

A gateway for capacity development

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Rick James explains that leadership development is complex, messy, and requires the combined use of a variety of methods.

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I would like to thank you for publishing important and professionally useful information concerning the economic policies in ACP countries. The 'networks and partnerships' issue has helped me a great deal with our new structural orientation that is being used to network our hydraulic programmes.

*Boucar Diouf, Poukham Tock, Fatick,
Senegal*

The interview in issue 27 was an exceptional piece. Individuals such as Mr Sidibé are unique. With true support he will be able to contribute significantly to an administration that desires reform and good governance for the people.

Romey D. Saunders, Westerville, Ohio, USA

Reactions from the field

Capacity.org asked a number of experts to react to the statement: 'The idea of a learning organisation is no more than hype'.

Sometimes 'learning organisations' oversell the effects of what they can deliver. The idea is easily used without taking into account all that it takes to have a process of learning within or among organisations.

Switching from a traditional organisation to a learning one is difficult. It takes personal conviction from the members, and new ways of getting things done. Once that happens, it takes time to make things happen in a different manner. It is not until the members realise the benefits of documenting their good practices, experiences and successes, and then start sharing them with their co-workers and peers in other organisations that things can begin to change.

The barriers to be overcome start from the bottom up, and the other way around, and a thorough follow-up effort is needed to promote change, and to encourage and remind people, especially when they have little motivation. Nonetheless, nothing guarantees that a learning organisation or a learning community will emerge. There are many things that need to be done in order to achieve it. The idea that it is a piece of cake, I think, is what is truly the hype.

Jennifer Morfin, Networking and Training Manager, Mexican Conservation Learning Network (IMAC, www.imacmexico.org), and Latin American Regional Coordinator for the Impact Alliance, Mexico City

Science tells us that we sleep so that the brain can process what we have learned that day. So, we should ask, what is the equivalent of sleep for organisational learning? Do weekends and holidays serve the same purpose as a good night's slumber?

Whether conscious or not, the daily processing of organisational experiences and changes in our environment is a constant. Conscious learning requires that we notice events and information, reflect on them and try to generate positive responses – that we move with the times. The absence of deliberate learning activities puts the noticing and reflection somewhere in the realm of organisational 'sleep-life'. Learning becomes as a dream, remembered briefly on awakening, sometimes with a lasting effect, but more usually lost forever, neither understood nor put to useful purpose.

*Jenny Pearson, Director, VBNK
(www.vbnk.org), Phnom Penh, Cambodia*

Maybe even posing statements about hype is itself no more than hype. According to the *Concise Oxford Dictionary*, hype can be 'extravagant and intensive publicity or promotion' and 'something deliberately misleading, a deception'. There is no doubt that there is intensive publicity and promotion of the concept of the learning organisation, although whether it can be labelled extravagant remains to be seen. For some, the concept may have lost its real meaning. In their experience it is used too casually – even extravagantly – whereas for others it is still fresh, energising, innovative and useful.

*Bram Langen (bram@oliveodt.co.za),
Olive OD&T, South Africa*

To read this letter in full, visit
www.capacity.org.

Future issues

Future issues of Capacity.org will focus on the following themes: meaningful monitoring and evaluation (issue 29, September 2006), decentralisation and service delivery (issue 30, December 2006), incentives and motivation (issue 31, early 2007) and fragile states (issue 32, mid-2007). If you would like to contribute to any of these issues, please contact us at editor@capacity.org

Platform for leadership

This issue of Capacity.org includes contributions on various aspects of leadership. Leadership is about action and about change at the individual, organisational and societal levels. Ultimately, leadership is indispensable for the development and growth of capacity.

This view implies that becoming a leader means not only acquiring the 'hard' skills or technical knowledge required for project management, including critical and analytical thinking, negotiation skills and team work. Leadership also involves a set of abilities referred to as 'soft' skills, which are usually acquired through introspection, reflection and 'walking the talk'.

As the contributions to this issue show, learning to master the hard skills is not sufficient, in and of itself, to effect change, which is the essence of leadership. In the feature article Rick James observes that long-lasting and effective change happens only when individual leaders themselves decide that they have to change. The change happens at this deep internal level before it is externalised as changed behaviour. Authentic change is an 'inside-out' process.

In order to be effective, leadership development programmes must utilise existing resources that are compatible with the values and cultural references in a given society. Seen from such a framework, it becomes clear that we are talking about a process, and that the development of leadership requires time and often a set of different learning tools. Two articles in this issue offer insights based on the experiences of organisations working in two very different contexts – CREDO in Moldova and the international network AsiaDHRRA. In both cases the authors describe how their organisations have developed and combined a variety of learning tools over a period of time.

Without followers, of course, there can be no leaders. Leadership development should therefore be concerned with the task of establishing leadership not as an individual endeavour, but rather as a collective action to promote the common good of the community or group. Both leaders and followers have their own roles to play, and their own responsibilities. A vibrant citizenry, as South African Minister Geraldine Fraser-Moleketi explains in the interview, is one that is attentive and well informed, and which asks questions to ensure that leaders remain

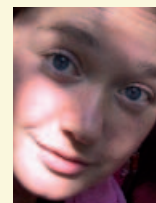
accountable and retain their legitimacy. Rather than feeling threatened by this, the Minister believes that every country needs leaders who are courageous enough to accept such vibrancy, and who are strong enough to use it to society's advantage.

To complement the theoretical and practical insights presented in this issue, in August 2006 Capacity.org will launch an interactive web platform on issues related to 'leadership in development'. This will be the first in a series of resource corners on the Capacity.org website, where you can find and share documents, cutting-edge tools and methods, and case experiences. And you can interact with others in this field by engaging in moderated e-discussions, posting queries and exchanging personal profiles.

