans.

3 Connolly, P., (2007). Deeper capacity building for greater impact: Designing a long-term initiative to strengthen a set of non-profit organizations.

4 The term 'action capacity' was used to replace 'technical capacity' used in Connolly's model to avoid any confusion with other explanations or definitions of what constitutes technical capacity.

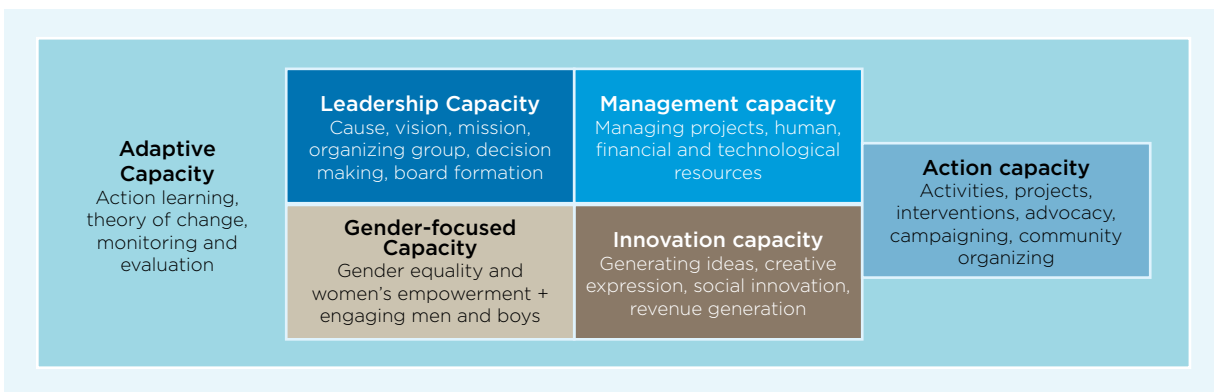
TABLE 4

Six Capacities Model

Six Capacities Model (for youth groups and emerging CBOs involved with gender equality and women's empowerment)	
Gender-focused capacity	The ability to carry out gender analysis, address gender discrimination and promote gender equality and women's empowerment. It is about adopting a gender-sensitive view of the realities and life experiences encountered. Moreover, it questions how masculinities contribute to such inequalities and champions the active involvement of women and girls along with boys and men in the pursuit of gender equality.
	<p>Gender sub-capacities: Gender equality, gender discrimination, gender-based violence, gender activism, feminism, sexuality, masculinities, engaging men and boys in gender equality, women's economic and political participation, ending violence against women and girls, gender mainstreaming.</p> <p>See also UN Women's definitions of key gender concepts. https://trainingcentre.unwomen.org/mod/glossary/view.php?id=36&mode=&hook=ALL&sortkey=&sortorder=&fullsearch=o&page=1</p>
Leadership capacity	The ability to influence others, inspire, motivate, build trust, organize staff, volunteers and other resources for the group/organization to fulfil its vision and mission
	Leadership sub-capacities: Visioning, defining aims and strategies, forming a group or organization, strategic planning, decision making, accountability, conflict resolution, collaborative leadership, transformational leadership.
Management capacity	The ability to ensure effective project planning and management, and efficient use of human, financial and physical resources. It focuses on all behind-the-scenes functions that help groups and organizations to function, including financial management, fundraising and report-writing. It enables group and organization members to communicate with each other, work together as a team, and manage volunteers.
	Management sub-capacities: Project planning, logical framework, project management, results-based management, writing proposals, fundraising, financial management, human resources management, communication skills, teamwork, volunteer management, report-writing.

Action capacity	The ability to translate broad aims and objectives into realities. It refers to a set of skills and tools that can help youth groups and organizations to develop their interventions, projects and activities.
	Action sub-capacities: Dialogue skills, problem and situational analysis, appreciative inquiry, stakeholder analysis, training and facilitation skills, designing workshops, advocacy and campaigning skills, power analysis, community organizing, participatory methods, working with youth, youth-led initiatives, youth organizing, using technology.
Innovation capacity	The ability to bring innovative solutions that foster collective action and contribute to the sustainability of the group or organization. It refers to social innovation in ways of working and securing resources needed for these solutions.
	Innovation sub-capacities: Generating ideas, design thinking, creative expression, using theatre (for learning, or for generating ideas and actions), revenue generating, social innovation, social entrepreneurship.
Adaptive capacity	The ability to continuously learn and improve through action. It means monitoring and evaluation of whether the group or organization has achieved its objectives. It emphasizes critical questioning of how change happens and how the actions taken and the project contribute to this change.
	Adaptive sub-capacities: Theory of change, monitoring and evaluation, participatory monitoring and evaluation, self-evaluation, most significant change, storytelling, impact assessment, learning through action, learning organization, organizational assessment.

FIGURE 3
Six capacities model



2.3 Analysis of tools based on the Six Capacities Model

Based on the Six Capacities Model, the tools identified were analysed to determine those relevant to each capacity. This analysis can help toolbox users to

select the tools best suited to their capacity needs. Furthermore, the same tool can be used to address different capacities at the same time. Therefore, every tool was examined to see if it contributes towards several capacities.

TABLE 5

Analysis of tools based on the Six Capacities Model

Capacity	Tool	Type	Language	Six capacities					
				Gender	Leadership	Management	Action	Innovation	Adaptation
Gender-focused capacity	G.01: An introduction to women's issues, in words and images	Working Guide	AR						
	G.02: Women's rights in Muslim communities: A resource guide for human rights educators	Working Guide	AR EN						
	G.03: CEDAW for Youth	Working Guide	EN						
	G.04: Working with young women	Training Manual	EN						
	G.05: It's all one curriculum: Guidelines and activities for a unified approach to sexuality, gender, HIV, and human rights education	Working Guide	AR EN FR						
	G.06: Understanding masculinities and violence against women and girls: Self-learning booklet	Working Guide	EN						
	G.07: Engaging with boys and men to address GBV and masculinities: A training module	Training Manual	EN						
	G.08: Case studies: Engaging men, boys and gender equality	Case Studies	EN						

Gender-focused capacity	G.09: Looking within: Understanding masculinity and violence against women and girls	Training Manual	EN						
	G.10: Youth Feminist Initiatives Guide	Working Guide	AR						
	G.11: Guide for incorporating gender in Youth NGOs in Egypt	Training Manual	AR						
	G.12: CEDAW Advocacy Training Module for Positive Women	Training Manual	EN						
	G.13: Gender and Female Genital Mutilation	Training Manual	EN						
Leadership capacity	L.01: Pathways for change: 10 Theories to inform advocacy and policy change efforts	Working Guide	EN						
	L.02: Ideas for working with people: An approach to learning and training	Working Guide	AR						
	L.03: Barefoot Guide 1: Working with organisation and social change	Working Guide	AR EN FR						
	L.04: Tools for development: A handbook for those engaged in development activity	Working Guide	EN						
	L.05: Young Leaders Reference Guide	Working Guide	AR						
	L.06: Working with youth groups: A guide for youth activists	Working Guide	AR EN						
	L.07: Strategic planning for civil society organizations	Working Guide	EN						
	L.08: Civil organisations management boards guide	Working Guide	EN						
	L.09: Decision-making, group agreements and working together	Working Guide	AR						
	L.10: Developing gender-sensitive competencies: Quick tips for managers	Working Guide	EN						

Management capacity	M.01: Logical framework approach - with an appreciative approach	Working Guide	EN						
	M.02: Project planning and proposal writing for civil society organizations	Working Guide	AR						
	M.03: Financial management for civil society organizations	Working Guide	AR						
	M.04: Project Management T-kit	Working Guide	EN FR						
	M.05: Organizational Management T-kit	Working Guide	EN FR						
	M.06: Human resources management guide	Working Guide	AR						
	M.07: Volunteer management guide	Working Guide	AR						
	M.08: Report-writing guide	Working Guide	AR						
Action capacity	Ac.01: Methods handbook for youth social work	Working Guide	EN						
	Ac.02: Participatory approaches to foster youth engagement	Training Manual	AR						
	Ac.03: Participatory learning and action: A trainer's guide	Training Manual	AR EN FR						
	Ac.04: Youth peer education toolkit: Training of trainers manual	Training Manual	EN						
	Ac.05: The Dialogue Handbook	Training Manual	AR						
	Ac.06: ICTs for feminist movement building: Activist toolkit	Working Guide	AR EN						
	Ac.07: Power – A practical guide for facilitating social change	Training Manual	EN						
	Ac.08: Advocacy and policy making guide	Working Guide	AR						

Action capacity	Ac.09: Creative approaches to educate and raise awareness on sexual harassment in Egypt	Training Manual	EN						
	Ac.10: Working with politicians to combat violence against women	Working Guide	AR						
	Ac.11: Notes on community organizing	Book	AR						
Innovation capacity	I.01: Fast idea generator	Working Guide	EN						
	I.02: DIY practical tools to trigger and support social innovation	Working Guide	EN FR						
	I.03: The Field Guide to human-centred design	Working Guide	EN						
	I.04: The Collective Action Toolkit	Working Guide	EN						
	I.05: The Bootcamp Bootleg	Working Guide	EN						
	I.06: The social design methods menu	Working Guide	EN						
	I.07: Introducing Forum Theatre: as a tool to explore issues of equality and discrimination	Training Manual	EN						
	I.08: Theatre-based techniques for youth peer education: A training manual	Training Manual	EN						
Adaptive capacity	Ad.01: HIVOS ToC Guidelines: Theory of social change thinking in practice	Working Guide	EN AR						
	Ad.02: Gender and theories of change	Working Guide	EN						
	Ad.03: Handbook on planning, monitoring and evaluating for results	Working Guide	AR EN FR						
	Ad.04: Monitoring and evaluation for civil society organizations	Working Guide	AR						

Adaptive capacity	Ad.05: Monitoring self-effectiveness	Working Guide	EN FR						
	Ad.06: The 'Most Significant Change' (MSC) technique: A guide to its use	Working Guide	EN						
	Ad.07: Participatory video and the Most Significant Change: MSC Guide for facilitators	Working Guide	EN						



3

ASSESSING
CAPACITIES AND
TAILORING YOUR
TOOLBOX

3.1 How to assess your group or CBO's capabilities?

All effective capacity-building interventions start with identifying the needs of the given group or organization. Assessing a group's or organization's capacities is an essential step in identifying the most suitable tools. Accordingly, a set of capacity assessment tools are suggested here to assist in this task.

Capacities assessment self-inventory – based

on the Six Capacities Model

Under the Six Capacities Model, a self-inventory was developed to help group and organization members to assess their capacities. The inventory is then broken down into sub-capacities under each main capacity. For example, to assess the leadership capacity in a group or organization, we should question decision-making processes and accountability levels within it. The various capacities are assessed on a scale from 1 (inadequate) to 5 (full capacity) as follows:

TABLE 6

Self-inventory for capacities assessment based on the Six Capacities Model

Scale	Description
1	Inadequate: Knows nothing about it and has never practised it
2	Needs improvement: Knows about it but has never practised it
3	Average: Knows about it and has practised, but needs further development
4	Good: Knows about it and has practised to a good standard, but still lacking in some aspects
5	Full: Excellent knowledge and practicing to a very high standard

Gender-based capacity: the ability to understand gender concepts in depth and actively engage men and boys in combating gender inequalities and supporting women's empowerment		1	2	3	4	5
Gender equality	The group/organization understands the concept of gender equality and how it can be promoted.					
Gender discrimination	The group/organization understands the forms of gender discrimination and its various causes.					
Gender-based violence	The group/organization understands the different forms of gender-based violence, and how to combat it and support survivors.					
Gender activism	The group/organization is engaged with activists who advocate on gender issues.					
Feminism	The group/organization understands the meaning of feminism and the myths surrounding it.					
Sexuality	The group/organization understands sexuality, the meaning of LGBTI and the impact of gender discrimination on various groups.					
Masculinity and engaging men and boys in gender equality	The group/organization works to involve men and boys actively in promoting gender equality and women's empowerment.					
Women's participation	The group/organization recognizes the challenges and limitations that hinder women's participation and understands how to promote women's economic and political participation.					
Women in public spaces	The group/organization understands the challenges and limitations that confront women in public spaces.					
Gender mainstreaming	The group/organization understands how to incorporate a gender perspective and promote gender equality in its working procedures and internal policies.					

Leadership capacity: The ability to influence others, inspire, motivate, build trust, organize staff and volunteers, and other resources to fulfil the group/organization's vision and mission		1	2	3	4	5
Visioning	The group/organization has a clearly defined vision for the change it wants to make.					
Defining aims and strategies	The group/organization has clearly defined aims and a set of strategies to achieve them.					
Forming a group (or organization)	The individual members manage to organize themselves internally as a group/organization, each voicing their individual concerns, aspirations and ideas.					
Strategic planning	The group/organization plan strategically for their interventions and programmes.					
Decision making	The group/organization has a clearly defined and suitable decision-making processes that are participatory and transparent.					
Accountability	The group/organization is accountable to its members. All work-related information is accessible and transparent.					
Conflict resolution	The group/organization resolves internal conflicts that may arise among its members.					
Collaborative leadership	The group/organization has developed a collaborative leadership style and practices that enable members to work together harmoniously.					
Transformational leadership	The group/organization's leaders know how to manage change inside their group or organization. They transform the status-quo and deliver the change that all the members agreed collectively.					

Management capacity: The ability to ensure effective project planning and management, and efficient use of human, financial and physical resources		1	2	3	4	5
Project planning	The group/organization plan its projects, drawing on past successful experience to develop their own tools and procedures to follow in future planning.					
Logical framework approach	The group/organization uses a logical framework approach as a project planning and management tool.					
Project management	The group/organization manages its activities and projects effectively.					
Results-based management	The group/organization knows how to manage its projects based on results achieved.					
Proposal writing	The group/organization has written successful funding proposals and obtained grants before. It has the capacity to prepare successful proposals.					
Fundraising	The group/organization manages to raise the funds needed for its projects. It has done that effectively before.					
Financial management	The group/organization has a fully-fledged financial system that tracks all expenditures and revenues.					
Human resources management	The group/organization has developed tools and systems to manage its human, financial and physical resources.					
Communication skills	The group/organization has developed internal communication tools and systems that ensure the flow of information among the members.					

Management capacity (cont'd)		1	2	3	4	5
Teamwork	The group/organization members work effectively as a team in a spirit of cooperation.					
Volunteer management	The group/organization has managed volunteers effectively before and developed tools for volunteer outreach, recruitment, training and rewards.					
Report writing	The group/organization uses reporting systems that ensure that information is gathered, presented and disseminated regularly.					

Action capacity: The ability to translate broad aims and objectives into realities. It refers to a set of skills and tools that can help youth groups and organizations to develop their interventions, projects and activities skills.		1	2	3	4	5
Dialogue skills	The group/organization has developed skills to facilitate dialogue, either internally among its members and/or externally, with the people with whom they interact.					
Problem and situational analysis	The group/organization has analysed problems that concern it and has undertaken a situational analysis					
Appreciative inquiry	The group/organization uses an appreciative inquiry to evaluate their resources and their strengths.					
Stakeholder analysis	The group/organization identifies its stakeholders and analyses their interests and influence in relation to the its work.					
Training and facilitation skills	The group/organization's members have the capacity to facilitate workshops and conduct training to share knowledge, skills and tools.					

Action capacity (cont'd)		1	2	3	4	5
Designing workshops	The group/organization's members can design workshops to foster learning and tool-sharing among themselves for capacity building.					
Advocacy and campaigning skills	The group/organization has clear advocacy goals and plans for campaigns to support their mission.					
Power analysis	The group/organization recognizes the power relations that influence the issues on which they work and understands how to navigate and manage power structures.					
Community organizing	The group/organization organizes its community to bring about social change.					
Participatory methods	The group/organization uses participatory methods to involve the people with whom they work.					
Working with youth	The group/organization is acquainted with methods of motivating and engaging young people and working with them.					
Youth-led initiatives	The group/organization supports and works with youth-led initiatives.					
Youth organizing	The group/organization organizes other groups of youth to actively engage with their communities.					
Using technology	The group/organization use technology to support its activities and interventions.					

