

Development Connections



Capacity Building and Knowledge Management Strategy

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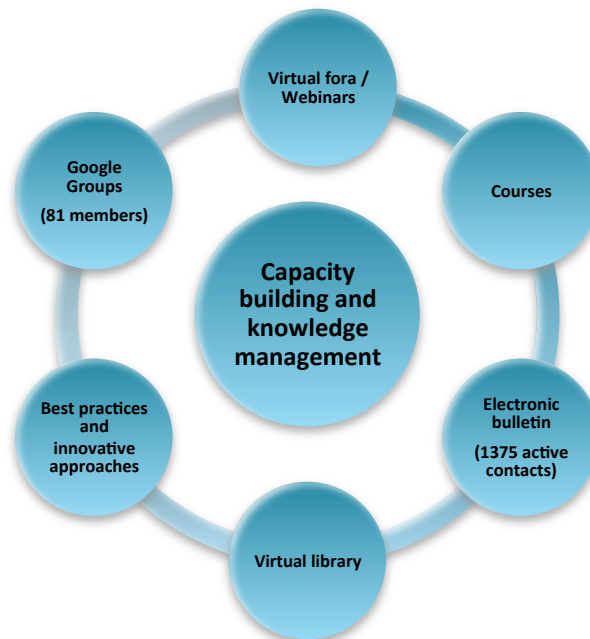
Implemented 14 courses (9 online and 5 face-to-face) on: HIV/AIDS, violence against women, emergencies, masculinities and health, gender equality and development.

693 participants from more than 50 countries, including: Governmental agencies (Health, Women/Gender, Justice, Youth), civil society groups, universities, regional and national networks.

56 resources produced including articles, manuals, tools, background documents, assessments, and recorded webconferences with experts worldwide.

In 2014-2015, more than 10,000 downloads of documents from the Virtual Library.

Promoting capacity building by facilitating the creation, use and interchange of knowledge and experiences on key development issues worldwide through virtual & Web-based collaboration, information & communication and courses.



Educational approach

Building active knowledge, making use of interactivity facilitated by the environment, and strengthening the exchange of experience and knowledge and of collective, collaborative learning.

Provision of diverse resources and tools that participants can use to develop competencies during the training and to support the implementation of the follow-up action plans.

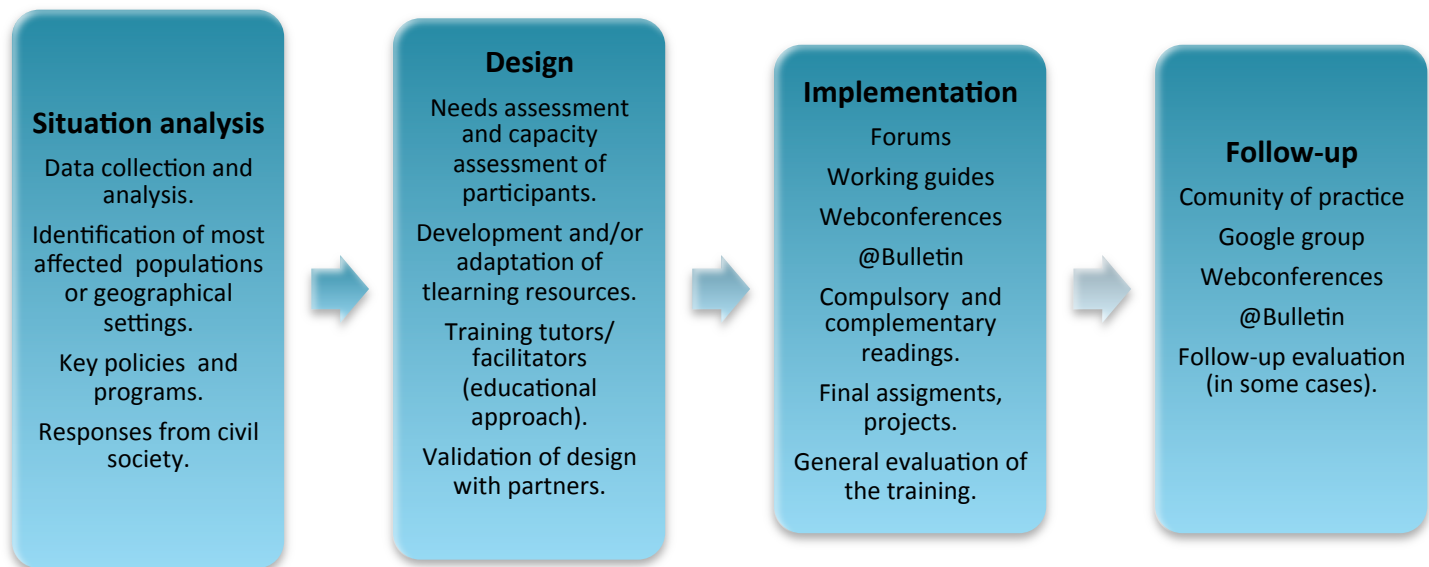
Interactivity through means such as working groups, plenaries, group discussions, mapping exercises, and role playing.

Thinking and problematization (the ability to see issues as problems) as the motor that propels participants to understand what they learn and to *transfer* knowledge into practice.





Developing courses: Process, what worked and challenges



What has worked?

Adapting learning resources to the specific contexts/ audiences. Participants considered that contents of the courses did reflect the situation of the country in which they reside and the population groups they work with.

Good linkage between the work guides and participants' professional needs.

Develop skills of tutors: educational approach and virtual tutoring.

The tutoring strategies considered good/very good: tutors were helpful in resolving/clarifying problems and doubts regarding the subjects discussed, provided guidance and motivation to exchange experiences and resources.

Alliances with governmental agencies, NGOs, international agencies, civil society groups.

Generating information by participants (articles, interviews, policy framework analysis, etc).

Follow-up survey exploring application of the skills, knowledge and resources (SKR) obtained in the course, barriers and limitations and factors influencing success when applying them.

High level of application of the SKR: advocacy and policy dialogue, project and program development, training, research.

Challenges

Competency-based learning - one of the main challenges. How to select and apply appropriate resources for skills development.

Moving from the lowest level of cognitive domain (knowledge) to higher levels (comprehension, application, analysis, synthesis and evaluation).

Evaluate if participants acquired the skills and knowledge that will enable them to successfully perform key tasks.

In some courses, the working groups did not materialize very well. Despite the existence of forums to facilitate discussions outside of the general discussion forum, these were not heavily used.

High costs of both modalities (virtual and face-to-face).

Value for money...measuring what changed as a result of the training requires follow-up evaluations.

High turnover of human resources.

Unpacking information-beyond language.

Virtual platforms may be something completely new for several participants. Limited access to internet.

Some assignments were not responsive to the poor data and services conditions of some countries.