If you are interested in leadership issues, please watch out for the resource corner, and sign up at www.capacity.org. We look forward to meeting you online.



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Between 2003 and March 2006 Dr Odeh coordinated the Institute's leadership programmes for youth, women and indigenous groups. She is lead consultant for the 'Leadership in development' resource corner on the Capacity.org website.

ORGANISATIONS, NETWORKS AND INITIATIVES

This section offers a selection of organisations, networks and initiatives concerned with capacity development. A more extensive list can be found at www.capacity.org.

Leadership for Environment and Development (LEAD)

LEAD offers innovative programmes that challenge traditional notions of leadership with progressive participatory techniques. With LEAD's experiential learning approach, involving multi-stakeholder dialogue, systems thinking, and cross-cultural processes, participants address leadership issues relevant to sustainable development. www.lead.org

British Council InterAction Leadership Programme

InterAction is an initiative to support emerging African leaders – dynamic individuals who are searching for alternatives and challenge accepted ways of doing

things. The InterAction Leadership Programme is equipping and encouraging a new set of community leaders who want to start the transformation of their country and the continent. www.bc-interaction.org/leadership_programme

Bangladesh Rural Advancement Committee (BRAC)

Started in 1972 as a small-scale relief project, BRAC is now the world's largest NGO, with almost 100,000 employees. BRAC is working to alleviate poverty in Bangladesh, Afghanistan and Sri Lanka. As part of the Global Partnership, BRAC offers postgraduate programmes in NGO leadership and management. www.brac.net

Global Partnership for NGO Studies, Education and Training

Founded by BRAC (Bangladesh), the Organisation of Rural Associations for Progress (Zimbabwe) and the School for International Training (USA), the Partnership offers postgraduate diplomas in NGO leadership and management, leading to a master's degree programme at BRAC or NGO centres in Peru, the Philippines and Kenya. www.global-partnership.net/diploma.html

Academy for Educational Development (AED)

AED gives local leaders the tools they need to serve people effectively, helps citizens find their collective voice, and builds bridges between governments and people.

AED's leadership programmes, which include international exchanges, technical training and fellowships, are valuable instruments for achieving transformational change. www.aed.org/LeadershipandDemocracy

BoardSource

BoardSource assists nonprofit organisations worldwide to become more effective by strengthening their boards of directors. It offers practical information, tools and best practices, training, and leadership development for board members of nonprofit organisations. www.boardsource.org

Leadership development in East Africa

Changing from the inside out



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Based on extensive field research and recent publications, Rick James concludes that leadership development is both feasible and crucial for capacity development. But the process is complex, messy, and requires the combined use of a variety of methods.

Capacity development is impossible without leadership change. Extensive capacity development efforts over the past decades have demonstrated repeatedly that for organisations to change, their leaders must also change. Indeed, the commitment of leaders to organisational change is synonymous with their openness to their own personal development. In today's turbulent times, leaders must be leaders of change, both within their organisations and in themselves. As Nelson Mandela said with insight: 'You can never change society if you have not changed yourself.'

A diverse range of development stakeholders are currently prioritising leadership development. This interest has been matched by a plethora of publications and increased investment in leadership development activities. Yet we know startlingly little about leadership development outside of a very narrow and culturally specific Western, corporate context. We need to ask ourselves: Is the traditional business-school approach to leadership development effective for leaders outside the corporate arena? Can we even develop leaders from

Mandela: 'You can never change society if you have not changed yourself.'



Hollandse Hoogte

outside? If we can, what sort of content should leadership development programmes include, and what processes should they follow?

What makes leaders change?

To address these questions we need to understand the realities and challenges that leaders face, and the events and interventions that have catalysed change in the past. Once we have a clearer idea of what makes leaders change, then we can design leadership development programmes accordingly. Between 2002 and 2005, INTRAC in Malawi, CDRN in Uganda, and CORAT in Kenya undertook a collaborative three-country study, with support from Cordaid, to explore such questions. The research concluded that leadership development interventions can catalyse change, but only when they are 'taken personally' by leaders. Authentic and significant change took place at the level of a person's core values – in their heart, rather than simply their head. Such interventions are therefore more likely to be effective if they provide space for self-reflection and opportunities for feedback, and if they focus on personal values and vision, rather than simply teaching management skills.

Congested lives

The research revealed that civil society leaders' behaviour was significantly influenced by, and strongly constrained by, their congested lives. Many NGO leaders have to operate simultaneously in three different worlds: the global aid world; the urban, organisational context in which they live and work; and the rural village setting where their extended families still live. Each world places different demands and expectations on leaders. Donors often insist on over-hasty timeframes, short-term projects and quick results. NGO staff expect their leaders to ensure job security, provide direction, enable personal advancement, and inspire them to achieve. Leaders' extended families count on them to provide education, medical and financial support. Satisfying such diverse demands is almost impossible, and trying to do so makes leaders' lives extremely congested, leaving them little time to reflect on their own behaviour, and inhibiting their potential for change.

Gender and HIV/AIDS

For women leaders, these constraints are exacerbated by the pressure of gender roles. The research provided many examples of how inequality and heightened pressure adversely affect female leaders. Common experiences include prejudice, a lack of education and promotion opportunities, harassment, lower salaries and greater family pressure compared with their male counterparts.

In sub-Saharan Africa leaders face additional pressures

due to the onslaught of HIV/AIDS on their organisations and families. One young female leader in Malawi reported that she has had to take in 14 orphaned nieces and nephews. Another had lost six out of 14 staff to AIDS in the last five years. HIV is causing leaders to spend almost half their income on funerals, family medical bills, and support for extra dependants. They also take an average of 15 days off per year for funerals. Such a situation would affect the work of any leader.