Innovation capacity: The ability to bring innovative solutions that foster collective action and contribute to the sustainability of the group or organization. It refers to social innovation in ways of working and securing resources needed for these solutions		1	2	3	4	5
Generating ideas	The group/organization generate innovative ideas for its activities and projects.					
Design thinking	The group/organization uses design thinking tools to generate innovative solutions for community problems.					
Creative expression	The group/organization uses creative expression methods to involve people and generate ideas with them.					
Using theatre	The group/organization uses theatre as a platform to engage actively with the issues they work with.					
Revenue generation	The group/organization can generate revenues and alternative funding resources to support its activities and projects.					
Social innovation	The group/organization understands how social innovation can support its cause and working issues.					
Social entrepreneurship	The group/organization has developed social entrepreneurial projects offering adaptive innovative solutions for their communities.					
Adaptive capacity: The ability to continuously learn and improve through action. It means monitoring and evaluation of whether the group or organization has achieved its objectives. It emphasizes critical questioning of how change happens and how the actions taken and the project contribute to this change.		1	2	3	4	5
Theory of change	The group/organization can define a well-founded theory for the change it seeks to achieve through its programme/interventions.					

Adaptive capacity (cont'd)		1	2	3	4	5
Monitoring and evaluation	The group/organization has monitored the results of its work and evaluated them against the defined objectives. A system of structured and regular monitoring and evaluation already exists.					
Participatory monitoring and evaluation	The group/organization uses participatory methods to monitor its results and evaluate their impact with the involvement of the people targeted.					
Self-evaluation	The group/organization and its members can evaluate themselves on a regular basis.					
Most significant change	The group/organization's members use the Most Significant Change tool to assess the impact of their activities and interventions.					
Storytelling	The group/organization's members use storytelling to engage with the people they work with and foster mutual learning platforms.					
Impact assessment	The group/organization can assess the impact of its activities and interventions on people's lives.					
Learning through action	The group/organization learns from its experiences and use the lessons learned to improve its tools and plans.					
Learning organization	The group/organization has developed tools and systems to incorporate its experience and lessons learned into its tools and plans.					
Organizational assessment	The group/organization can assess its organizational capacities.					

Capacity assessment tools

The above inventory is an initial assessment to help groups and organizations to question their capacities based on the Six Capacities Model. However, fully-fledged capacity assessment tools are recommended for those who want to proceed with an in-depth capacity assessment, involving gathering information, its analysis and interpretation of the results. In most cases, the information gathered through these capacity assessment tools can be supplemented with qualitative assessment methods such as interviews, focus group discussions and systematic observation.

Three tools were found to be useful especially for youth groups and emerging CBOs working for gender equality and women's empowerment. The first is the Gender Equality Capacity Assessment Tool, developed by UN Women. It helps both youth groups and CBOs to assess their understanding, knowledge, projects and practices from a gender equality perspective. Two other broader capacity assessment tools are suggested, one for youth groups, the Spider Tool, and another for emerging CBOs, Institutional Development Assessment.

Gender Equality Capacity Assessment Tool	
Developed by	UN Women Training Centre (2014)
Useful for	Essential for both youth groups and emerging CBOs as it tests understanding of gender equality and the skills needed to promote gender equality.
Description	This tool provides a way to assess the understanding, knowledge and skills of a given organization and its staff related to gender equality and women's empowerment, and also the organization's gender architecture and gender policy. It is divided into the following sections: the understanding, knowledge and skills possessed by staff on gender equality, women's empowerment, gender policy and architecture of their organization, and guidelines on how to consolidate the outcomes of the questionnaire.
How to access	This tool can be accessed through (in English) http://bit.ly/2iJzCfo
The Spider Tool: A self-assessment and planning tool for child-led initiatives and organizations	
Developed by	Clare Feinstein and Claire O'Kane – Save the Children (2005)
Useful for	Youth groups, which might face different challenges from emerging CBOs. They might face more challenges with internal power issues and their collective identity as a group. However, this does not prevent them from using the other organizational assessment tools, if they find them more appropriate to their needs.
Description	Despite the explicit orientation of the Spider Tool towards child-led groups, it was also found applicable in the case of youth groups. It can be used to assess youth groups' capacities based on a series of core elements; what they are trying to achieve, what they feel they are good at and areas where they feel that there is room for improvement. Moreover, it helps them to reflect upon the learning process that they go through as they work together on collective initiatives. Youth groups can use their assessments to plan changes and actions to improve their organization and their collective efforts.
How to access	This tool can be accessed through (in English) http://bit.ly/2iQbZ4E (Additionally, a Facilitators Guide was developed to support the use of this assessment tool. It can be accessed through http://bit.ly/2iYB5eK) Note: An adapted Arabic version of The Spider Tool can be found in the leadership capacity tools section (L.o6: Working with Youth Groups: A Guide for Youth Activists)

Institutional Development Assessment (IDA)	
Developed by	AED (2011)
Useful for	Emerging CBOs which seek to institutionalize their work and enhance their organizational capacities.
Description	<p>Institutional Development Assessment (IDA) helps organizations to assess four functional areas; 1) management system, 2) financial resources, 3) external relations and 4) programme/service delivery.</p> <p>IDA recognises four levels of institutionalizing organizations:</p> <ul style="list-style-type: none"> • Start-up: The organization is constructing its fundamental subsystems and functional elements. • Developing: The organization has already created its basic functional systems and aims to develop and expand them, while also expanding the scope of its activities. • Consolidating/ expanding: The organization already has the potential and mechanisms enabling effective action, the organization is capable of and committed to improving its systems, thus increasing its sustainability. • Functional: All the organizational and management elements ensure the organization's sustainability and effectiveness.
How to access	<p>This assessment tool can be accessed via</p> <p>http://bit.ly/IDAtool (English)</p> <p>http://bit.ly/IDA_arabic (Arabic)</p>

3.2 How to tailor your toolbox?

Multiple tools are proposed in this toolbox in response to the various needs and challenges faced by groups or organizations. Therefore, it is critical to tailor your own toolbox according to what you need or the challenges you face.

The following **six brief steps** may help you:

- a. Define what you need:** using the capacity assessment tools described above, you can assess your group's or organization's capacities. You might find that you only need to develop certain capacities, such as 'innovation', for example, in which case you will go directly to the tools listed under this capacity. Defining the capacity that you want to develop should be the start as it may be overwhelming to apply all tools without proper consideration of what you really need.
- b. Have a look, read the overall description:** go through the tools for the capacity you have decided you need to develop. Each tool is described in a way that will help you to decide if it is suitable for you.

c. Define what part of the tool you need: some tools cover a great deal of ground. The description provided here can help you, but you should also refer to the tool's table of contents and select the parts most relevant to your needs.

d. Form a task force, read and work together: it will be a more effective and valuable learning experience if you work as a group to explore the tools that you have identified. The group's knowledge and experience can help in adapting the tools to the context in which you live, drive discussion and a reflective learning process and deepen the understanding of each tool.

e. Make your plan and go: all the tools will help you to identify actions or changes to be made, so you will need to develop a plan to implement them.

f. Reflection, evaluation and learning: after you have implemented your plan, you should reflect with your group on what worked well and what went wrong. Record the lessons you have learned from this experience.

3.3 Have you selected the right tool? (Self-inventory)

You need to ask yourself, have you have selected **the right tools for:**

- The group/organization?
- The group/organization's mission or goals?

- The physical environment and social/cultural context in which the group/organization operates?
- Your capacity as facilitator or your assigned role?

The following table offers a set of questions that can be used as self-inventory to ensure selection of the right tools.

The right tool for the group/organization:
<ul style="list-style-type: none"> • Does it address the group's needs and challenges? • Does it consider individual, personal background information that may be important (age, education, language, cultural background, previous experiences)? • What prior knowledge and ability does the tool assume (intellectual, emotional and physical)? • What level of trust and familiarity are necessary in the group? Will the tool cause reactions and emotions that can be dealt with in the context?
The right tool for the group/organization's mission or goals:
<ul style="list-style-type: none"> • How does it relate to what has been done before and what will come after? • Which elements of the mission or goals does the tool highlight at this point, and why? • How much input does the tool require from the group? • What information will be provided by you, and what must the participants work out for themselves? • Is the tool gender-sensitive and does it focus on promoting gender equality? If not, what complementary information/tools do you need?
The right tool for the physical environment and social/cultural context in which the group/organization operates:
<ul style="list-style-type: none"> • How does the physical environment (the venue, equipment, furniture etc.) affect the use of the tool? • Is it the proper moment to use this tool at this stage in your group/organization's progress? • Are the necessary materials available? • Is there enough time to complete the activity and fulfil the objectives?
The right tools for your capacity as facilitator or your assigned role:
<ul style="list-style-type: none"> • Can you anticipate the outcome and deal with any unexpected results? • Are you aware that learning may mean change, and that this may sometimes be uncomfortable for the participants? • Do you have the background/experience needed as the facilitator/user of this tool? (for example, financial management tools are best applied by the persons responsible for finance.)



4

CAPACITY-BUILDING TOOLS

4.1 Gender-focused capacity tools

G.01: An introduction to women's issues: In words and images

Title	An introduction to women's issues: In words and images
Language	Arabic
Type of tool	Working Guide (illustrated book)
Author or organization/ year	Hoda Elsadda (Editor), Women and Memory Forum (Cairo, Egypt)/2002
Related capacities and sub-capacities	Gender-focused capacity: Women's rights, gender equality and feminism.
Brief description	The guide highlights diverse topics related to the status of women in Egyptian society, presenting both the historical dimension and current debate. Most importantly, it utilizes an appealing combination of written information, documentary material, archival pictures, cartoons, designs, and humour to introduce debates to the unspecialized reader. The guide covers a variety of themes such as education, issues of resistance, gender equality and cultural stereotyping, law, women's movements, and women pioneers in various fields.
How to use this tool?	This illustrated book is useful to introduce the general Arab reader to the field of gender studies and women's issues in the Arab and Egyptian cultural sphere. Despite its Egyptian focus, it is still useful to reflect the complexity of women's rights issues in Arab countries generally. The book can be used for individual reading and group discussions to deepen individuals and groups' understanding of women's rights and gender issues in the Egyptian context.
How to access this tool?	This book can be downloaded from http://bit.ly/ziLArAr
Copyright and author's rights	Copyright is reserved to the Women and Memory Forum (Cairo, Egypt), but non-commercial use is permitted with proper acknowledgement of the source.
Additional related tools	Questions and answers booklets (Arabic) , developed by ABAAD, (Lebanon). Three illustrated booklets that highlight the popular understanding of gender, violence and gender roles. They are quite specific to the Lebanese context but can also relate to other Arab countries. These booklets can be downloaded from: http://bit.ly/GenderQA1 http://bit.ly/GenderQA2 http://bit.ly/GenderQA3

G.02: Women's rights in Muslim communities

Title	Women's rights in Muslim communities: A resource guide for human rights educators
Language	English and Arabic
Type of tool	Working Guide (based on a research report)
Author or organization/ year	Equitas (International Centre for Human Rights Education - Canada, 2009 (translated into Arabic with support of GTZ, 2010)
Related capacities and sub-capacities	Gender-focused capacity: Women's rights (in Muslim communities)
Brief description	This report is originally a research publication that explores links between two legal traditions: human rights law and Islamic law. It draws attention to the realization of women's rights in Muslim communities. It examines the founding arguments for rights with an analysis of how these rights have been realized, implemented, contested, or violated in women's lives. The report begins by establishing the understanding of women's rights within the human rights paradigm. It then looks at Islamic law (Sharia) from a women-centred perspective, and engages with specific issues such as women's political leadership, women's reproductive rights, women's rights in marriage, women's rights to freedom of movement and choice. It concludes by highlighting the issue of veiling and women's mobility which have only recently entered the framework of international human rights law.
How to use this tool?	This report is useful in providing a contextual understanding of women's rights in Islamic law (Sharia). It explores the dialogue between human rights law and sharia law to constitute localized understanding of women's rights. The report is useful for individual reading and group discussions to deepen understanding of women's rights and gender issues in Islamic countries.
How to access this tool?	You can download this study from English: http://bit.ly/ShariaEN Arabic: http://bit.ly/ShariaAR
Copyright and author's rights	All portions of this guide may be reproduced for use in human rights education, provided acknowledgement of the source and notification of such use is given to Equitas.
Additional related tools	<p>I know gender: An introduction to gender equality, online course developed by UN Women Training Centre (see below G.06.)</p> <p>Shari'ah, Fiqh and State Laws, Clarifying the Terms, developed by Musawah English: http://www.musawah.org/sites/default/files/Musawah%20Paper_Issue%201_Eng_FA_2016Dec16.pdf Arabic: http://www.musawah.org/sites/default/files/Musawah%20Paper_Issue%201_Arabic_v3.o_2016Dec16.pdf</p> <p>Muslim Family Laws: What Makes Reform Possible? English: http://www.musawah.org/sites/default/files/Musawah%20Paper_Issue%202_English_FA.pdf Arabic: http://www.musawah.org/sites/default/files/Musawah%20Paper_Issue%202_Arabic_v2.o_2016Dec16.pdf</p> <p>Additional resources can be found here: http://www.musawah.org/resources</p>

G.03: CEDAW for Youth

Title	Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW) for Youth
Language	English
Type of tool	Working guide
Author or organization/ year	Pooja Khanna and Zachary Kimmel with Ravi Karkara, UN Women/ 2016
Related capacities and sub-capacities	Gender-focused capacity: Women's rights
Brief description	<p>The Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW) is an international legal instrument that requires countries to eliminate discrimination against women and girls in all areas and promotes women's and girls' equal rights. CEDAW is often described as the international bill of rights for women, and is one of the key international agreements that guide the work of UN Women in achieving gender equality and empowering all women and girls. CEDAW for Youth is a youth-friendly version of CEDAW, authored by a young woman and young man.</p> <p>This guide explains why CEDAW is important to youth, describes CEDAW's impact in advancing gender equality and human rights for women and girls around the world, and summarizes the articles of CEDAW, including the specific forms of discrimination that must be ended and how CEDAW is implemented and monitored.</p>
How to use this tool?	This guide is useful to address a youth-focused understanding for women's rights. It can be used either for individual reading or group discussion to enrich the debate around women's rights.
How to access this tool?	This guide can be downloaded from http://bit.ly/CEDAW4youth
Copyright and author's rights	No mention of reservation of copyright. However, non-commercial use is permitted with due acknowledgement of the source.
Additional related tools	<p>Guide on the Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW) (Arabic), developed by the NGO Development Center (NDC), Palestine/2015.</p> <p>This guide presents a simplified version of CEDAW with a focus on how to define discrimination, states' obligations to end gender discrimination, how these obligations should be transformed into actions to promote women's right to education, work, health, etc. It also addresses the protection of vulnerable women and girls, gender-based violence and positive discrimination (quota). It covers many of these issues in the form of a Q & A sheet. This Guide can be downloaded from http://bit.ly/CEDAWguide</p>

G.04: Working with young women

Title	Working with young women: Empowerment, rights and health
Language	English
Type of tool	Training Manual
Author or organization/ year	Instituto Promundo, Salud y Género, ECOS, Instituto PAPAI and World Education (no date)
Related capacities and sub-capacities	Gender-based capacity: gender equality, gender activism, gender-based violence and women's participation.
Brief description	<p>This manual presents a series of group educational activities to promote young women's awareness about gender inequities, rights and health and to develop skills so that they can feel more capable of acting in empowered ways in different spheres of their lives.</p> <p>The manual starts with a foundation of key concepts such as gender, empowerment and human rights. It goes on to highlight how gender influences young women's perceptions about their identities, relations, bodies and their sexuality. Moreover, it covers the rights of women in the workplace, women's community participation in individual and collective actions to make positive changes in their lives and communities on issues related to women's rights.</p> <p>Likewise, this manual focuses on different health risks to which young women might be exposed as result of being women. It addresses the different issues of sexual and reproductive health, motherhood and care-giving, preventing and living with HIV/AIDS, and drugs.</p>
How to use this tool?	<p>Although there has been a significant amount of work done to promote women's empowerment, most of it has been geared towards the experiences of adult women. There has been less work focused on the empowerment of young women and their specific experiences, decisions, interests and wellbeing. In that sense, this manual can be useful in designing group learning activities for young women to promote their awareness about gender and women's empowerment issues.</p> <p>The manual proposes a wide range of capacity-building activities about various issues of gender equality and gender activism; such as identity, violence, sexuality, work, and community participation. These activities start by exploring gender concepts and the implications of being a woman or man, then it highlights the cycle of violence and how to break the silence about gender-based violence.</p> <p>The manual can be a resource for designing capacity-building training for young women and men about gender equality, gender activism, gender-based violence and women's participation.</p>
How to access this tool?	This manual can be downloaded from http://bit.ly/2hTbHGI
Copyright and author's rights	No mention of reservation of copyright. However, non-commercial use is permitted with due acknowledgement of the source.

G.05: It's all one curriculum: A unified approach to sexuality, gender, HIV, and human rights education.

Title	It's all one curriculum: A unified approach to sexuality, gender, HIV, and human rights education.
Language	English, Arabic and French
Type of tool	Training Manual
Author or organization/ year	Nicole Haberland and Deborah Rogow (editors), International Sexuality and HIV Curriculum Working Group, Population Council/ 2009
Related capacities and sub-capacities	Gender-focused: Sexuality, gender and women's rights. Action capacity: Training and facilitation skills
Brief description	<p><i>It's all one curriculum</i> is a practical resource for curriculum development of gender and sexual education. It includes modules for teaching young people about sexual health, gender, sexuality, interpersonal relationships, communication, body, reproductive health and advocacy for their own rights. It includes sample activities on gender, sexuality and reproductive rights.</p> <p>The manual comes in two volumes, the first, Guidelines, presents sensitive information appropriately for various cultural settings, including the Arab world, while the second volume, Activities, offers an overview of effective education methods and a guidance for facilitators and educators on how to adapt the 54 proposed learning activities for their particular setting.</p>
How to use this tool?	<p><i>It's all one curriculum</i> provides a useful basis for developing gender-focused educational programmes in community settings. Its content was developed for young people aged 15 and older, whether in or out of school. It proposes seven units of background information and educational activities that cover gender, sexuality, interpersonal relations, communication and decision making, the body, puppetry and reproduction, sexual and reproductive health, and advocacy for gender equality.</p> <p>This training manual is highly flexible and is designed to let users quickly identify the information and level of detail they need. For example, the content is broken down into eight units, each with subtopics. Within each subtopic, there is a series of key statements, and many of these statements are supplemented with further detail or concrete examples from various cultural settings. Users can easily select which units, which subtopics, and what level of detail best meet their needs.</p>
How to access this tool?	<p>English: Guidelines: http://bit.ly/2iEjuZE Activities: http://bit.ly/2iEmtkE</p> <p>Arabic: Guidelines: http://bit.ly/2imEp5V Activities: http://bit.ly/2ismicB</p> <p>French: Guidelines: http://bit.ly/2iTAque Activities: http://bit.ly/2iwJEQM</p>
Copyright and author's rights	Copyright is reserved to the Population Council. However, non-commercial use is permitted for community learning purposes with due acknowledgement of the source.

G.o6: I Know Gender: An introduction to gender equality

Title	I Know gender: An introduction to gender equality
Language	English, French, Spanish
Type of tool	Training course
Author or organization/ year	UN Women Training Centre
Brief description	<p>This course aims to develop and/or strengthen awareness and understanding of gender equality and women's empowerment as a first step towards behavioural change and the integration of a gender perspective into everyday work for all UN staff at headquarters, regional and country level. It introduces the concepts, international framework, and methods of working towards gender equality and women's empowerment.</p> <p>It also offers users the opportunity to make links between gender and specific thematic areas such as work; education; political participation; emergencies; peace and security; sexual and reproductive health; sexual and gender diversity and human rights; and violence against women.</p>
How to use this tool?	<p>This course introduces the subject for group/organization staff. It is a contribution by UN Women to the UN System and can be used as needed by each agency. It aims to complement other existing UN courses and includes references, where possible, to them. It does not replace existing mandatory courses on gender equality in different agencies.</p> <p>It provides an overview of available tools for gender analysis and mainstreaming, but is an introductory, rather than a specialized technical course.</p> <p>Three core modules provide a common denominator for all staff:</p> <ol style="list-style-type: none"> 1) Gender concepts to get started; 2) International frameworks for gender equality; and 3) Promoting gender equality throughout the UN System. <p>These modules include an introduction to the UN gender architecture and strategies to address the challenges of advancing gender equality and the empowerment of women. Optional thematic modules can be accessed after the user has completed the core modules. Some of these were developed in collaboration with the following partner agencies:</p> <p>Women's economic empowerment – UN Women Women's leadership and decision-making – UN Women Violence against women and girls – UN Women Gender equality in the world of work – ITC-ILO Gender equality and education - UNESCO Sexual and reproductive health and rights - UNFPA Gender equality in emergencies – WFP Gender, peace and security – UN Women Trade and gender equality - UNCTAD</p>
How to access this tool?	<p>This online course can be accessed via http://bit.ly/iknowgender (Note: Registration as a member is required to enrol in this course)</p>

G.07: Engaging with boys and men to address GBV and masculinities: A training module

Title	Engaging with boys and men to address GBV and masculinities: A training module
Language	English
Type of tool	Training Manual
Author or organization/ year	Rozan (Pakistan) / 2011
Related capacities and sub-capacities	Gender-based capacity: Gender-based violence, sexuality masculinity, and engaging boys and men.
Brief description	<p>This training manual is designed for facilitators and capacity building designers who wish to engage young men on issues around gender-based violence and masculinities. It includes 15 training sessions with detailed step-by-step procedures to help participants:</p> <ul style="list-style-type: none"> • To understand structural influences in the construction of masculinities in their society. • To recognize the impact of socialization especially messages around masculinities on men's relationships with women, men's roles and responsibilities • To reflect on the self and highlight an individual's role and power to bring about positive change in the society • To identify alternative ways of 'being a man', and provide a forum for healthier relationships.
How to use this tool?	<p>This manual can be very useful resource to design a capacity building training session or even an entire training programme to mobilize boys and men to defend women's rights and engage with gender activism. It proposes 15 training sessions that cover the following topics:</p> <ul style="list-style-type: none"> • Self, masculinity and a healthy society • Looking back: Messages from our childhood • Gender and gender stereotyping in society • The roots of discrimination: Gender tree • Understanding power • Understanding sexuality (myths and facts about sexuality) • Conflict resolution and listening skills • Violence and its impact on the lives of men and women. <p>The manual also offers useful reading materials on sexuality and masculinity in the context of Pakistan which shares similar religious and socioeconomic dynamics with Arab countries. Note: Session #7 depends on the screening of a documentary film. You may need to redesign this session using a film from your own context that addresses masculinities and men's perceptions about sexuality, women and gender issues.</p>
How to access this tool?	This manual can be downloaded from http://bit.ly/zhwjeKp
Copyright and author's rights	Copyright is reserved to Rozan (Pakistan). However, non-commercial use is permitted for community learning purposes with due acknowledgement of the source.
Additional related tools	Let's unite: Working with men to end violence against women (Arabic), developed by ABAAD (Resource Centre for Gender Equality, Lebanon), no date. This booklet highlights key questions in understanding gender-based violence. It starts by exploring the different manifestations of violence, beyond physical violence. It also explains why addressing violence against women is a critical issue for our communities. Additionally, it tells why engaging men and boys is significant and what boys and men can do. This booklet can be downloaded from http://bit.ly/2il3zxH

G.o8: Looking within: Understanding masculinities and violence against women and girls

Title	Looking within: Understanding masculinities and violence against women and girls
Language	English
Type of tool	Training Manual
Author or organization/ year	UN Women Training Centre (2014)
Related capacities and sub-capacities	Gender-focused capacity: Masculinities, engaging men and boys and violence against women
Brief description	<p>This guide helps facilitators and trainers to conduct a reflective workshop with men and women to:</p> <ul style="list-style-type: none"> • Enhance understanding about what masculinity means, its construction and reinforcement, and its connection with violence against women and girls; • Cause participants to reflect on gender inequality and power imbalances by analysing masculinity; • Ask participants to challenge harmful masculine norms, practices and the status quo, and to foster critical self-reflection toward change; and • Identify personal steps, commitment and measures to promote gender equality and end violence against women and girls. <p>The guide is organized in the form of a three-day, face-to-face training programme. Each day focuses on one or more specific themes and these themes are linked to one another in a logical flow. Various activities are then used to explore each theme. A suggested schedule helps to provide facilitators with an overview of the workshop and there are recommended lists of materials required to conduct each activity.</p>
How to use this tool?	This guide is useful for experienced facilitators and trainers who want to design workshops on gender, masculinity and violence against women and girls. Youth groups and CBOs can use it to implement training workshops to address masculinities and engage men and boys. The guide offers a fully explained three-day workshop design along with 33 detailed training activities that can be used through this workshop.
How to access this tool?	You can download this manual from http://bit.ly/2iueRS8
Copyright and author's rights	Copyright is reserved to UN Women. However, non-commercial use is permitted for community learning purposes with due acknowledgement of the source.
Additional related tools	<p>Looking within: Understanding masculinity and violence against women and girls (online course) (3 days)</p> <p>This course aims to challenge harmful masculine norms and practices as way of promoting the transformation towards gender equality. The course is divided into three modules: gender power relations, masculinity and violence against women and girls, and personal change for gender equality</p> <p>https://trainingcentre.unwomen.org/course/description.php?id=16</p>

G.09: Case studies: Engaging men, boys and gender equality

Title	Case studies: Engaging men, boys and gender equality
Language	English
Type of tool	Case studies (online page)
Author or organization/ year	Institute of Development Studies (IDS), UK
Related capacities and sub-capacities	Gender-focused capacity: Masculinity and engaging boys and men.
Brief description	<p>A set of case studies from across the regions of Africa, Middle East, Latin America and South Asia illustrate key evidence-based approaches and highlight gaps in engaging men and boys in efforts to promote gender equality. Each case study is accompanied by a Story of Change, which pulls out the key findings and recommendations. These case studies highlight:</p> <ul style="list-style-type: none"> • How Brazil's national healthcare policy for men is helping to create positive changes in gender roles and relations • The work of a social movement in Bangladesh in organizing landless people to fight for gender and economic justice • How men and boys are engaged in interventions to eliminate female genital mutilation and cutting (FGM-C) in Ethiopia • How a project in rural Maharashtra in India engages men to support women's participation in local politics. • The work of the MenCare campaign in Latin America and its engagement of men as involved, non-violent fathers • How the One Man Can community mobilization approach engages men for gender equality and HIV prevention in South Africa • How the Living Peace project in the Democratic Republic of Congo uses group therapy to reduce sexual and gender based violence and promote equitable gender roles • The work of HarassMap and Imprint in Egypt in challenging sexual harassment in public spaces
How to use this tool?	These cases and stories can be used as learning resources that can inspire or incite a discussion among the group or organization members.
How to access this tool?	These cases studies can be accessed online at http://bit.ly/2iGoug6
Copyright and author's rights	Copyright is reserved for IDS(UK). However, non -commercial use is permitted for community learning purposes with due acknowledgement of the source.
Additional related tools	<p>The influence in my life: Stories of gender-based violence women survivors and the men around them who had a positive impact (Arabic), developed by ABAAD (Lebanon), 2013. This booklet highlights ten stories of gender-based violence survivors and the men who had positive impact to end such violence, such as a supportive father who challenges the social norms and traditions to support his daughter's right to travel, work and live.</p> <p>This booklet can be downloaded from http://bit.ly/zhTGkeU</p>

G.10: Youth Feminist Initiatives Guide

Title	Youth Feminist Initiatives Guide
Language	Arabic
Type of tool	Working Guide
Author or organization/ year	Hind Mahmoud and Shaimaa Tanatawy, Nazra for Feminist Studies/ 2006
Related capacities and sub-capacities	<p>Gender-focused capacity: feminism, gender activism, gender-based violence, discrimination against women, intersectionality, women in public spaces.</p> <p>Leadership capacity: forming the group and defining group vision, and mission and defining the cause.</p> <p>Action capacity: Strategic planning, resource mobilization, and alternative funding.</p>
Brief description	<p>This guide speaks to young feminist activists who form groups to pursue their activism. The first part of the guide covers different key concepts of gender, feminism, gender, discrimination and violence against women, intersectionality, advocacy, women's empowerment, strategic planning and mobilization for action.</p> <p>The second part of the guide is dedicated to different practical issues and concerns that face such groups, such as</p> <ul style="list-style-type: none"> • Formation stages of the group and the various challenges faced at each stage • Virtual activism through social media and internet • Engaging men with women's rights and gender issues • Advocacy for women's rights and feminist issues • Mobilizing resources for change and other alternative funding sources • Strategic planning and using SWOT analysis as a planning tool • Storytelling, documentation and evaluation as a feminist tool. <p>A short video was produced to introduce this guide (in Arabic) http://bit.ly/zhDXWKU</p>
How to use this tool?	<p>The significance of this guide is that it was developed to address the needs and challenges faced by emerging youth groups in their activism for women's rights and gender issues. Focusing on the Egyptian context, this guide features many useful cases and stories for Egyptian youth who have been actively involved in this kind of activism. Such stories can provide inspirational learning sources for other groups, even in other Arab countries that share similar contexts. Additionally, being recently developed adds more significance to this guide as it addresses topical issues concerning women's rights and gender activists.</p> <p>The first part of the guide, key concepts, provides essential reading material that all women's rights and gender activists need to be fully acquainted with. Groups can hold shared reading sessions and discussions on these readings.</p> <p>The second part addresses the different strategies and tools that the group can use to fulfil its mission. Some parts could serve as a useful foundation for the group, covering group formation stages and strategic planning. Other parts cover the latest progressive approaches such as virtual activism and alternative funding sources. The guide also highlights creative tools such as storytelling, documentation and gender-sensitive evaluation that can be used to illustrate inequalities, abuse and different forms of gender-based violence.</p>
How to access this tool?	This guide can be downloaded from http://bit.ly/2is13Jf
Copyright and author's rights	This Guide is published under a <i>Creative Commons Attribution-NonCommercial-ShareAlike 3.0 License</i> and may be copied freely for research and educational purposes and cited with due acknowledgement.