Using power

Congested lives give leaders little time to practise the oft-professed 'empowering' approach to leadership. They tend to slip into authoritarian roles without realising that the process is going on. Subtly they change, because it is easier and less time-consuming to be authoritarian. Autocratic leadership behaviour can be addictive, and increasingly dysfunctional.

Yet respondents said that the most significant changes they had made as leaders related to their use of power. The most frequently cited change was towards a more participatory leadership style, with greater staff involvement in decision making. While the research did not seek to validate the extent of this shift, these changes had had a measurable effect on organisations in terms of enabling them to expand their impact through increased funding. As with most leadership development, there is no irrefutable evidence that proves a direct link between programmes and impact. But this may be more a function of the limitations of measurement systems than of the programmes. After all, in the private sector there is a clear correlation between investment in leadership development and improved company performance.

There are downsides to leadership as well. Lack of responsible leadership can destroy decades of patient nurturing of human skills or developing institutions. In such situations, ownership claims can be confused, opening the door to a multitude of interests and demands. Some influential but regressive leaders have actually used all the techniques and knowledge available to degrade their institutions or societies. They have also twisted ownership to suit their own agendas, gearing it towards a culture of entitlement or excessive nationalism that is detrimental to capacity development. And while the challenges of development escalate, the leadership capacity dwindles, many lured by the prospect of better opportunities overseas.

Change processes

In our research we found that the processes leaders went through in order to change were complex and messy. This is not surprising given that leadership involves not just an individual, but relationships among diverse and complicated human beings. Leadership change tended to be more of a gradual evolutionary process than a sudden revolutionary leap forward. It was not a linear, planned process, but a cascade of events.

Yet amidst the complexity, some common elements emerged from leaders' accounts of their experiences. Various external factors and events provided feedback that catalysed them to behave in a different way, including personal pain and discontent from 'constructive' criticism; organisational crisis; changes in

their role; new knowledge derived from training, reading and interventions; and positive examples and inspiration provided by others. Although important, these external catalysts did not themselves bring about change. What mattered was how people gave meaning to those events. Inside themselves leaders decided they had to change based on their values, beliefs, sense of self, openness and aspirations. The change they made was at this deep internal level before it was externalised as changed behaviour. Authentic change was an 'inside-out' process.

The responses of others to leaders who demonstrated changed behaviour also served to reinforce or undermine the change process.

Implications

Leadership development inputs appeared to be one piece of a complex and dynamic jigsaw of change. They were particularly effective when they addressed leaders' own personal lives, focused on their values and beliefs, and were directly applied to their organisational context. Clearly, however, such inputs were by no means the only piece of the jigsaw.

Leaders only changed when they internalised and personalised the external catalysts. For people to change it is necessary to engage their values, vision, emotions, and even spiritual faith. This finding is echoed by many mainstream management writers. Promoting personal change is therefore a crucial component of any leadership development programme. Consequently, it is important to create spaces for reflection, rather than simply cramming inputs; use questions to encourage people to challenge and discover answers themselves; and provide opportunities for personal feedback from facilitators and/or peers.

Catalysing change

The three-country study highlights some powerful contextual and cultural realities that influence leadership behaviour. These must be recognised and explored in leadership development work if such programmes are to engage with leaders' real lives and influence them to change. An effective leadership development process is directly applied in the organisational as well as the personal lives of leaders, and must examine social, cultural and family pressures, as well as gender expectations.

Recent publications by Rick James:

- *Vision Quest: Learning about Leadership Development in Malawi*, Praxis Note 17, INTRAC, 2005.
- *Autocratics Anonymous: A Controversial Perspective on Leadership Development*, Praxis Note 14, INTRAC, 2005.
- *Realities of Change: Understanding How African NGO Leaders Develop* (with Julius Oladipo, Moses Isooba, Betsy Mboizi and Ida Kusiima), Praxis Paper 6, INTRAC, 2005.
- *People and Change: Explorations in Capacity-Building in Africa*, NGO Management and Policy Series 15, INTRAC, 2002.
- *Demystifying Organisation Development: Practical Capacity Building Experiences from African NGOs*, NGO Management and Policy Series 7, INTRAC, 1998.

www.intrac.org/pages/publications.html

Further reading

- R. Bolden (2004) *What is Leadership?* Centre for Leadership Studies, University of Exeter, UK.
- CTA (2005) *Farmers' organisations: The challenges of leadership*. Spore, 119.
- V. Hauck (2004) *Resilience and High Performance amidst Conflict, Epidemics and Extreme Poverty: The Lacor Hospital, Northern Uganda*. ECDPM Discussion Paper 57A.
- C. Lopes and T. Theisohn (2003) *Ownership, Leadership and Transformation: Can we do better for capacity development?* Earthscan/UNDP.
- G. Peake et al. (2005) *From Warlords to Peacelords: Local Leadership Capacity in Peace Processes*. UNU/International Conflict Research (INCORE).
- M. Sharma et al. (2005) *Leadership Development Strategy Note*. UNDP Leadership Development Programme.
- UNDP (2006) *Capacity Assessment Practice Note, and Capacity Development Practice Note*. UNDP Capacity Development Group.

Links

Christian Organizations Research and Advisory Trust of Africa (CORAT Africa), Kenya: www.coratafrica.com

Community Development Resource Network (CDRN), Uganda: www.cdrn.or.ug

The Leadership Quarterly: www.sciencedirect.com/science/journal/10489843

UNDP – HIV/AIDS Leadership Capacity Development Programme: www.undp.org/hiv/focus_lcd.htm

World Bank – Developing Leadership Capacity: From Design to Impact. Brown Bag Lunch discussion (2006): www.worldbank.org/capacity

World Bank – Indigenous Peoples Leadership Capacity Building Program for the Andean Countries: www.worldbank.org/indigenous

INTRAC Praxis programme on leadership development: www.intrac.org/wiki/pmwiki.php/Main/LeadershipDevelopment

The programme has established an e-learning group on leadership development. If you would like to join, please contact Rick James at rjames@intrac.org.