G.11: Guide for incorporating gender in youth NGOs in Egypt

Title	Guide for incorporating gender in youth NGOs in Egypt
Language	Arabic
Type of tool	Training Manual
Author or organization/ year	Dona Abdelaal, Nazera for Feminist Studies (Cairo/Egypt)
Related capacities and sub-capacities	Gender-focused capacity: Gender mainstreaming Leadership capacity: Strategic planning Management capacity: SWOT analysis, developing internal bylaws Adaptive capacity: Monitoring and evaluation, organizational assessment
Brief description	<p>This training manual addresses groups' and organizations' capacities to incorporate gender within their organization and actions. It is mainly directed at decision makers in groups and organizations to provide them with suitable mechanisms to put the gender perspective into practice.</p> <p>It proposes a complete training programme to help organizations' operational teams to</p> <ul style="list-style-type: none"> • Develop a deeper understanding of gender and other related concepts, • Assess their organization from a gender perspective, • Develop strategies to incorporate gender into their organizations' practices and work, • Monitor and evaluate the projects and programmes from a gender perspective.
How to use this tool?	<p>This manual provides a set of group learning activities that can be used by organizations and groups to assess themselves from a gender perspective, using that assessment to incorporate gender thinking further into their policies and actions.</p> <p>It begins by exploring the concept of gender and other related concepts, then moves to a gender-sensitive assessment of organizations. Moreover, it suggests four strategies for incorporating gender; realizing the need to change, identifying women's problems at a societal level, stages of gender incorporation and drafting the internal rules of the organization. It concludes with a chapter on monitoring and evaluation of the organization from a gender perspective.</p>
How to access this tool?	This manual can be downloaded from http://bit.ly/2hZWEuR
Copyright and author's rights	No mention of reserving copyright. However, non-commercial use is permitted for community learning purposes with due acknowledgement of the source.

G.12: CEDAW Advocacy training module for positive women

Title	CEDAW Advocacy training module for positive women
Language	English
Type of tool	Training Manual
Author or organization/ year	UN Women Regional Office in Bangkok, 2012
Related capacities and sub-capacities	Gender-focused capacity: designed for HIV-positive women's national networks and women living with HIV/AIDS.
Brief description	The training module serves as a guide for implementing a workshop to build the capacity of HIV-positive women's national networks through skills and strategic information to enable them to effectively address HIV response gaps and to meet universal access targets. It will enable women to use a human rights framework in advocacy relating to their unique needs in accessing HIV services and to shape policies, guidelines and plans. The training focuses on the HIV epidemic in the context of the ASEAN region. It covers the following topics: CEDAW National Training Workshop; Facilitators' Guide; Know your rights: CEDAW and human rights; policy advocacy; developing a rights-based advocacy campaign
How to use this tool?	This training module is designed for HIV-positive women's national networks and women living with HIV/AIDS.
How to access this tool?	This training manual can be accessed via: https://trainingcentre.unwomen.org/mod/data/view.php?d=1&rid=17&filter=1
Copyright and author's rights	UN Women Regional Office in Bangkok

G.13: Gender and female genital mutilation

Title	Gender and female genital mutilation
Language	English
Type of tool	Training Manual
Author or organization/ year	UN Women, UNFPA, UNICEF, 2017
Related capacities and sub-capacities	Gender-focused capacity: Ending violence against women
Brief description	The Training Manual on gender and female genital mutilation/cutting (FGM/C) is a comprehensive tool that field facilitators can use to approach the subject from a gender perspective in order to increase participants' understanding that it is a harmful practice and a form of violence against women and girls (VAWG).
How to use this tool?	This training module is designed for HIV-positive women's national networks and women living with HIV/AIDS.
How to access this tool?	This training manual can be accessed at: https://trainingcentre.unwomen.org/mod/data/view.php?d=1&rid=5423
Copyright and author's rights	UN Women, UNFPA, UNICEF

4.2 Leadership capacity tools

L.01: Pathways for change: 10 Theories to inform advocacy and policy change efforts

Title	Pathways for change: 10 Theories to Inform Advocacy and Policy Change Efforts
Language	English
Type of tool	Working Guide
Author or organization/ year	Sarah Stachowiak, ORS Impact/ 2013
Related capacities and sub-capacities	Leadership Capacity: Visioning, Defining aims and strategies Action Capacity: Advocacy and campaigning Adaptive capacity: Defining the theory of change
Brief description	This Guide represents a kind of grey literature that highlights ten theories that provide a social scientific grounding for how policy change occurs and what advocacy tactics can achieve. Two broad classes of theory are covered: global theories that explain how policy change occurs and tactical theories that apply to common advocacy tactics that are likely to form part of advocacy efforts or campaigns. The Guide also includes a short section on how readers can apply these theories.
How to use this tool?	This Guide is useful to help groups and organizations to define their aims and strategies to bring about the change they seek. It focuses on understanding how policy change happens or how specific advocacy tactics play out. Discussing such theories can help individuals and groups to examine their strategies and develop their theories of change further. It can also guide groups in designing their own strategies according to their goals and their capacities.
How to access this tool?	This Guide can be downloaded from: http://bit.ly/2i04eO
Copyright and author's rights	No mention of reservation of copyright. However, non-commercial use is permitted for community learning purposes with due acknowledgement of the source.
Additional related tools	How change happens: Interdisciplinary perspectives for human development , developed by Oxfam GB (2007). For those interested in engaging with the debate around 'How change happens?', this Guide presents an overview of approaches used to explain social change from a wide range of academic perspectives, from history, politics and economics to psychology and geography. This Guide can be downloaded from http://bit.ly/2i04eO

L.02: Ideas for working with people: An approach to learning and training

Title	Ideas for working with people: An approach to learning and training
Language	Arabic (contextualised by ARC)
Type of tool	Working Guide
Author or organization/ year	Anne Hope and Sally Timmel, contextualised by Mai Hadad and Ghanem Beby - Arab Resource Collective (ARC)/ 2013
Related capacities and sub-capacities	Gender-focused capacity: gender discrimination Leadership capacity: Decision making, forming a group or organization. Management capacity: Human resources management (managing people) Action capacity: Participatory methods, training and facilitation skills Adaptive capacity: Evaluation and learning
Brief description	<p>A resourceful four-book guide for development activists and those working with local communities for a social change agenda. It provides tools to build people's capacities for critical thinking, planning and action, in a spirit of creativity and expression, participation, cooperation and acceptance of others and self-reliance.</p> <ul style="list-style-type: none"> • The first book highlights Paulo Freire's approach of inciting critical consciousness and popular education methods that can lead to collective action. • The second book promotes dialogue in groups, and confidence-building, leadership, participation and cooperation, and decision-making, planning, and evaluation. • The third book addresses the formation of groups, organizations and movements, and how to manage them in a way that empowers everyone. • The fourth book was added a few years later to cover issues of gender discrimination, racism, culture and multiculturalism, and building participatory governance.
How to use this tool?	<p>The first book provides useful reading material about how to use discussion and popular education methods to incite critical consciousness among the group and community. Addressing such concepts and methods among group or organization members can enhance their capacities to adopt collaborative and participatory approaches to their mission.</p> <p>The second and third books provide a set of group learning activities and practical steps to handle different challenges facing activist groups and emerging organizations. They contain tools on:</p> <ul style="list-style-type: none"> • cultivation of mutual trust and dialogue in the group • leadership practice and enhanced participation of all group members • effective decision-making methods and action planning • evaluating and learning from experience and action • formation of groups, organizations and movements • management and empowerment of others • design learning and capacity building activities. <p>Two chapters of the fourth book covering gender and discrimination issues may be useful. Many activities are listed under each of them that can help in designing training and capacity building activities.</p> <p>This fourth book is a reference guide that can accompany groups and organization throughout their work. It combines a wealth of diversified content that covering a range of issues. It does not, however, cover how to mobilize resources needed to work with people in communities, or with formal organizations and governments in these communities.</p>
How to access this tool?	The four-book guide can be downloaded from http://bit.ly/ideas4workingwithpeople
Copyright and author's rights	Copyright is reserved for ARC. However, non-commercial use is permitted for community learning purposes with due acknowledgement of the source.

L.03: Barefoot Guide 1: Working with organizations and social change

Title	Barefoot Guide 1: Working with organizations and social change
Language	English, Arabic and French
Type of tool	Working Guide
Author or organization/ year	The Barefoot Collective - led by Community Development Resource Association (CDRA)/ 2009.
Related capacities and sub-capacities	Leadership capacity: Collaborative leadership (facilitative) Action capacity: Power analysis (inside organizations) Adaptive capacity: learning organization, monitoring and evaluation
Brief description	Organizations matter for social change. They make it possible for us to pool the strengths we have as individual human beings to achieve things that we could not do alone. They enable us to collectively mobilize our individual powers to face our human challenges with greater potential. In that sense, this is a practical, do-it-yourself guide and source of knowledge to help organizations to function and to strive for social change. It offers a perspective on why organizations exist, the real roles they play, and the importance of supporting the sovereignty of local organizations and social movements to deliver meaningful social change.
How to use this tool?	<p>This guide is about building learning organizations. It emphasizes continually learning both from our own experiences and the experiences of others. It offers tried and tested concepts, approaches, stories and activities. It is aimed at leaders and facilitators who want to support civil society organizations in working, learning, growing and changing to meet the needs of our complex world.</p> <p>You will find here a range of approaches to understanding ourselves and our roles as leaders and facilitators, as well as a process and tools to facilitate change in organizations. It explores the relationships and power dynamics in organizations and organizational change processes, including how they tend to move through various phases of development.</p> <p>It starts by suggesting why organizations matter for social change and highlights three aspects of being human (thinking, feeling and willing) and different phases of individual development. It goes on to focus on how power relations work inside organizations and how they can be handled, before describing the four phases of organizational development (pioneering, rational, integrated and associative). It then suggests various tools to facilitate organizational change such as 'Action Learning Cycle', U-Process and other organizational learning elements.</p>
Additional notes	<p>You can find a growing collection of exercises, readings, hand-outs and case studies that accompany the Barefoot Guide at www.barefootguide.org. Other useful guides are:</p> <ul style="list-style-type: none">• Barefoot Guide 2: Learning practices in organizations and social change.• Barefoot Guide 4: Exploring the real work of social change.
How to access this tool?	<p>You can download the different versions of this guide from:</p> <p>English: http://bit.ly/barefoot_eg Arabic: http://bit.ly/barefoot_ar French: http://bit.ly/barefoot_fr</p>
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L.04: Tools for development: A handbook for those engaged in development activity

Title	Tools for development: A handbook for those engaged in development activity
Language	English
Type of tool	Working Guide
Author or organization/ year	Philip Dearden, CIDT, Steve Jones and Rolf Sartorius – DFID, UK
Related capacities and sub-capacities	<p>Leadership capacity: visioning, conflict resolution</p> <p>Management capacity: teamwork, logical framework, risk management.</p> <p>Action capacity: stakeholder analysis, problem and situational analysis, participatory methodologies and management, training and facilitation skills</p> <p>Adaptive capacity: monitoring and evaluation</p>
Brief description	<p>Tools for development draws together a range of techniques designed to help DFID officers and others undertake development activities and interventions of any size and kind. Topics covered include:</p> <ul style="list-style-type: none"> • Stakeholder analysis • Problem and situational analysis • Visioning • Logical frameworks • Risk management • Participatory methodologies and management • Teamwork • Influencing and negotiating • Building partnerships • Conflict reduction • Monitoring, reviewing, evaluating • Facilitating workshops and courses • Facilitation skills
How to use this tool?	This handbook offers a wide range of tools that you can select according to your needs. It covers both knowledge and practical steps for using each tool. Although it talks about established organizations, it is still useful for both emerging organizations and youth groups.
How to access this tool?	This guide can be downloaded from http://bit.ly/tools4dev
Copyright and author's rights	No mention of reserving copyright. Non-commercial use is permitted for community learning purposes with due acknowledgement of the source.

L.05: Young Leaders Reference Guide

Title	Young Leaders Reference Guide
Language	Arabic
Type of tool	Working Guide
Author or organization/ year	Huzaifa Saeed Jalamena, MIFTAH: The Palestinian Initiative for the Promotion of Global Dialogue and Democracy, 2015.
Related capacities and sub-capacities	Leadership capacity: transformational leadership Action capacity: facilitating and training skills
Brief description	This guide aims to enhance young leaders' capacities to take influential roles in their communities. It starts with a conceptual introduction to learning and training processes. The second chapter addresses political participation in the Palestinian context while the third covers democracy and good governance. It concludes by highlighting the concept of leadership and how 'transformational leadership' could be put into practice.
How to use this tool?	<p>The most useful part of this guide is the fourth chapter, 'Transformational leadership'. It starts by defining leadership and different theories of leadership (traits-based leadership, situational leadership, interactive leadership and reciprocal leadership). Following that, it sets out the different dimensions of 'transformational leadership' for social change.</p> <p>Other chapters can be useful in different ways. The first chapter can help groups to understand the training cycle, ranging from identifying training needs through designing the content, to implementation and evaluation. It can also help trainers and facilitators to develop the necessary skills and exercise their roles to create the learning environment. The third and fourth chapters also make valuable reading materials to help groups to understand the wider political dynamics. Despite the focus on the Palestinian context, the general concepts of democracy and good governance are universal and also apply in other contexts.</p>
How to access this tool?	This guide can be downloaded from http://bit.ly/ziHoARK
Copyright and author's rights	No mention of reservation of copyright. However, non-commercial use is permitted for community learning purposes with a due acknowledgement of the source.

L.o6: Working with youth groups: A guide for youth activists

Title	Working with youth groups: A guide for youth activists
Language	Arabic and English
Type of tool	Working Guide
Author or organization/ year	Mohamed Yassein, Aly AbdelMohsen and Ahmed Youssef El Araby, Plan International/2013
Related capacities and sub-capacities	Leadership capacity: decision making, Action capacity: working with youth groups, community organizing (youth), youth-led initiatives, Adaptive capacity: self-evaluation
Brief description	<p>This guide presents a vision for working with youth groups. It proposes seven roles that the youth worker should take into consideration while working with youths, as follows:</p> <ul style="list-style-type: none"> •Immersion with the community •Finding a supportive context for youth in the community •Mobilizing and motivating youth to organize themselves into groups •The internal organization of the group •Supporting the group in planning for their activities and initiatives •Building partnerships within the community <p>The guide also suggests 21 practical tools to implement these 7 roles to ensure a supportive environment where young people can organize themselves into groups working for their own development and that of their communities.</p>
How to use this tool?	This guide can be used by groups and organizations that work to actively involve young people in their communities. It sets out the seven roles that need to be played to ensure a supportive environment for youth. It offers ideas for structuring interventions and activities with youth.
How to access this tool?	This guide can be downloaded from http://bit.ly/2gd7hxx English: http://bit.ly/youthgroups1 Arabic: http://bit.ly/youthgroups2
Copyright and author's rights	Copyright is reserved to Plan International. However, non-commercial use is permitted for community learning purposes with due acknowledgement of the source.

L.07: Strategic planning for civil society organizations

Title	Strategic planning for civil society organizations
Language	Arabic
Type of tool	Working Guide
Author or organization/ year	Friedrich Ebert Stiftung/2014
Related capacities and sub-capacities	Leadership capacity: Strategic planning
Brief description	<p>This guide helps organizations and civil society groups develop long-term plans for their institutions, ensuring that they design their projects and programmes based on a clear vision and agreed objectives. It provides a practical and effective tool in conveying the overall logic of the planning process, focusing on practical aspects, examples and, most importantly, practices.</p> <p>It covers five basic questions:</p> <ul style="list-style-type: none"> • What is strategic planning? • What are the benefits of strategic planning? • What is the preparation process for strategic planning? • How can a strategic plan be built? • What are the elements of a strategic plan?
How to use this tool?	This guide provides a detailed explanation of the concepts contained in strategic planning that can help groups and organizations to think strategically about their plans and formulate them into a clear structure. It addresses seven components of a strategic plan; vision, mission, SWOT analysis (strengths, weaknesses, opportunities, threats), stakeholder analysis, goal setting, strategy design and executive plan.
How to access this tool?	It can be downloaded from this link http://bit.ly/ziuRKae
Copyright and author's rights	Copyright is reserved to Friedrich Ebert Stiftung. However, non-commercial use is permitted for community learning purposes with due acknowledgement of the source.

Lo8: Guide for civil organizations management boards guide

Title	A guide for civil organizations management boards
Language	Arabic
Type of tool	Working Guide
Author or organization/ year	NGO Development Centre Palestine/2015
Related capacities and sub-capacities	Leadership capacity: Board management, decision making
Brief description	This guide covers the governance forms that civil society organizations follow and addresses the details of how governance structures can be developed, highlighting different principles and procedures. It also stresses issues of transparency to make these structures accountable to all members or the wider community.
How to use this tool?	This Guide can be useful for groups which want to formalize their work or emerging organizations in the process of establishing their governance structures. It can provide a reference background on how civil society organizations are governed internally.
How to access this tool?	This guide can be downloaded from http://bit.ly/zipu48W
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L.09: Decision-making, group agreements and working together

Title	Decision-making, group agreements and working together
Language	English
Type of tool	Working Guide
Author or organization/ year	Environmental Advocacy Project, The Change Agency (no date)
Related capacities and sub-capacities	Leadership capacity: Decision making
Brief description	This brief guide helps groups work together, make tough decisions, etc. It starts by highlighting different roles to help groups function effectively, and offers different tips for decision making.
How to use this tool?	This tool can be useful in reviewing the way decisions are made inside groups and organizations. It provides practical suggestions from different sources about different roles, principles and solutions that can make the group work effectively.
How to access this tool?	This tool can be downloaded from http://bit.ly/ziZ6C3Q
Copyright and author's rights	No mention of reservation of copyright. However, non-commercial use is permitted for community learning purposes with a due acknowledgement of the source.
Additional related tools	<p>Growing Pains (English), developed by The Change Agency (no date)</p> <p>Some groups might face problems in decision making because they have expanded while their organizational structure has not kept pace with this expansion. Here a useful role play exercise, Growing Pains, can help the group to explore issues of organizational responses to growth and change.</p> <p>This guide can be downloaded from http://bit.ly/zhGLk5B</p>

L.10: Developing gender-sensitive competencies: Quick tips for managers

Title	Developing gender-sensitive competencies: Quick tips for managers
Language	English
Type of tool	Working Guide
Author or organization/ year	UNAIDS (no date)
Related capacities and sub-capacities	Leadership capacity: Forming a group, accountability, Management capacity: Communication skills, teamwork Adaptive capacity: Learning through action
Brief description	This guide is intended to provide a series of “Quick Tips” for staff members to help maximize knowledge, skills and potential to contribute to the achievement of the organization’s vision and mission. It provides the basics of the organizational core values, the shared principles and beliefs that underpin the work of an organization and guide the actions and behaviour of its staff. This will improve core management skills. The main aim of this guide is to enhance the strength, quality, and commitment of group members and organizations’ staff.
How to use this tool?	This guide offers highly practical and useful tips and tools for groups and organizations on working in teams, communicating with impact, applying expertise, delivering results, driving change and innovation, and being accountable. For those working in teams, the guide provides tips on managing relationships and building trust within the team. Under communicating with impact, it highlights six steps for listening and presenting ideas effectively. It emphasizes continuous learning in applying expertise. Additionally, it explains how to deliver constructive feedback, how to bring about change by understanding different individual styles, and how to be accountable within the group or organization.
How to access this tool?	This guide can be downloaded from http://bit.ly/2iGv1rj
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4.3 Management capacity tools

M.01: Logical framework approach- with an appreciative approach

Title	Logical framework approach - with an appreciative approach
Language	English
Type of tool	Working Guide
Author or organization/ year	Civil Society Center, Swedish International Development Cooperation Agency (SIDA)/2006
Related capacities and sub-capacities	Management capacity: Logical framework Action capacity: Appreciative inquiry skills
Brief description	<p>The Logical Framework Approach (LFA), is an established planning model for any development project. It helps to systematically and “logically” analyse the conditions and assumptions underlying a project and create a sound basis for planning. On the other hand, Appreciative Inquiry is an approach and working method in which the focus is on what is working well, strengths, resources, motivation and driving forces, and on positive action alternatives for improving a situation.</p> <p>This guide emphasizes the ‘resource-based’ thinking of Appreciative Inquiry, while at the same time retaining the methods of the old LFA model. In that sense, it proposes a working model which combines the goal hierarchy of the Logical Framework Approach (LFA) with the strengths-based orientation of Appreciative Inquiry (AI). It offers concrete tips on how to use this combined working model in planning a development project. It highlights the purpose of this approach, some starting points, preparation, and methodology. It also explores problem management based on an appreciative approach.</p>
How to use this tool?	<p>The Logical Framework Approach (LFA) is an overly problem-oriented model that helps groups and organizations to formulate the current situation as a ‘problem tree’, while Appreciative Inquiry (AI) analyses strengths and resources, motivation and driving forces, focusing on the things which are working well, and on finding positive action alternatives for resolving a situation.</p> <p>In that sense, this guide helps groups and organizations by this combined approach (LFA-AI) as a goal-based project-planning method that can help groups and organizations to:</p> <ul style="list-style-type: none"> • Foster involvement, and bolster a sense of self among individuals, groups and organizations to take responsibility for their situation and influence their own development; • Identify and free up resources to support the project; • Facilitate the planning of an international development project. • Create a basis for assessing a project’s underlying conditions, assumptions and resource needs.
How to access this tool?	You can download this guide from http://bit.ly/LFA-AI
Copyright and author’s rights	No mention of reservation of copyright. However, non-commercial use is permitted for community learning purposes with due acknowledgement of the source.

M.02: Project planning and proposal writing for civil society organizations

Title	Project planning and proposal writing for civil society organizations: Practical answers to essential questions
Language	Arabic
Type of tool	Working Guide
Author or organization/ year	Friedrich Ebert Stiftung/2013
Related capacities and sub-capacities	Management capacity: Project planning (project cycle), proposal writing and fundraising.
Brief description	<p>This guide is intended to assist civil society activists – individuals or groups – in transforming their actions and ideas into projects and seeking support through clear and professionally written proposals. In six successive chapters the guide explains how to design, implement and evaluate a project, write a proposal and look for funding.</p> <p>Five main questions are addressed in this guide</p> <ul style="list-style-type: none"> • How can I plan a project? • How can I write a proposal for a project? • How can I search for funding? • What should I consider during implementing a project? • What can I do after finishing the project?
How to use this tool?	This guide can help groups and organizations to plan their project and develop proposals to obtain funds. The guide suggests eight steps for project planning; problem/needs analysis, objectives, strategies, outputs, activities, indicators, logical framework and budget setting.
How to access this tool?	This guide can be downloaded from http://bit.ly/zhJTXRP
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M.03: Financial management for civil society organizations

Title	Financial management for civil society organizations: practical answers to essential questions
Language	Arabic
Type of tool	Working Guide
Author or organization/ year	Friedrich Ebert Stiftung/2013
Related capacities and sub-capacities	Management capacity: Financial management
Brief description	<p>This guide is the fourth in a series of manuals designed to assist civil society organizations in their project management and planning processes in a comprehensive yet simple and concise manner. The manual conveys the importance of sound financial management, explains work procedures and offers suggestions for overcoming possible difficulties in establishing a financial system.</p> <p>Five main questions are addressed:</p> <ul style="list-style-type: none"> • What is financial management and why is it essential for CSOs? • How is financial management of CSOs different from that of corporates? • What are the elements of the financial management system? • What is financial auditing? • What are the difficulties that I may face and how I can overcome them?
How to use this tool?	It explains the difference between financial management of corporates and civil society organizations clearly and simply.
How to access this tool?	This guide can be downloaded from http://bit.ly/ziHvuJQ
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M.04: Project Management T-kit

Title	Project Management T-kit
Language	English and French
Type of tool	Working Guide
Author or organization/ year	Bernard Abrignani, Rui Gomes and Dirk de Vilder (authors), Anne Dussap and Peter Merry (editors), Council of Europe and the European Commission/2000
Related capacities and sub-capacities	Management capacity: Project cycle, fundraising, managing people, and teamwork Adaptive capacity: Monitoring and evaluation
Brief description	<p>The most effective projects are likely to be the ones that are purpose-oriented, realistic, well defined in time and space, collective and continuously assessed. This guide offers a framework that provides the project manager with a concrete 'step-by-step' approach, including hints and guidelines for monitoring a project.</p> <p>The Guide is divided into 4 main chapters moving from general reflections on the value of projects to a very concrete step-by-step development of a project.</p>
How to use this tool?	<p>This guide can be useful for groups leaders/facilitators and project managers who want to develop projects and able to refer to their own experiences and own projects. It offers a youth-focused approach to project management that helps in understanding how youth projects can be designed and managed.</p> <p>It can be useful for both youth groups and organizations in reviewing their understanding of the project management cycle and as an introduction to tools that can help them. It starts by defining what a project is, describing different project models. It follows with clear step-by-step guidance from identifying community needs, aims and objectives of projects, project design to evaluation. Despite the explicit European context, the guide still offers a core guidance on how youth projects should be managed that can be applied anywhere.</p>
How to access this tool?	<p>This guide can be downloaded from</p> <p>English http://bit.ly/Projectkit</p> <p>French http://bit.ly/projectkitz</p>
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M.05: Organizational Management T-Kit

Title	Organizational Management T-Kit
Language	English and French
Type of tool	Working Guide
Author or organization/ year	Jonathan Bowyer, Arthur Murphy, Paola Bortini and Rosa Gallego Garcia (authors), Silvio Martinelli, and Jonathan Bowyer (editors), Council of Europe and the European Commission/ 2000
Related capacities and sub-capacities	Leadership capacity: Strategic planning Management capacity: Organizational management, human resources management, teamwork Adaptive capacity: Learning organization
Brief description	This guide provides both a theoretical foundation and practical tools that can be used to develop well managed youth organizations. It breaks down organizational management into three levels of self-management, people management and process management within organizations. It tackles different challenges and suggests tools that can be used at each level.
How to use this tool?	<p>This guide offers tools and methods that can be adapted to the reality of individual organizations and help them to improve the quality of their management. It can help them to review their internal management practices in the light of the suggested tools and methods.</p> <p>The guide emphasizes self-management, meaning a deep personal awareness and ability to manage personal resources such as skills, motivation and time. It presents different practices for managing people and working in teams, motivating, empowering, training, coaching, mentoring and counselling. On managing processes inside the organization, the guide addresses management structures, decision making, managing communication and information, managing knowledge and learning, strategic planning, financial management, and managing external relations.</p>
How to access this tool?	This guide can be downloaded from English http://bit.ly/Orgkit French http://bit.ly/Orgkitz
Copyright and author's rights	Copyright is reserved to the Council of Europe and European Commission. Non-commercial use is permitted for community learning purposes with due acknowledgement of the source.

M.o6: Human resources management guide

Title	Human resources management guide
Language	Arabic
Type of tool	Working Guide
Author or organization/ year	NGOs Development Centre (NDC) Palestine/2015
Related capacities and sub-capacities	Management capacity: Human resources management
Brief description	Human Resources Management is the process of recruiting and developing volunteers, team members or employees so that they become more valuable to the organization. It includes conducting job analyses, planning personnel needs, recruiting the right people for the task or job, orienting and training, managing wages and salaries, providing benefits and incentives, evaluating performance, resolving disputes, and communicating with employees at all levels. This guide addresses these different human resources management tasks through the life cycle of recruiting a new team member, starting with defining the task or job description to filing team members' information and documents.
How to use this tool?	<p>The guide can be used as a reference for human resources management in different organizations. It presents 15 basic procedures for managing human resources, from writing job descriptions to managing personnel data and documents.</p> <p>Despite being specific to the Palestinian context, this guide addresses procedures that concern every organization, although adapted as needed to the context, capacity and size of each organization.</p>
How to access this tool?	This guide can be downloaded from http://bit.ly/ziY38dG
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M.07: Volunteer Management Guide

Title	Volunteer Management Guide
Language	Arabic
Type of tool	Working Guide
Author or organization/ year	NGO Development Centre (NDC) Palestine/2015
Related capacities and sub-capacities	Management capacity: Volunteer management
Brief description	Both youth groups and organizations depend greatly on volunteers' efforts, skills and expertise to support activities and projects. This guide highlights the different tasks and responsibilities involved in volunteer management. It emphasizes volunteers' rights and duties and suggests a process to manage volunteers effectively.
How to use this tool?	<p>This guide helps youth groups and organizations to review their practices and procedures regarding managing volunteers, and sets out a series of steps:</p> <ul style="list-style-type: none"> • Defining needs for volunteers • Outreaching potential volunteers • Selecting and recruiting volunteers • Training, coaching and monitoring volunteers • Motivating, assessing and rewarding volunteers • Documenting volunteers' efforts and their estimated value (if possible) • Managing risks in working with volunteers • Finalizing volunteers' service
How to access this tool?	Volunteers Management Guide can be downloaded from http://bit.ly/ziZodRU
Copyright and author's rights	Copyright is reserved to NDC/Palestine. However, non-commercial use is permitted for community learning purposes with due acknowledgement of the source.

M.o8: Report-writing guide

Title	Report-writing guide
Language	Arabic
Type of tool	Working Guide
Author or organization/ year	NGOs Development Centre (NDC), Palestine/ 2015
Related capacities and sub-capacities	Management capacity: Report-writing
Brief description	<p>Writing reports is a critical organizational and learning tool because they communicate information and ideas about we do. Moreover, regular reports promote accountability as they explain progress with work. Reports also help with effective and strategic planning as they offer analysis and insights into the way forward.</p> <p>This guide highlights the different rules and procedures for writing reports. It emphasizes various reasons for writing reports and presents the various elements of effective report writing. It presents different types of report and suggests useful steps for writing reports.</p>
How to use this tool?	<p>This guide can be a useful checklist to review the effectiveness of reports. It provides a detailed description of different elements of reports, from the cover to the annexes. Likewise, 16 different types of reports are covered: their timing (initial, phase-focused or final), target audience (internal or external), recurrence (regular or one-off), content (monitoring, activities g, financial), and period covered (daily, weekly monthly).</p>
How to access this tool?	You can download this guide from http://bit.ly/zhKWSde
Copyright and author's rights	Copyright is reserved to NDC (Palestine), However non-commercial use of the guide is welcomed with proper acknowledgment of the source.

4.4 Action capacity tools

Ac.01: Methods handbook for youth social work

Title	Methods handbook for youth social work
Language	English
Type of tool	Training Manual
Author or organization/ year	German Agency for Technical Cooperation (GTZ)
Related capacities and sub-capacities	<p>Leadership capacity: Decision making, and conflict resolution</p> <p>Action capacity: Communication skills, training and facilitation skills and participatory methods</p> <p>Adaptive capacity: Monitoring and evaluation</p> <p>Innovation capacity: Generating ideas, revenue generation and entrepreneurship</p>
Key words/ categories	German Agency for Technical Cooperation (GTZ)/ No date
Brief description	<p>This manual offers a collection of games, exercises and techniques for moderation of training and planning events with young people. It is mainly directed at participatory processes and facilitators who work to involve group members in constructive cooperation.</p> <p>The manual offers a list of methods to help groups to discover their own resources and to use them for the good of the whole group. They consist of planned activities which provide a structure for group work. They can be energizers or games, short talks or longer discussions. They cover six areas of working with youth: fostering motivation, facilitating communication, visualization of thoughts and ideas, collecting data and information, generating ideas, and decision making.</p>
How to use this tool?	<p>This manual provides a participatory and entertaining facilitation approach to help youth groups to work effectively in fulfilling their aims. The methods proposed by this manual are useful in facilitating various group tasks such as moderating discussions, planning, monitoring and evaluation, participatory appraisal, income generation and entrepreneurship, and conflict resolution.</p> <p>Using these methods requires a positive attitude towards the group and ensuring that the participants feel comfortable with the proposed processes, as well as ensuring that the methods chosen are suited to the issue at hand and the given context. Thus, these methods require a skilled facilitator who can help the group to work effectively.</p> <p>As a contextual note, this manual includes a section on HIV/AIDS in response to the context of some African countries where HIV/AIDS youth-focused interventions are needed.</p>
How to access this tool?	Method handbook for youth social work can be downloaded from http://bit.ly/zhNd6kj
Copyright and author's rights	No mention of reservation of copyright. However, non-commercial use is permitted for community learning purposes with due acknowledgement of the source.