This article draws extensively on research and publications by others. For a complete list of references, see the online version of this article at www.capacity.org

The research demonstrated that leaders changed their behaviour in response to a wide range of stimuli rather than one single input. Effective leadership development therefore will make use of a variety of methods – such as mentoring and coaching; peer group support; self-assessment; distance learning; exchanges, exposure visits and sabbaticals, as well as conventional training. This reinforces earlier assertions that the four approaches to leadership development (personal growth, conceptual understanding, feedback and skill building) are limited on their own, but effective when used together.

Mentoring and coaching are increasingly perceived to be effective in promoting behaviour change, and are being used by large international NGOs like Oxfam and the Red Cross, as well as by NGOs working with small and emerging community-based organisations. Leadership counselling enables values, aspirations, exit plans, extended family pressures, staff motivation, and power to be discussed and questioned. Peer support networks can also make important contributions to changes in leaders' behaviour. Leadership development initiatives should therefore enquire into methods of encouraging the formation of such formal or informal groups.

The research revealed that an 'empowering' style of leadership is not culturally confined to Europe or North America, but touches on core principles of human behaviour that are expressed in most, if not all, cultures. Exploring the meaning of empowering leadership and applying it to participants' contexts are therefore legitimate and important elements of any leadership development programme.

Principles of good practice

Leadership development is indispensable for capacity development. Experience has shown that leadership development programmes can be extended to those not normally reached by traditional programmes. Local leaders can be developed. While external leadership programmes can go a long way in developing key skills and behaviours, it would be a mistake to imagine that they can develop the 'complete leader'. The following principles of good practice can be defined:

1. Leadership cannot be reduced to a mechanistic checklist of competencies without compromising much of the essence of leadership. Personal traits such as drive, perseverance and emotional resilience cannot be trained.
2. Leadership development programmes will be more effective when they are rooted in the contexts in which leaders live and work, and address the realities that leaders face on a daily basis.
3. Leadership development needs to personalise change. Formal inputs should be reinforced by less formal approaches such as mentoring and coaching. Opportunities for feedback must be built into processes. Some behaviour change cannot be taught, but can only be developed through greater self-awareness and understanding of the impact of

personal behaviour and leadership styles on others. Yet we know that it is not easy to report on such personal change.

As with any aspect of human development, it is impossible to attribute change to just one factor. Leadership development interventions in the research did make a difference, but not always in the ways expected. Indeed, none of the leadership change processes analysed would have lent itself to a predetermined 'log frame'. Human change is more complex than many reductionist (though useful) planning systems. Yet although the impacts are impossible to predict, this does not mean that interventions should not be well planned. If we follow the principles of good practice outlined above, we are more likely to achieve the leadership development results that we desire, and which are the critical core of broader capacity development. <

Women leaders face even greater pressure than their male counterparts.



Hollandse Hoogte

Human resources development in Asia

Nurturing leaders from within

AsiaDHRRRA is a regional network that offers an extensive leadership development programme for the leaders of its partners in ten countries. Lany Rebagay explains the formal training, informal approaches and the tools that have been developed as part of the programme.

The Asian Partnership for the Development of Human Resources in Rural Asia (AsiaDHRRRA) is a regional network of social development networks and organisations in ten countries. The leadership and key staff of the network partners are crucially important, since they are the mediating agents through whom the network channels its vision of free, prosperous rural communities living in peace and working towards self-reliance.

At the country level, members of AsiaDHRRRA are involved in organising small farmers, indigenous peoples, women and other marginalised groups into associations or cooperatives that can manage their own resources and activities. The network offers programmes in organisational development, training for grassroots leaders and, since 2002, a transformational leadership development programme for partners throughout the region.

AsiaDHRRRA provides opportunities for rural leaders, farmers and development workers to enhance their knowledge and skills so that they can better perform their roles as visionaries, network builders, consensus builders, synthesisers of information and policy advocates. To perform all of these roles effectively, leaders need a wide range of competencies that can be divided into three categories: technical, organisational and ethical. The last may be regarded as the 'soft' category that integrates the other two 'hard' ones. A matrix showing the knowledge, skills and attitudes that contribute to each of these areas of competence can be found at www.capacity.org.

The network uses both formal training and informal methods to develop the knowledge, skills and attitudes of its leaders. Each year, a formal training programme is organised for leaders who are new to the network. The more informal methods, involving personal reflection and dialogue, are built into the network's regular activities:

- *The reflective approach.* Self-knowledge is essential for leadership. Leaders have to think through their own personal values so as to ensure an ethical basis for their decision making in both their personal and professional lives. They have to find and maintain their own moral compass before they can guide their constituents in the direction of core values such as integrity, honesty, social justice, etc.
- *The dialogue approach.* Leaders can learn a great deal from each other. The network therefore organises discussions with civil society leaders, past and present, who are recognised for their achievements in fields such as social development or organisational management.

Leadership development tools

Twice each year, AsiaDHRRRA organises leadership development sessions, which include periods for

reflection and for sharing information and experiences related to leadership development. For these sessions, the network partners have developed a set of structured tools (available on www.capacity.org) to be completed by the participants. The first is a leadership growth monitoring tool that details the knowledge, skills and attitudes that NGO leaders need to have in order to perform their different roles. The second tool is a personal leadership growth journal, which participants can use to assess their own growth as leaders, and to account for improvements in relation to set targets. The journal also includes a reflection section so that participants can look back at the leadership challenges they have faced, and their responses.

The sessions employ leadership stories, drawn from individual experiences, as a means of learning. The presence of a competent facilitator during these sessions has proven to be invaluable. Facilitators can animate discussions and guide processes that encourage participants to open up and become receptive to deeper learning. They can also serve as companions and mentors to the participants.