Ac.02: Participatory approaches to foster youth engagement

Title	Participatory approaches to foster youth engagement: Training of Trainer Manual (TOT)
Language	Arabic
Type of tool	Training Manual
Author or organization/ year	Rana Gaber and Mohamed Yassein, GIZ (German Agency for International Cooperation)/2015
Related capacities and sub-capacities	Leadership capacity: Collaborative leadership Action capacity: Working with youth, youth-led initiatives, dialogue skills, appreciative inquiry, and training and facilitation skills
Brief description	Youth engagement requires enabling spaces where young people can meet and discuss. The more young people realise their potential and the greater the diversity that exists in their communities, the more the need for dialogue will emerge. Such dialogue can foster collective action to bring about change. This training manual offers a detailed design for a five-day training workshop that aims to provide youth with experiential spaces to explore themselves, their communities, and foster dialogue and collective action with others.
How to use this tool?	This manual helps facilitators, trainers and group leaders to design and conduct a capacity-building workshop. It proposes a set of participatory learning activities over a five-day workshop. The first day helps young people to explore their identities and recognize the diversity in their communities, while the second day focuses on how to deal positively with this diversity and enrich dialogue and mutual sharing. The third day addresses collaborative leadership, participation, appreciative inquiry for existing assets and resources. Finally, the fourth and fifth days allow the participants to form groups and work together to plan their initiatives, supported by tools to help them with stakeholder analysis and finding alternative funding resources for their initiatives.
How to access this tool?	This manual can be downloaded from http://bit.ly/ziZx3SF (Note: file size is +12 MB)
Copyright and author's rights	No mention of reservation of copyright. However, non-commercial use is permitted for community learning purposes with due acknowledgement of the source.

Ac.03: Participatory learning and action: A trainer's guide

Title	Participatory learning and action: A trainer's guide
Language	English
Type of tool	Training Manual
Author or organization/ year	Jules N Pretty, Irene Guijt, John Thompson and Ian Scoones, International Institute for Environment and Development (IIED), London/1995
Related capacities and sub-capacities	Management capacity: Teamwork Action capacity: Training and facilitation skills, participatory methods
Brief description	The guide provides a comprehensive background to the principles of adult learning, focusing on the facilitation skills necessary for effective training. It describes group dynamics and how to build interdisciplinary teams, summarizes the principles of participatory learning and action, and describes in detail the training process, both in the workshop and in the field. It further suggests how to organize workshops, from laying the groundwork to post-training evaluation. It details 101 interactive training games and exercises.
How to use this tool?	<p>This training manual contains a wealth of resources for both experienced and new trainers who have an interest in training others in the use of participatory methods, whether they are researchers, practitioners, policy-makers or trainers.</p> <p>It includes two parts; the first is a trainer's guide that covers all theoretical and background understanding, such as adult learning, group dynamics, participatory learning and action, participatory methods, and organization of a training workshop. The second part offers 101 experiential learning activities that can be used for:</p> <ul style="list-style-type: none"> • Introductions and ice breakers • Energizing and forming groups • Enhancing group dynamics • Listening and observation • Reflective learning and analysis • Evaluating activities and actions <p>It also suggests some participatory methods for research and working with people such as semi-structured interviews, diagramming and visualization, and ranking and scoring.</p>
How to access this tool?	The Participatory learning and action guide can be downloaded from http://bit.ly/PLA_guide
Copyright and author's rights	Copyright is reserved to IIED. However, non-commercial use is permitted for community learning purposes with due acknowledgement of the source.
Additional related tools	<p>Training Essentials T- Kit (English and French), developed by the Council of Europe and European Commission, 2006.</p> <p>This manual explores the various training approaches in the youth field and emphasizes the role of trainers. It also covers different aspects of teamwork during training, gives an extensive list of hints and suggestions to manage the training project from planning to evaluation, and defines the post-training transfer and multiplier processes. Finally, it addresses the long-term impact of such training.</p> <p>English http://bit.ly/ziKkjQD French http://bit.ly/zhMtByS</p>

Ac.04: Peer education training of trainers

Title	Peer education training of trainers
Language	English
Type of tool	Training Manual
Author or organization/ year	Family Health International (FHI), United Nations Population Fund (UNFPA)/2005
Related capacities and sub-capacities	Action capacity: Training and facilitation skills, advocacy and campaigning skills, working with youth (peer education)
Brief description	<p>Usually, young people's first sources of information are their peers, who are similar in age, background, or interests. Therefore, the opportunity to influence their behaviour and attitudes will be greater if it comes from their peers. Accordingly, 'peer education' is the process whereby well-trained and motivated young people undertake informal or organized educational activities with their peers. These activities, occurring over an extended period, are aimed at developing young people's knowledge, attitudes, beliefs, and skills and enabling them to be responsible for and protect their own health. Peer education can be an effective way of raising young people's awareness and developing advocacy campaigns that influence behaviour by educating others.</p> <p>In that sense, this manual can be used to train peer educators in purpose influencing their peers' knowledge, attitudes and behaviours. It starts with conceptual overview of 'Peer Education' theory and how it can be translated into practice.</p>
How to use this tool?	<p>The manual offers a detailed plan for a six-day workshop for training of trainers in peer education. It allocates the first day to theory and practice, while the second day covers techniques for sharing information and exploring values and attitudes, along with addressing gender awareness and sensitivity. The third day focuses on using motivational tools and techniques in addition to building skills in using role play. The fourth day addresses working with especially vulnerable youth, while the fifth and sixth days cover co-facilitation skills, recruiting peer educators and monitoring and evaluating the impact of such interventions.</p> <p>Despite the primary focus of this toolkit is on raising awareness about HIV and AIDS, it engages with wider gender issues and provides guidance on how peer education can be used to influence gender-related attitudes and behaviour.</p>
How to access this tool?	Peer education training of trainers can be downloaded from http://bit.ly/zhMbPLO
Copyright and author's rights	Copyright is reserved to UNFPA. However, non-commercial use is permitted for community learning purposes with due acknowledgement of the source.
Additional related tools	<p>Standards for peer education programmes (UNFPA, 2005)</p> <p>UNFPA has developed another guidance resource on peer education standards that can enhance the quality and impact of peer education practices. These standards cover five areas:</p> <ul style="list-style-type: none"> • Planning for peer education • Recruitment and retention of peer educators • Training and supervision of peer educators • Management and oversight of peer education programmes • Monitoring and evaluation of peer education intervention <p>It can be accessed at http://bit.ly/zhMbPLO</p>

Ac.05: The Dialogue Handbook

Title	The Dialogue Handbook
Language	English and Arabic
Type of tool	Training Manual
Author or organization/ year	Danish Youth Council (DUF) and Danish Centre for Conflict Resolution/ 2013
Related capacities and sub-capacities	Management capacity: Teamwork, and communication skills Action capacity: Training and facilitation skills, advocacy and campaigning skills.
Brief description	<p>Dialogue can demolish prejudices, enhance insights and boost understanding across the difference divide as it lets participants discover how much they have in common. It can show us new ways of perceiving the world. And it can expand our horizons. Dialogue can reach across an abyss of difference, as long as we see and recognize each other for what we are: different, yet all human beings in the same world.</p> <p>This handbook is a guide to creating dialogue in practice. It is published in Danish, English and Arabic. It is first and foremost intended for young people who want to conduct workshops for their peers with a focus on dialogue. We hope it will also serve to inspire others who wish to explore dialogue – as a concept, as a basic value, and as a dynamic way of inter-acting in the day-to-day.</p>
How to use this tool?	<p>This handbook can be used to design capacity building training in dialogue as an approach to working with people in different communities. It presents a fundamental understanding of the concept of dialogue, hands-on tools to communicate through dialogue, as well as practical advice on how to plan and facilitate dialogue workshops.</p> <p>Chapter 1 describes the theoretical nature of dialogue. This is a useful basis for explaining the concept of dialogue during a workshop. Chapter 2 is about communication through dialogue, setting out hands-on tools to conduct a dialogue in practice. In Chapter 3, the planning of workshops takes centre stage, while Chapter 4 focuses on the role of the workshop leader and facilitator. Chapter 5 presents a brief guide to planning and structuring a workshop, as well as a step-by-step account of 18 different activities. Finally, there are suggestions for further reading, links to relevant websites and references to literature.</p>
How to access this tool?	The Dialogue Handbook can be downloaded from English http://bit.ly/ziEtYLu Arabic http://bit.ly/zhOoWuq
Copyright and author's rights	Copyright is reserved to the Danish Youth Council (DUF). However, non-commercial use is permitted for community learning purposes with due acknowledgement of the source.

Ac.o6: ICTs for feminist movement building: Activist toolkit

Title	ICTs for feminist movement building: Activist toolkit
Language	English
Type of tool	Working Guide
Author or organization/ year	Just Associates, Association for Progressive Communications and Women'sNet/2015.
Related capacities and sub-capacities	Gender-focused capacity: Feminism, women's participation Management capacity: Communication skills Action capacity: Advocacy and campaigning skills, using technology
Brief description	<p>Information and communications technologies (ICTs) have provided tools and platforms to enable individuals and different groups to speak out and stand up against injustice, take action against violence and inequality, and build movements for change. While much of social activism and organizing happens in person and "offline", linking tools in the online world create powerful ways to make our campaigns visible in new and wider spaces.</p> <p>This guide highlights the extraordinary potential of ICTs to bring about social justice, equality between women and men, and all oppressed groups. The guide offers an exciting and practical guide to writing a communication strategy and reviews several tools (ICTs) and technology-related campaigns which can be used in organizing. At the core, this guide is also about feminist practice and how to use tools to communicate in ways that are democratic, and amplify women's voices whilst challenging stereotypes and discriminatory social norms.</p>
How to use this tool?	<p>Working for social change encourages us to think about how to tell our own stories and make ourselves heard, how to tell stories that empower and inspire, and how to communicate safely and securely in a world that has, in many contexts, become increasingly risky for activists, especially women's rights activists, online and offline.</p> <p>This guide proposes a framework for the role technology and communication tools to amplify women's voices so that they can tell their own stories. It supports groups and organizations in developing their own communication strategies to enhance gender equality and identify unjust stereotypes about women. It further suggests various elements for developing a communication strategy: thinking about content, process, audience, framing, tools, risk, monitoring and review.</p> <p>A contextual note: this guide reflects women activists' experiences in southern African countries. Nevertheless, it contains valuable knowledge and case studies that may be transferable or instructive.</p>
How to access this tool?	This guide can be downloaded from https://www.justassociates.org/sites/justassociates.org/files/icts_toolkit_2015.pdf
Copyright and author's rights	The guide is licensed under <i>Creative Commons Attribution- NonCommercial-ShareAlike 3.0</i> https://creativecommons.org/licenses/by-nc-sa/3.0/ You are free to: 1) share, copy and redistribute the material in any medium or format and 2) adapt, remix, transform, and build upon the material
Additional related tools	The women's rights campaigning: Info-activism toolkit (English and Arabic), developed by Tactical Tech. A guide for women's rights activists, advocates, NGOs and community-based organizations who want to use technology tools and practices in their campaigning. It provides online campaigning basics, practical strategies and tools, and inspiring examples. https://womensrights.informationactivism.org

Ac.07: Power – A practical guide for facilitating social change

Title	Power – A practical guide for facilitating social change
Language	English
Type of tool	Training Manual
Author or organization/ year	Raji Hunjan and Jethro Pettit, Carnegie Trust (UK)/ 2011
Related capacities and sub-capacities	Action capacity: Power analysis
Brief description	<p>Power affects everything we do – the decisions that control our lives; what emerges in the public agenda and what does not; even what information we have, what we know, and how we see ourselves as agents and actors. Making change happen means both understanding the power that prevents change from happening – that protects an unjust status quo – as well as understanding the power we have within ourselves and with others to create change, hopefully towards a more just, sustainable and positive future.</p> <p>The guide provides grassroots communities with a practical approach to analyse power for change. It builds on a growing body of useful concepts and methods used for power analysis by grassroots organizations in the UK and around the world.</p>
How to use this tool?	<p>Power analysis is an essential capacity that can help organizations and groups to fully grasp the real complexity that drives the issues that concern them. It empowers them to go beyond the visible powers to question other hidden powers that influence the reality that they want to change. Power analysis can also be applied to the group itself to help it to recognize all the internal limitations and challenges that they should address.</p> <p>This guide supports groups and organizations in analysing power and then acting for social change. It describes how strategies for change can be strengthened when organizations and their communities have a better understanding of their own power and what they can achieve.</p>
How to access this tool?	This guide can be downloaded from http://bit.ly/poweranalysis
Copyright and author's rights	No mention of reservation of copyright. However, non-commercial use is permitted for community learning purposes with a due acknowledgement of the source.
Additional related tools	<p>Power and making change happen (English), developed by Raji Hunjan and Soumountha Keophilavong, Carnegie UK Trust/2010 This guide starts by addressing 'Power' as a concept and its different definitions and provides a framework for understanding. It then proposes six considerations in analysing power, and highlights successes and challenges in that regard. It concludes by describing how an organization changed as result of power analysis with a focus on internal practices, external structures, organizational decision making and long-term strategies. http://bit.ly/zixdwKe</p> <p>Power: Concepts for revisioning power for justice, equality and peace (English), by Valerie Miller, Lisa VeneKlasen, Molly Reilly and Cindy Clark, This guide examines the complexities and opportunities for understanding, constructing and transforming power. It looks at concepts and current dilemmas for social justice activists and groups. Building on these concepts and analysis, a companion piece will focus on empowerment and action strategies for movement building. http://bit.ly/2j2hbTM</p>

Ac.o8: Advocacy and policy-making guide

Title	Advocacy and policy-making guide
Language	Arabic
Type of tool	Working Guide
Author or organization/ year	NGO Development Centre (NDC) Palestine/2015
Related capacities and sub-capacities	Action capacity: Advocacy and campaigning skills
Brief description	Advocacy campaigns usually work to influence public policies to consider the rights and concerns of less powerful actors. This guide offers an overview of the policy-making cycle and how decisions are made in order to discover how they can be influenced. Furthermore, it suggests practical steps for planning advocacy campaigns, starting from defining priorities and aims and ending with monitoring and evaluation of the campaigns.
How to use this tool?	<p>Groups and organizations use this guide in developing their advocacy strategies to influence public policies. It starts by defining priorities aims and objectives, then it turns to analysing challenges and risks. In the light of these aims and risks, suitable advocacy strategies can be identified. The guide suggests seven strategies: raising awareness, coordination and cooperation, confrontation, litigation, networking, working with coalitions, and influencing roles.</p> <p>The guide also explains how to formulate the messages of advocacy campaigns, identify target groups and stakeholders, secure funds and resources, and monitor and evaluate the campaign.</p>
How to access this tool?	This guide can be downloaded from http://bit.ly/zhJgBoR
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Ac.og: Creative approaches to educate and raise awareness on sexual harassment in Egypt