Future leaders

AsiaDHRRRA also offers on-the-job training for potential future leaders, with the aim of identifying and developing their existing capacities. Based on the participant's personal views and a needs assessment, the network drafts a set of learning objectives and develops a training programme tailored to his or her needs and potential. All participants are encouraged to become involved in community work and network activities, and monthly clinics are held to provide opportunities for reflection and learning. Mentors are then provided to help them acquire and develop the knowledge, skills and attitudes they need to be effective future leaders. <

The network uses both formal training and informal methods to develop its leaders.



AsiaDHRRRA



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Links

Asian Partnership for the Development of Human Resources in Rural Asia (AsiaDHRRRA):
www.asiadhrra.org

Asian Farmers' Association for Sustainable Rural Development (AFA)
www.asianfarmers.org

Open Society Institute Southeast Asia, East East: Partnership beyond borders programme. www.soros.org/initiatives/east

World Bank – Empowering Local and National Leaders project
www.worldbank.org/capacity

Further reading

AsiaDHRRRA (2006) *Tapestry of Asian NGO Leadership: Stories, Patterns, Trends*, vol.2.

AsiaDHRRRA (2004) *Asian NGO Leadership amidst Globalization. Asian Rural NGO Leaders' Dialogue*, Cyberjaya, Malaysia, 2003.

J. Hailey and I. Smillie (2001) *Managing for Change: Leadership and Strategy in Asian NGOs*. Earthscan.

J.M. Kouzes and B.Z. Posner, *Leadership Practices Inventory*. www.lpionline.com/lpi

Leadership development in Moldova

Cultivating a new generation of leaders



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Like other democracies in transition, Moldova needs leaders who can give a new impetus to the process of achieving a democratic and just society. Serghei Ostaf explains how CReDO's civic leadership programme is responding to that need.

Leadership is essential for societal progress and change. Failures of leadership, whether within society, groups or organisations, can have many consequences for the development of society as a whole, inhibiting the ability to innovate, the courage to challenge the status quo, and the willingness to seize opportunities to move forward and promote democratic change. It is therefore essential to nurture leaders who are accountable, courageous, and are prepared to defend the rights of their constituents, especially in countries in transition.

CReDO

The Resource Center for Human Rights (CReDO) was established in 1999, at the initiative of three human rights organisations, with support from the Dutch NGO Cordaid. CReDO is working to develop the organisational and policy-related capacities of the civil society organisations that are essential for achieving a sustainable democratic society.

In 2004 CReDO launched a pilot civic leadership programme designed to cultivate a new generation of leaders by changing their attitudes and enabling them to articulate a vision of a society that responds to the needs of all citizens. By focusing on both personal development and professional skills, the programme enables participants to develop their confidence, courage and sense of responsibility to lead others, and broadens their capacities for critical thinking, active listening and negotiation, all of which will be needed to achieve social objectives. CReDO is thus responding to two pressing needs – for leaders who can address the many challenges facing society, and for a comprehensive, locally relevant programme that will help to reverse the steady loss of leadership capacities that Moldova has experienced in recent years.

Moldovan civil society

The Republic of Moldova, located between Romania to the west and Ukraine to the east, gained independence in August 1991, after almost 50 years as a Soviet republic. Although now a parliamentary democracy, the country is still dealing with many aspects of the legacy of a totalitarian regime that denied the rights of many groups in Moldovan society.

In the 15 years since independence, members of the first generation of activist leaders have moved on to take up positions in government, to join international organisations, or to enter politics. The time is ripe for a new generation of leaders to emerge. It is therefore relevant to ask a number of difficult questions: is Moldovan civil society capable of reproducing itself? Has it developed models of leadership that can inspire potential candidates, and a culture that will allow new leaders to emerge? In the view of many, the answer to all

of these questions is no. Despite the courage and commitment of many activists, civil society is in some respects weaker than it was in the early years after independence. This weakness is one of the major challenges Moldova now faces, and which CReDO aims to address.

Several factors have served to weaken civil society, including the dominance of technical approaches to social development, the legacy of the past (in particular the tendency to emulate Soviet-style leadership), and emigration. In the early 1990s society witnessed the emergence of various civic initiatives. Then, the causes were clear and fresh, people formed groups, and leaders emerged who demanded democracy and human rights. Fifteen years later, with only limited progress towards democratisation, those causes are still important, but have become blurred in the increasingly complex environment. New challenges demand new visions for the transformation of Moldovan society.

Many civil society organisations have inherited rigid internal management structures, with leaders who are largely unaccountable to their followers, and their constituencies have dwindled as a result. Often, the current leaders see the process of seeking out successors as a threat, and internal democratic channels remain undeveloped. They also discourage efforts to broaden the leadership base.

New challenges demand a new vision for the transformation of society.



Hollandse Hoogte

Links

Resource Center for Human Rights (CReDO):
www.credo.md

CReDO civic leadership programme:
<http://leadership.credo.md>

Balkan Trust for Democracy:
www.gmfus.org/balkantrust

Center for Organizational Consultancy and Training (CICO):
www.management.md

CODECS Foundation for Leadership: www.codecs.ro

Cordaid: www.cordaid.nl

Soros Foundation Moldova:
www.soros.md/programs/easteast/east2002/en.html

UNDP in Moldova:
www.undp.md

UNDP Regional Bureau for Europe and the CIS – Leadership for Results (L4R) project:
<http://europeandcis.undp.org>

Civil society has also been weakened by emigration, and the fact that politics and business now attract the best human resources. While political and business leadership are important for society's efforts to address economic problems, Moldova faces many other challenges, in particular the social exclusion of disadvantaged and minority groups. Lacking effective leaders who will give voice to their concerns and bring them to the attention of policy processes, these groups remain on the margins of mainstream society.

Shaping a response

Many management programmes and courses in human rights and policy advocacy offer the participants professional knowledge and issue-specific skills to enable them to advance a people-oriented agenda. Although they focus on building technical capacities, if targeted at participants dedicated to social causes they can produce committed and capable leaders.

In the process of providing organisational management and advocacy programmes, CReDO realised that the absence of models of democratic, accountable leadership was impeding progress and change. Leadership is essential to sustain efforts to address the needs and rights of the disadvantaged. Therefore, to complement its existing courses, CReDO decided to introduce a comprehensive civic leadership programme. The approach is critical of the sustainability of investment in technical knowledge alone. It assumes that if civic leaders empower their constituencies, they will be able to pass on their skills, knowledge and strengths, thus forming a more stable base and an environment for reproducing leadership capabilities from within.

Civic leadership programme

Launched in 2004, CReDO's civic leadership programme has seven modules. The first module gives an overview of the principles of leadership, allowing the participants to assess their personal readiness for leadership.

Second, the personal leadership module focuses on individual values and principles, including the choice of life trajectory. Based on trait theory – that some personality traits may lead people naturally into leadership roles – it encourages critical self-awareness, and explores personal values, behaviour and cognitive abilities using a variety of diagnostic tools, based on which each participant maps out a personal development plan.

The third module explores various aspects of situational leadership, and helps the participants to develop the skills necessary for achieving change, ranging from active listening, effective communication and public discourse, to negotiation, decision making and strategic thinking.

Next, the leadership-follower relations module uses the transformational leadership approach to explore accountability and the responsibility of leaders not only to understand the needs of their followers, but also to educate them to work towards long-term goals, thus transforming and providing a vision for the group. The module also explores the dangers of 'toxic' leadership, the role of followers who tolerate it, and its negative effects.

The fifth module explores political leadership and theories of democracy, and maps them onto the reality

CReDO's civic leadership programme

In the design of its leadership programme, CReDO has drawn upon the experiences of similar programmes and expertise available worldwide. It aims to adopt the best of political and business leadership programmes, academic research, university-based programmes and informal approaches. The programme comprises seven modules:

1. Basics of leadership – civic/political/business/public leadership.
2. Personal leadership – critical self-awareness: choices, values, behaviour, identity;
3. Skills leadership – creative and strategic decision making, active listening, negotiation, communication and public discourse, etc.
4. Leadership-follower relations – accountability, responsibility, 'toxic' leadership.
5. Democratic leadership – democratic institutions, leadership in democracies in transition, policies and democracy, bad leadership.
6. Educating new leaders from among the followers – coaching, mentoring, broadening the leadership base, competition, succession.
7. Organisational leadership – accountability and transparency, management, leadership strategy, transactional leadership.

of the countries in transition. The module then assesses the roles of past leaders in promoting democracy in the region, and discusses bad leadership using examples from recent history.

The sixth module focuses on the responsibility of leaders to broaden the leadership base within their constituencies in order to ensure sustainability. Finally, the seventh module explores leadership in the organisational context.

A new intake

For the pilot (2004–5) the participants included nationally recognised civic leaders and NGO managers to ensure that the programme was firmly anchored in the local context. The pilot adopted the peer coaching format, in which the participants were encouraged to share and discuss their personal experiences. They also examined case studies of leaders using biographies and movies depicting different leadership styles.

For the new intake (2005–6), with support from the Balkan Trust for Democracy, the programme offers interactive training, with guest speakers and resource persons, including former participants, and course materials in the local language. The programme uses complementary educational methods, with case studies, presentations and movies (produced locally and abroad), as well as outdoor activities. Civic, business or political leaders are invited to speak about their understanding of leadership.

By the end of 2006 CReDO aims to launch an online version of the programme in Romanian in order to reach many more potential leaders in Moldova and beyond. A Russian version may follow in the future. Since the primary aim of the programme is to encourage the emergence of a new generation of civic leaders, it is targeting young people who are already actively involved in groups at the regional or national level, as well as individuals who intend to enter public or political life. Ultimately, it is hoped that the programme will establish models of civic leadership that will help to ensure a democratic future for Moldova. <

Further reading

A wide range of publications and videos on leadership can be found in the CReDO library: www.credo.md/library

B.M. Bass (1990) *Handbook of Leadership: Theory, Research and Managerial Applications*. Free Press.

D.D. Chrislip (2002) *Collaborative Leadership Fieldbook: A Guide for Citizens and Civic Leaders*. Jossey-Bass.

J. Gulla (2004) *Ethics, the Heart of Leadership*, 2nd edn. Praeger.

D. Cooper (2003) *Leadership for Follower Commitment*. Butterworth-Heinemann.

R.D. Herman et al. (2004) *The Jossey-Bass Handbook of Nonprofit Leadership and Management*, 2nd edn. Jossey-Bass.

B. Kellerman (2004) *Bad Leadership: What it is, How it Happens, and Why it Matters*, Harvard Business School Press.

P. Northouse (2004) *Leadership: Theory and Practice*, 3rd edn. Sage.

UNDP (2005) *Leadership for Human Development: A UNDP Capacity Development Resource*. www.capacity.undp.org

The challenges of leadership in Africa

Africa needs visionaries

South African Minister Geraldine Fraser-Moleketi believes that strong leadership is crucial at all levels. As she explains to Capacity.org, Africa needs leaders who are prepared to intervene in complex situations without holding back. They must also be able to find commonalities among the differences, put people first, and learn from their mistakes.