Title	Creative approaches to educate and raise awareness on sexual harassment in Egypt: Training of trainer manual (TOT)
Language	Arabic
Type of tool	Training Manual
Author or organization/ year	German Agency for International Cooperation (GIZ), Egypt Office/ 2015.
Related capacities and sub-capacities	Gender-focused capacity: Gender, gender-based violence (sexual harassment) and women in public spaces Action capacity: Advocacy and campaigning skills
Brief description	<p>This manual presents a design for four-day capacity building workshops designed to deepen participants' understanding about different forms of gender-based violence, discrimination against women and the negative effects of patriarchal power on women. It shows how youth can actively engage to combat sexual harassment against women in their communities.</p> <p>The manual is divided in two sections; the first covers key concepts such as human rights, gender-based violence and physical violence, while the second provides detailed instructions for training activities throughout the four-day training workshop</p>
How to use this tool?	<p>The purpose of this manual is to design training workshops to mobilize young people to engage in ending gender-based violence in their communities. It provides set of training activities to deepen participants' understanding about these issues. It also highlights prominent youth initiatives and efforts to end violence against women. It proposes a sports-based approach to raise awareness about sexual harassment against women and enable participants to plan their campaigns and activities to shed light on violations of women's rights to safe spaces.</p> <p>Despite being developed for the Egyptian context it can be relevant for other countries as well.</p>
How to access this tool?	This manual can be downloaded from http://bit.ly/2hJ5D2p
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Ac.10: Working with politicians to combat violence against women

Title	Working with politicians to combat violence against women
Language	Arabic
Type of tool	Working Guide
Author or organization/ year	Thaer Ghandour, ABAAD (Resource Centre for Gender Equality, Lebanon)/ 2013
Related capacities and sub-capacities	Gender-focused capacity: Gender-based violence Action capacity: Advocacy and campaigning skills (politicians)
Brief description	This guide offers practical tips for advocates of women's rights, especially those combating gender-based violence, on how to approach politicians and get their support. It starts by defining advocacy and its underpinning elements, then moves on to explore all stages of developing advocacy campaigns targeting politicians and decision makers.
How to use this tool?	<p>Women rights advocates can find a step-by-step guidance on planning advocacy campaigns to influence decision makers and politicians. It draws on six stages for planning an advocacy campaign:</p> <ul style="list-style-type: none"> • Defining the problem, • Gathering quantitative and qualitative information, • Defining entry points and interventions • Forming strategic relationships with impacted groups, various organizations and coalitions • Defining the aims and messages of the advocacy campaign, • Identifying the audience of the campaign <p>The guide emphasizes specialized advocacy campaigns that go beyond raising awareness to influence power holders who can change policies.</p>
How to access this tool?	This guide can be downloaded from http://bit.ly/zhLUkeX
Copyright and author's rights	Copyright is reserved to ABAAD (Lebanon), however non-commercial use is permitted with proper acknowledgement of the source.
Additional notes	<p>ABAAD has developed a further guide on women's rights advocacy with different groups (Arabic)</p> <ul style="list-style-type: none"> • Judges and lawyers http://bit.ly/2ixfB9m • Religious leaders http://bit.ly/2iJurch • Police http://bit.ly/2jzArk3

Ac.11: Notes on community organizing

Title	Notes on community organizing
Language	Arabic
Type of tool	Book
Author or organization/ year	Marshal Ganz, (translated from English by Serine Helilah), 2013
Related capacities and sub-capacities	Leadership capacity: Collaborative leadership Action capacity: Community organizing
Brief description	‘Community organizing’ is not only a tool, but also a complete framework for leading change that provides a perspective and a set of tools to organize leadership and resources to achieve concrete strategic change. In these notes, Ganz presents his long experience of collective leadership in which community organizing played the principal role in building community relations and designing change strategies.
How to use this tool?	<p>Discussing this book in a group setting can help people to question their capacity to organize and mobilize to bring about social change. Ganz proposes five practices for organizing local communities and enhancing their resilience and ability to work for the change they want.</p> <p>These five practices are:</p> <ul style="list-style-type: none"> • Creating a shared story: Organizers bring people together and challenge them to act on behalf of their shared values. • Creating a shared relational commitment: Organizing is based on relationships and creating mutual commitments to work together. • Creating a snowflake structure: A team leadership structure leads to effective local organizing that integrates local action with a national purpose. • Evolving a strategy: Although based on broad values, effective organizing initiatives learn to focus on a clear strategic objective: a way to turn those values into action and unleash creative deliberation. • Creating measurable action: Organizing outcomes must be clear, measurable, and specific to allow evaluation of progress, accountability, and adapting strategy based on experience.
How to access this tool?	This tool can be downloaded from http://bit.ly/2isg4LJ
Copyright and author's rights	No mention of reservation of copyright. However, non-commercial use is permitted for community learning purposes with a due acknowledgement of the source.
Additional related notes	<p>6 Minutes: Community organizing in Amman, Jordan</p> <p>An example of good practice for a community organizing campaign that worked, encouraging the families of Jabal Al Natheef, one of the poor neighbourhood areas with high illiteracy and school dropout rates, to commit to reading for six minutes each day. To know more, see</p> <ul style="list-style-type: none"> • In Arabic, documented by Ahel, Jordan http://bit.ly/2jzc9GJ • In English, documented by Mashal Ganz, Harvard Kennedy School of Government http://bit.ly/2iJfUNU <p>Further tools for community organizing in the Arab context can be found at http://bit.ly/2iseoDI</p>

4.5 Innovation capacity tools

I.01: Fast ideas generator

Title	Fast ideas generator
Language	English
Type of tool	Working Guide
Author or organization/ year	Nesta (UK) (no date)
Related capacities and sub-capacities	Innovation capacity: Generating ideas
Brief description	This guide offers nine approaches to generating innovative ideas as it urges thinking in different ways about the same issue. These nine approaches are inversion, integration, extension, differentiation, addition, subtraction, translation, grafting and exaggeration.
How to use this tool?	It is a brief practical tool that proposes nine ways of thinking to generate various ideas. This can enable individuals and groups not only to test new potential ideas, but also to strengthen a current proposition, as it challenges the proposition from different approaches.
How to access this tool?	This tool can be downloaded http://bit.ly/2hNcasQ
Copyright and author's rights	No mention of reservation of copyright. However, non-commercial use is permitted for community learning purposes with due acknowledgement of the source.

I.02: DIY Toolkit: Practical tools to trigger and support social innovation

Title	DIY Toolkit: Practical tools to trigger and support social innovation
Language	English and French
Type of tool	Working Guide
Author or organization/ year	Nesta (UK)/2014
Related capacities and sub-capacities	Leadership capacity: Visioning and defining aims and strategies Management capacity: Project planning, teamwork Innovation capacity: Generating ideas, and social innovation Adaptive capacity: Theory of change
Brief description	<p>The Development, Impact and You (DIY) Toolkit has been especially designed for development practitioners to invent, adopt or adapt ideas that can deliver better results.</p> <p>In a nutshell, it proposes 30 tried and tested social innovation tools, all grounded in existing theories and practices of innovation, design, and business development. It follows a structure of 'I want to ...' sections for each set of tools: I want to look ahead, develop a clear plan, clarify my priorities, collect inputs from others, know people I am working with, generate new ideas, test and improve, and sustain and implement).</p> <p>There is a website for the DIY toolkit http://diytoolkit.org and also an introductory video (in English) https://vimeo.com/88055334</p>
How to use this tool?	<p>This toolkit offers set of practical tools that can help individuals and groups to move forward with their ideas, thinking in collaborative and creative ways to develop these ideas further. It can be useful for both youth groups and emerging CBOs as it can stimulate innovative ideas and practices.</p> <p>The tools are quick to use, simple to apply and designed to help community leaders to invent, adopt or adapt ideas that can deliver better outcomes. The 23 tools include innovation flowchart, evidence planning, SWOT analysis, business model canvas, building partnership maps, learning loop, causes diagram, people shadowing, value mapping and scaling plan.</p>
How to access this tool?	<p>This toolkit can be downloaded from</p> <p>English: http://bit.ly/2j64Ai2</p> <p>French: http://bit.ly/2j61ryX</p>
Copyright and author's rights	This toolkit is published under a <i>Creative Commons Attribution-NonCommercial-ShareAlike 4.0 License</i> and may be copied freely for research and educational purposes and cited with due acknowledgement.
Additional related notes	<p>DIY Learn: Online learning programme in social innovation (online course), by Nesta (UK), the Open University (UK) and Rockefeller Foundation.</p> <p>DIY Learn has been designed to support a deeper understanding of how to get the most out of the tools. It is basically a free online learning programme in partnership with the Open University. It includes ten bite-sized online modules from the toolkit, designed to help development practitioners understand and embed practical social innovation in their work. The ten modules cover the ten tools that practitioners found most useful.</p> <p>This online course can be accessed via the following link: http://bit.ly/2hOKQPO</p>

I.03: The field guide to human-centred design

Title	The field guide to human-centred design
Language	English
Type of tool	Working Guide
Author or organization/ year	IDEO/ 2015
Related capacities and sub-capacities	Leadership capacity: Forming a group Management capacity: Project management Adaptive capacity: Dialogue skills, training and facilitation skills Innovation capacity: Design thinking, generating ideas, revenue generating
Brief description	<p>Human-centred design is a creative approach to problem solving. The process starts with the people we are designing for and ends with new solutions that are tailor-made to suit their needs.</p> <p>The guide provides a step-by-step approach to solving design problems. It presents key approaches (“mindsets”) that underpin how and why designing thinking can be useful for social development, 57 easy-to-use design methods for new and experienced practitioners, and field case studies of human-centred design in action.</p>
How to use this tool?	<p>This guide is aimed at community practitioners, group leaders and facilitators who work independently or within organizations. It contributes to a better understanding of the people for whom they are designing solutions, more effective brainstorming, exploring ideas, and, ultimately, arriving at more creative solutions.</p> <p>This guide sets out six “mindsets” of design thinking: creative confidence, making it, learning from failure, empathy, embracing ambiguity, optimism and iteration. Moreover, it draws three phases of the human-centred designing process; inspiration, ideation and implementation. Under each phase, a set of practical tools are presented in details. These “mindsets” and tools are useful resources to help groups and organizations to review how they work with people, generate ideas and implement their activities.</p>
How to access this tool?	<p>http://www.designkit.org/resources/1</p> <p>Note: it requires a simple registration to access to this toolkit</p>
Copyright and author's rights	<p>This guide is published under a <i>Creative Commons Attribution-NonCommercial-ShareAlike 3.0 License</i> and may be copied freely for research and educational purposes and cited with due acknowledgement.</p>
Other related notes	<p>Design strategy for social innovation: Toolkit for educators (English), by Penny Herscovitch and Dan Gottlieb (Associate Professors, ArtCenter College of Design/Co-Founders, Padlab)/2016</p> <p>This Toolkit engages participants in hands-on exercises in design thinking for social impact. It supports educators and facilitators applying design principles within their courses or groups, and frames a long-term process of design education for social impact. Exercises help guide interdisciplinary group teams through the process of field research; identifying key opportunities; co-creating with communities and partner organizations; and prototyping innovative products, systems, and social enterprises to address challenges facing local and global underserved communities.</p> <p>This toolkit can be downloaded from http://bit.ly/2i8DsLI</p>

I.04: The collective action toolkit

Title	The collective action toolkit
Language	English
Type of tool	Working Guide
Author or organization/ year	Robert Fabricant and others, Frog/ 2013
Related capacities and sub-capacities	Leadership capacity: Visioning, defining aims and strategies, and forming a group. Action capacity: Training and facilitation skills Innovation capacity: Generating ideas, and design thinking
Brief description	<p>This toolkit builds on design thinking tools for change agents to transform communities. Rather than providing a step-by-step list, this tool reflects the dynamic nature of problem-solving with a 72-page non-linear booklet of activities, each of which ends with feedback to help users maintain clear goals and make change happen.</p> <p>It proposes an action map. At the centre of the map is clarifying shared goals that the group wants to achieve. From these shared goals, the group sets out on a five-stage journey: imagining more ideas, making something real, action plan, building your group, and seeking new understanding</p>
How to use this tool?	The collective action toolkit aims to support community leaders in bringing groups together to solve shared problems and act on them. It proposes action maps and activities that offer concrete insights into how to build a team, carry out research, and develop solutions. It distils design thinking down to its essential building blocks.
How to access this tool?	This toolkit can be downloaded from http://bit.ly/zhPEzSq
Copyright and author's rights	Copyright is reserved to Frog (2013). Non-commercial use is permitted for community learning purposes with due acknowledgement of the source.

I.05: The Bootcamp Bootleg

Title	The Bootcamp Bootleg
Language	English
Type of tool	Working Guide
Author or organization/ year	Stanford d. School, Stanford University (no date)
Related capacities and sub-capacities	Innovation capacity: Design thinking
Brief description	<p>Design thinking is about communicating our vision in an impactful and meaningful way by creating experiences, using illustrative visuals, and telling good stories., The Bootcamp Bootleg is an overview of some of the most-used tools that provides an introductory experience to design thinking. It outlines each mode of a human-centred design process, and then describes dozens of specific methods of design work.</p> <p>According to this guide, a human-centred design process involves a set of approaches or “mindsets”:</p> <ul style="list-style-type: none"> • Focus on human values: Empathy for the people you are designing for and feedback from these users is fundamental to good design • Embrace experimentation: Prototyping is not simply a way to validate your idea; it is an integral part of your innovation process. We build to think and learn. • Craft clarity: Produce a coherent vision out of messy problems. Frame it in a way to inspire others and to fuel ideation. • Be mindful of process: Know where you are in the design process, what methods to use in that stage, and what your goals are. • Bias toward action: Design thinking is a misnomer; it is more about doing than thinking. Bias toward doing and making over thinking and meeting. • Radical collaboration: Bring together innovators with varied backgrounds and viewpoints. Enable breakthrough insights and solutions to emerge from the diversity.
How to use this tool?	<p>This guide proposes five stages of design thinking. It starts with ‘empathize’ that encourages each of us to actively observe, engage and immerse with other people, followed by ‘define’, synthesizing your empathy findings into compelling needs and insights, and scope a specific and meaningful challenge. After that comes ‘ideate’, working to generate different ideas. Make these ideas the basis of a ‘prototype’ to get them out of your head into the physical world. Finally, ‘test’ to refine your solutions and improve them. This five-stage process can be adopted by groups and organizations in relation to their project and activities.</p>
How to access this tool?	<p>This guide can be downloaded from https://dschool.stanford.edu/wp-content/uploads/2011/03/BootcampBootleg2010v2SLIM.pdf</p>
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I.o6: The Social Design Methods Menu

Title	The Social Design Methods Menu
Language	English
Type of tool	Working Guide
Author or organization/ year	Lucy Kimbell and Joe Julier/2012
Related capacities and sub-capacities	Innovation capacity: Design thinking
Brief description	<p>Social Design is a practical learning journey taken by people including managers and entrepreneurs, to create useful, usable and meaningful ventures, services and products that combine resources efficiently and effectively, lead to desired outcomes and impacts on society in ways that are open to debate and dialogue.</p> <p>This guide presents a social design approach and related methods that promote for the search for new ways to tackle social and policy issues, including gender issues. This approach starts with time spent understanding people's experiences and resources on their own terms, taking methodical steps to analyse and address them with their active participation, and pushing for more effective cross-team and cross-organizational working.</p>
How to use this tool?	<p>This guide offers different ways to address issues and to involve others productively in finding new ways to configure resources in the form of new services or ventures. It proposes 11 practical methods that help with four modes of design thinking</p> <ul style="list-style-type: none"> • Exploring: finding out more about all the ingredients which make up a social issue or existing service • Making sense: taking findings forward and finding out what matters, to whom and why? • Proposing: working up and sharing provisional ideas – new activities, processes, systems or touch points which address the issue you've identified. • Iterating: testing your ideas and exploring what they would really be like in practice, to refine or rework an idea. <p>Likewise, four recipes for social critique, quick wins, improvement and innovation suggest different ways to combine the ingredients of the social world through the various methods highlighted in this guide.</p>
How to access this tool?	This guide can be downloaded from http://bit.ly/2hNeCzT
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I.07: Introducing Forum Theatre as a tool to explore issues of equality and discrimination

Title	Introducing Forum Theatre as a tool to explore issues of equality and discrimination
Language	English
Type of tool	Training Manual
Author or organization/ year	John Taite and Rhona Dunnett, National Association for Youth Drama in Ireland (NAYD) http://www.nayd.ie
Related capacities and sub-capacities	Action capacity: Working with youth Innovation capacity: Creative expression, using theatre to generate ideas and actions
Brief description	<p>Forum Theatre is a form of interactive theatre developed by the late Brazilian theatre director, Augusto Boal, as part of his 'Theatre of the Oppressed'. Forum Theatre empowers the audience to actively explore different options for dealing with shared problems and motivates them to make positive changes in their own lives. In Forum Theatre, an audience is shown a short play in which a central character (protagonist) encounters an oppression or obstacle led by an oppressor (antagonist), which she or he is unable to overcome. The theme of the piece will usually be something of immediate relevance to the audience, often based on a shared life experience. When the play has been performed, members of the audience can take to the stage and replace the protagonist, acting out alternative paths and decisions. The aim of Forum Theatre is not to discover the ideal solution, but to encourage the group to analyse the situation and to try out strategies for countering oppression. The format encourages a positive and thoughtful approach to social problems. The group explores the results of these choices with the audience, creating a kind of theatrical debate in which experiences and ideas are rehearsed and shared, generating solidarity and empowering them to generate social change.</p> <p>This training manual provides full guidance on facilitating Forum Theatre workshops with youth to address issues of equality and discrimination. However, the Forum Theatre process can be used in many different environments and themes. It can be used with people of all ages in community centres, workplaces, schools, with homeless people, disabled people or anywhere that people experience oppression.</p>
How to use this tool?	<p>Forum Theatre is a highly effective tool in work with young people, and can help them to identify, explore and challenge instances of oppression in their own lives. The Forum Theatre process can engender a sense of empowerment in people to effect positive change in dealing with discrimination and inequality. It encourages groups to find solutions, through debate that is action-led rather than purely verbal. Thus, Forum Theatre could be used as a way of interrogating the prevailing attitudes and the treatment of citizens from multicultural backgrounds.</p> <p>Section 2 of this manual proposes a detailed design for a nine-session training workshop. It starts by exploring the Theatre of Oppressed, blind work and trust, image work and practising the Forum Theatre process.</p>
How to access this tool?	This manual can be downloaded from http://bit.ly/2hNl21F
Copyright and author's rights	No mention of reservation of copyright. However, non-commercial use is permitted with due acknowledgement of the source.