Interview by Aernout Zevenbergen

Geraldine Fraser-Moleketi, South African Minister of Public Service and Administration, has earned her reputation as an enthusiastic politician who knows her stuff, and is very well aware of Africa's many pressing needs. She believes that one of the most important is to have good leaders – leaders who recognise that they must continuously improve and broaden their capacities in order to be able to deal with changing situations and difficult circumstances.

In the African context, what makes a good leader?

Leaders need to have the right tools, especially solid information. Every leader needs to know what is happening. You need to have done your homework so that you fully understand the issue at hand. And most important, you need skills to engage with people. A good leader is not a populist leader. A good leader will, at times, need to take unpopular decisions but will be able to explain them so that most citizens can understand. Africa needs leaders, visionaries in a way, who are able to grasp the challenges facing the continent. The most pressing challenges today are the eradication of poverty, as well as conflict prevention and resolution. We need people who are prepared to intervene in complex situations and will not hold back for fear of criticism from their peers, outsiders or citizens.

The African Union: through the African Peer Review Mechanism leaders can learn from each other.



Lineair Foto, Arnhem

At the same time, the need for good leadership does not apply only to those at the highest level of government, but has to cascade down through all the levels of an administration, all the way down to the civil servants on the ground. When you have a disconnection between good leaders at the top and poor leaders at any of the levels below, the implementation of policy will be jeopardised.

And it is essential to realise that the demands on leaders change over time, as circumstances change. Leaders in the 21st century have to address an agenda that is fundamentally different from those of their predecessors. During the 1960s and 1970s the mission of most leaders was to liberate their nations, and to liberate Africa. It was a mission accomplished.

The current crop of leaders needs to look at other themes, new missions. How do they make sure they have sound systems of governance? How can they achieve socio-economic development? Africa needs to build public administrations and governments that will really deliver.

Many observers see the lack of good leadership as one of the main reasons for Africa's sorrows ...

I am aware of those views, and recognise them. There was and still is a problem with leadership, but I believe that change is taking place. We should also emphasise that Africa has had good leaders in the past – *Mwalimu* Julius Nyerere, Kwame Nkrumah, Patrice Lumumba, and most recently Nelson Mandela. The mechanisms they had at their disposal in their day might not have been ideal to exercise their leadership so that it would have an impact on the continent as a whole.

Such mechanisms are available today. Through the African Peer Review Mechanism, for example, African leaders can now have the impact that is required.

How can the Peer Review Mechanism help Africa overcome the shortcomings of its leadership?

Within the African Peer Review Mechanism, a country allows other countries to look at the progress it has made in the fields of governance and development, among other things. Heads of state are then able to comment on progress made or stalled, hold their colleagues accountable, and offer them advice. The ability to learn from each other, and the recognition that we can learn from each other, are signs that leadership in Africa is growing to meet the needs. Many African leaders are prepared to participate in this peer review process, and take it seriously.



Geraldine Fraser-Moleketi was born in 1960 in Cape Town, South Africa. In 1978 she enrolled for teacher training, but in 1980 the political situation forced her into exile in Zimbabwe. There she joined the military wing of the African National Congress, Umkhonto we Sizwe ('Spear of the Nation'), and received training in Angola, the Soviet Union and Cuba. It was at that time that she also joined the South African Communist Party.

Fraser-Moleketi began her work in the South African government in 1995 when she was appointed Deputy Minister for Welfare and Population Development, and was promoted to Minister in June 1996. She became Minister of Public Service and Administration in 1999, and was appointed vice-president of the United Nations Second Committee of Experts on Public Administration and Finance in April 2006.

Where can Africa find inspiration for the style of leadership it needs?

Anything that is brought in or imposed from outside, and is not contextually informed, will most likely not work. We have seen the export of various models and dogmas to the developing world, and they have not worked. Concepts like the 'lean' state hardly ever took into account the needs of a particular state, society or situation.

Here in South Africa we are building a developmental state, but not one based on the models of Southeast Asia. We have our own constitution, and our own set of values. The essence of what South Africans call *bathopele*, which means 'people first', is that we owe our humanity to a shared humanity, and therefore have to ensure that lines of communication among all members of society remain open. That is a thought we can use when we speak of a new foundation for leadership in Africa.

But *bathopele* on its own is not sufficient to argue for going back to a traditional African value system. There are certain aspects of African culture that are quite conservative if they are applied too narrowly. Besides looking into our history and traditions we also need to see if there is anything specifically 'African' that we should and could do. When I look at the way in which African leaders, and especially Thabo Mbeki, have recently dealt with conflicts, I think there is something quite unique about it.

How does it differ from other kinds of leadership?

Normally when you look at leadership, it is about the triumph of the powerful over those less powerful, of the strong over the weak. We are looking at the emergence of a different approach, one that South Africa used while mediating in conflicts in the Great Lakes region, in Burundi, and in parts of West Africa. It is a style of leadership that focuses on the questions of how we bring opposing sides together, and how we can find commonalities among the differences.

In South Africa we have learned from our own past, in which we moved relatively peacefully from a minority regime to a broad-based democracy. Our constitution-making process was premised largely on seeking consensus, rather than on saying 'go for broke' on any particular subject. It takes a particular type of leadership to do that.

What I see coming through in Africa, and within leadership in Africa, is the insight that we need to find ways to lead within diversity. To bridge the gaps, we need a kind of leadership that can look at power not in the narrow meaning of the term, but as a means of bringing people together.

What is the role of citizens in building better leadership?

In some African countries you will find a vibrant citizenry demanding clear answers from their politicians. They do so not only at election time, but also in between. As a former Kenyan minister once said to me, 'We can no longer go back to what we had, so we are going to move forward, thanks to the vibrancy of Kenyan society'. Every country needs leaders who are courageous enough to accept that vibrancy and openness, and who are strong enough to use them to society's advantage, as well as citizens pushing for that openness.