I.o8: Theatre-based techniques for youth peer education: Training manual

Title	Theatre-based techniques for youth peer education: Training manual
Language	English
Type of tool	Training Manual
Author or organization/ year	Cydelle Berlin, United Nations Population Fund (UNFPA)/2005
Related capacities and sub-capacities	Action capacity: Training and facilitation skills Innovation capacity: Creative expression, using theatre (for learning)
Brief description	<p>Theatre can be used as an educational tool, especially among youth. Peer educators can weave role plays and scenarios into their usual outreach and learning activities in their groups or other settings. These peers are not ‘actors’ in the traditional sense, as they are performing in a specific type of scene or play with an educational objective to affect knowledge, attitudes, and behaviour. They also are not ‘peer educators’ in the traditional sense, as they are not presenting educational material for their peers through traditional education methodologies.</p> <p>This manual provides an overview of the historical and theoretical use of theatre as a means of educating young people. It proposes four workshops to help train peer educators to be effective actors and to create theatrical pieces that meet educational objectives.</p>
How to use this tool?	<p>This training manual tells how theatre can be used as a peer education method to raise awareness and involve people creatively with their reality. It pushes participants to question their given realities and frees them to think collectively how they can bring about change.</p> <p>The four workshops are progressive in design; they should be done in the order presented. They give actors/educators the basic tools to use improvisation to create scenes, develop appropriate messages and educational objectives, give characters a history (or backstory), and engage their audiences in interactive discussion.</p> <p>Despite the focus on reproductive health and HIV issues, the approach can be applied to other issues such as gender equality and gender-based violence.</p>
How to access this tool?	You can download this manual from http://bit.ly/zhPGFBR
Copyright and author's rights	Copyright is reserved to UNFPA (2005). However, non-commercial use is permitted with due acknowledgement of the source.
Additional related tools	<p>Drama Games (Drama Resource) for interested in exploring more theatre-based activities for breaking the ice, physical warm-ups, group dynamics and encouraging creativity. These activities are drawn from a wide range of sources, including traditional games, as well as exercises developed by directors, actors and teachers.</p> <p>http://dramaresource.com/drama-games/</p>

4.6 Adaptive capacity tools

Ad.01: Theory of social change thinking in practice

Title	Theory of social change thinking in practice
Language	English and translated into Arabic
Type of tool	Working Guide
Author or organization/ year	Marjan van Es, Irene Guij and Isabel Vogel, HIVOS /2015. Translated into Arabic by Jalal Hassan.
Related capacities and sub-capacities	Leadership capacity: Visioning, defining aims and strategies Adaptive capacity: Theory of change
Brief description	This guide offers a stepwise approach to know better how your interventions, either small activities or complete projects, can contribute to change. Theory of change consists of the ideas and beliefs people have – consciously or not – about why and how the world and people change. How people perceive and understand change and the world around them is infused by their underlying beliefs about life, human nature and society. They are deep drivers of people’s behaviour and of the choices they make. Social change processes are complex and characterized by non-linear feedback loops: our own actions interact with those of others and a myriad of influencing factors. This triggers reactions that cannot be foreseen and makes outcomes of change interventions unpredictable. Given these uncertainties, how can we plan strategically and sensibly? How can social change initiatives move forward in emerging change processes in a flexible way, while remaining focused on the goal?
How to use this tool?	<p>A Theory of Change (ToC) approach offers a systematic approach to programme design, monitoring, evaluation and learning. It helps in deepening your understanding of how you and your partners collectively think change happens and what the effect will be of your intervention. Not only does it show what political, social, economic, and/or cultural factors are in play, it also clarifies your assumptions. Once a ToC has been developed, it can be used to continually reflect on it in ways that allow for adaptation and checking of assumptions of your intervention. This user-friendly guideline helps you to use a Theory of Change approach.</p> <p>This approach is useful in guiding your strategic thinking and action, as well as collaborative efforts with others. It fosters critical questioning of all aspects of change interventions and supports adaptive planning and management in response to diverse and quickly changing contexts. It contributes to the quality and transparency of strategic thinking, and therefore to personal, organizational and social learning.</p>
How to access this tool?	This guide can be downloaded from English: http://bit.ly/TOCinpractice Arabic: http://bit.ly/TOCinpractice2
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Additional related tools	You can follow the Theory of Change portal to pursue current thinking and recent works on the use of Theory of Change thinking in complex change processes, http://www.theoryofchange.nl

Ad.02: Gender and theory of change

Title	Gender and theory of change (ToC)
Language	English
Type of tool	Working Guide
Author or organization/ year	Anouka van Eerdewijk and Jan Brouwers, HIVOS Theory of Change Programme/2014
Related capacities and sub-capacities	Gender capacity: Gender mainstreaming Leadership capacity: Visioning, defining aims and strategies Adaptive Capacity: Theory of Change
Brief description	Gender inequality manifests itself through a complex web of forces, socially, culturally and historically entrenched in societies and relationships and cannot be changed by isolated interventions. In that sense, ToC thinking might be a helpful framework to include gender analysis and gender equality objectives in programme design in a more consistent way and from the very start of an intervention. This paper works on linking gender approaches with the theory of change approach in a quest to discover how transformational change could happen.
How to use this tool?	Applying theory of change (ToC) thinking helps us to operate more strategically and effectively in complex change processes. ToC analysis, in particular, explores and specifies how and why an organization, project team or group of stakeholders thinks that their actions will contribute to such a change process. It helps to formulate the assumptions underlying their thinking and strategic choices. This paper highlights useful lessons learned about gender mainstreaming and explores the strengths and weaknesses of applying ToC thinking to gender issues. In general, ToC can be of value for monitoring, evaluation, impact assessment and learning around gender equality and women's rights.
How to access this tool?	This paper can be downloaded from http://bit.ly/2j1IQ38
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Ad.03: Handbook on planning, monitoring and evaluating for development results

Title	Handbook on planning, monitoring and evaluating for development results
Language	English, Arabic and French
Type of tool	Working Guide
Author or organization/ year	United Nations Development Programme (UNDP)/ 2009
Related capacities and sub-capacities	Management capacity: Project planning, results-based management Adaptive Capacity: Monitoring and evaluation (for results)
Brief description	<p>This handbook sets out the UNDP results-based approach to planning, monitoring and evaluation. It provides a basic understanding of the purposes, processes, norms, standards and guiding principles for planning, monitoring and evaluation. It covers the essential elements of developing a robust results framework for projects and programmes, with clear indicators, baselines, and targets, and setting up an effective monitoring system. The handbook provides useful guidance and tools on</p> <ul style="list-style-type: none"> • Planning for results • Planning for monitoring and evaluation • Monitoring results • Evaluating results • Initiating and managing an evaluation • Assuring the quality of evaluation design and methodology • Enhancing the use of knowledge from monitoring and evaluation
How to use this tool?	<p>Although the Handbook centres on the UNDP results-based approach to planning, monitoring and evaluation, it is still quite useful for emerging CBOs that want to develop their work in a results-based direction. Results-based approaches are frequently requested by donors and funding bodies to ensure that CBOs have the necessary capacity to manage the requested funds.</p> <p>On the other hand, results-based management (RBM) has been criticised for many shortcomings and limitations. Mango highlights ten problems with RBM (in English). It is useful to consider these problems while using the Handbook to be sure of being sufficiently critical and aware of those shortcomings.</p> <p>https://www.mango.org.uk/guide/whyrbmnetwork</p>
How to access this tool?	<p>This handbook can be downloaded from</p> <p>English: http://bit.ly/ziFuR6d Arabic: http://bit.ly/zi7rEsY French: http://bit.ly/zhNmRfg</p>
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Ad.04: Monitoring and evaluation for civil society organizations

Title	Monitoring and evaluation for civil society organizations
Language	Arabic
Type of tool	Working Guide
Author or organization/ year	Friedrich Ebert Stiftung/2013
Related capacities and sub-capacities	Adaptive Capacity: Monitoring and evaluation
Brief description	<p>This guide helps civil society organizations enhance their performance through the application of monitoring and evaluation techniques. The guide explains in detail the two concepts and underlying methodology while using practical examples and templates to offer hands-on advice.</p> <p>In a nutshell, it addresses six key questions:</p> <ul style="list-style-type: none"> • What is meant by monitoring and evaluation? • Why is monitoring and evaluation important? • What are the types of monitoring and evaluation? • How do I plan monitoring and evaluation activities? • What are the indicators? • What are the challenges of monitoring and evaluation and how can I overcome them?
How to use this tool?	The tool is easy to use, covering only the essential concepts of monitoring and evaluation. Thus, it would be quite suitable for youth groups or emerging CBOs which did not have any prior background.
How to access this tool?	This guide can be downloaded from http://bit.ly/2iFt7Kk
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Ad.05: Monitoring self-effectiveness

Title	Monitoring self-effectiveness: A Manual to strengthen outcome and impact-oriented project management
Language	English and French
Type of tool	Working Guide
Author or organization/ year	VERNO: Association of German Development NGOs NGO-IDEAS/2011 http://www.ngo-ideas.net
Related capacities and sub-capacities	Adaptive Capacity: Monitoring and evaluation (organizational)
Brief description	<p>This Manual is meant to support organizations to design and focus their monitoring and evaluation procedures. It seeks to provide guidance on how to establish outcome and impact-oriented project management. The guide is illustrated with many examples of promoting self-help in various sectors.</p> <p>This guide covers a four-stage self-monitoring process:</p> <ul style="list-style-type: none"> • Identifying participating stakeholders and negotiating their roles. • Designing indicators and asking explorative questions • Information management and analysis • Reporting and facilitating dialogue around the results
How to use this tool?	This guide is useful for emerging CBOs as it introduces participatory elements to enhance self-effectiveness. Step by step, the organisation's management will be able to analyse whether existing elements of their monitoring system are designed in a way suitable for achieving relevant outcomes and impacts.
How to access this tool?	You can download this guide from: English: http://bit.ly/ziHNMou French: accessed as a file provided in the toolbox
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Ad.o6: The 'Most Significant Change' (MSC) technique: A Guide to its use

Title	The 'Most Significant Change' (MSC) technique: A Guide to its use
Language	English
Type of tool	Working Guide
Author or organization/ year	Rick Davies and Jess Dart/2005
Related capacities and sub-capacities	Adaptive Capacity: Participatory monitoring and evaluation
Key words/ categories	Most significant change, storytelling, change stories
Brief description	<p>The most significant change (MSC) technique is a form of participatory monitoring and evaluation. It is participatory because many project stakeholders are involved both in deciding the sorts of change to be recorded and in analysing the data. It is a form of monitoring because it occurs throughout the programme cycle and provides information to help manage it. It contributes to evaluation because it provides data on impact and outcomes that can be used to help assess the performance of the programme as a whole.</p> <p>The MSC is technique is usually used for programme evaluation, organizational review and evaluation and building community ownership through participatory evaluation. In that sense, this guide proposes ten steps for MSC:</p> <ol style="list-style-type: none"> 1. Raising interest at the start. 2. Defining the domains of change. 3. Defining the reporting period. 4. Collecting significant change stories. 5. Selecting the most significant of the stories. 6. Feeding back the results of the selection process. 7. Verifying the stories. 8. Quantification. 9. Secondary analysis and meta-monitoring. 10. Revising the system.
How to use this tool?	This guide is useful for both youth groups and emerging CBOs who want to monitor and evaluate their social change programmes and projects. The MSC technique is applicable in many different sectors, including agriculture, education, and health, and especially in development programmes. It is also applicable to many different cultural contexts. The guide provides an overview of the most-significant-change technique and gives practical advice on implementing it, building the capacity to use it, and using it in project cycle management. It also reviews the theory underlying this technique.
How to access this tool?	You can download this guide from: http://bit.ly/2iFtaGb
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Ad.07: Participatory video and most significant change: Guide for facilitators

Title	Participatory video and most significant change: Guide for facilitators
Language	English
Type of tool	Working Guide
Author or organization/ year	Sara Asadullah and Soledad Muñiz, InsightShare, 2005 www.insightshare.org
Related capacities and sub-capacities	Adaptive Capacity: Participatory monitoring and evaluation, most significant change, storytelling, impact assessment
Brief description	<p>The guide helps in planning and carrying out evaluation using participatory video with the MSC technique as an approach to monitoring, evaluation and learning that amplifies the voices of participants and helps organizations to better understand and improve their programmes.</p> <p>This guide proposes a process of six stages:</p> <ol style="list-style-type: none"> 1. Planning and preparation 2. Collection, selection and videoing of stories 3. Participatory editing 4. Screenings and selection of stories 5. Participatory analysis and video report 6. Dissemination <p>In addition, it provides tools to handle the practical challenges of generating stories and selecting from them. It engages with the critical and ethical dilemmas of how to film safely, prepare the storytelling and informed consent. It includes games and exercises that can be used to facilitate the participatory process of video making, editing, screening, analysis, video report and energizers</p>
How to use this tool?	This guide is useful for both youth groups and emerging CBOs to capture the change stories that result from their work. It employs participatory video methodology to generate and document those stories with the participants. It is a creative approach to impact assessment to help groups and organizations to trace their influence on people's lives by giving them a chance to say it live through media such as video.
How to access this tool?	<p>You can download this guide from: http://bit.ly/2iAL2j4</p> <p>Note: you will need to add your email address and other details, then you will be given another link taking you to this guide.</p>
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Arab States Regional Office Villa 37
Street No. 85, Sarayat El Maadi
Cairo, EGYPT
Tel: +2 27687431

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