In South Africa we also have another concept, *imbizo*, to refer to a leader who brings together his people so he can engage with them. It is a process through which a president or a mayor faces communities directly – they can ask questions, and there will be follow-up.

As a minister, are you able to practise what you preach?

The Department of Public Service and Administration is a learning environment. To talk about your achievements and successes is easy, but getting up and saying 'This is my mistake, and this is what I learned from it' is far harder.

We need to look at learning differently, not as someone looking down on his or her pupils, but as an actual engagement with real people and situations. What is more useful than putting people into a classroom, I believe, is to nurture their talents and allow them to learn from their mistakes.

I think it is necessary to allow for those in leadership positions to have coaches, for example. A coach could be anyone – a professor at a distant university, a colleague in the state next door, or a community anywhere.

What does such learning look like in real life?

In South Africa, following the political changes of 1994, the year of our first truly democratic elections, many new people were appointed to senior government positions. Since they were new, they had not had the chance to grow into their organisations. They were appointed to change the face of the public administration, and to bring in the diversity required to reflect the new South Africa.

We now have a programme in place to empower these new senior managers, some of whom are responsible for entire departments. We don't bring in a teacher; we bring in a cabinet minister to engage with the group, and to work on real life cases. Or we work with a senior negotiator, or an outstanding professor.

Wisdom abounds, and we need to tap into it. <

Links

Africa Leadership Forum (ALF)
www.africaleadership.org

Africa Leadership Initiative
www.africaleadership.net

African Leadership Institute (ALI)
www.alinstitute.org

African Leadership and Progress Network (ALPN)
www.africanprogress.net

African Peer Review Mechanism (APRM):
www.aprm.org.za

LEAD Africa
www.leadafrika.co.za

Leadership, Effectiveness, Accountability & Professionalism (LEAP) Africa
www.leapafrika.org

Further reading

R.I. Rotberg (2004) *Strengthening African leadership, Foreign Affairs*, July. www.foreignaffairs.org

Z. Ntshona and E. Lahiff (2004) *Decentralisation in South Africa: Too many chiefs and not enough democrats?* id21 Research Highlight. www.id21.org/society/s8bel1g1.html

An experiment in learning in West Africa

Leadership and change



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Based on two pilot leadership development programmes in Mali and Niger, the authors believe that the combination of training workshops and on-the-job coaching can be effective in encouraging leaders to learn and to change.

'Leadership and change' is a one-year programme offered by SNV Netherlands Development Organisation for the leaders of intermediate-level organisations in West Africa. In 2005 SNV organised two pilot programmes in Mali and Niger, each of which brought together 12 leaders from different sectors of society, including civil society groups, local authorities and national associations. Over the year, the participants received on-the-job coaching, interspersed with three training workshops, each lasting four days.

Workshop 1: Personal leadership

During the first workshop the leaders learned to recognise and assess their own style of leadership. Such a personalised approach was new for most of the participants. They realised that it was up to them, each at their own level, to effect change.

'The course made me aware of my own leadership style, which is rather domineering. As a result, I learned to have more confidence in my colleagues and have started delegating jobs to them. The results have been amazing. My colleagues are much better motivated, and I go home at 6 pm with the job done.'

Mayor of Commune I, Bamako, Mali

Workshop 2: Leadership and organisational change

The second workshop focused on how to guide an organisation so that it has a meaningful impact on the development of society. The aim was to build the participants' confidence in themselves, their organisations and their projects. They discussed the

An exercise to see how leadership develops in an unclear situation.



J.W. Eggink

inertia that can result from slavishly following models, the role of value systems, and the importance of setting clear goals and a strategy based on a shared vision.

'Thanks to the support of the group, I persisted in trying to find funding to put my plans into action. I used to lose heart whenever money was short, but this time I succeeded in finding a backer.'

Head of regional office, Ministry of Social Development, Maradi, Niger

Workshop 3: Team leadership

The third workshop dealt with communications between leaders, team members and co-workers. Using role-plays, the participants were able to act out some of the difficult situations leaders experience in real life.

'Now I can see that once I have delegated a job to someone I have to follow it up, otherwise there may be unwelcome surprises.'

Executive Secretary, Association of Municipal Governments, Mali

On-the-job coaching

The experiences with the on-the-job coaching, provided by SNV advisers, were mixed. The coaches had not been involved in the workshops, and communications between them and the facilitators, some of them working 500 kilometres apart, were difficult to organise. The dynamics between individual coaches and participants also varied considerably.

Nevertheless, the programme has changed the way SNV advisers perceive their role in organisational capacity development, and coaching of leaders is increasingly becoming standard practice. In 2006, SNV plans to survey the leaders to get an idea of the changes they have made, and to assess other effects of the pilot programmes.

Exploring opportunities

Bringing together the leaders of civil society groups, local authorities and other organisations to share and to learn appears to have been beneficial in several ways. The civil society leaders and local councillors, for example, realised that they share many of the same concerns and face similar challenges. As a result, they now have a more positive opinion of each other, and some are exploring opportunities for collaboration.

The differences between the leaders in terms of age, education, experience and culture, which might initially have been a problem for the dynamics within the group, instead helped to ensure that the programme was a mutually enriching experience for all participants. Based on the success of the pilot phase, SNV's leadership and change programme will soon be available in Benin, Cameroon, Burkina Faso, Guinea Bissau, Mali and Niger. <

Links

SNV Niger: www.snvniger.org

SNV Mali: www.snvmali.org

Further reading

R.I. Rotberg (2003) *The roots of Africa's leadership deficit, Compass: A Journal of Leadership*, 1: 28–32.

R.I. Rotberg (2002) *Learning through Projects: Solving for African Governance, Leadership, and Corruption*. World Peace Foundation.

D. Zigarmi et al. (2004) *The Leader Within: Learning Enough about Yourself to Lead Others*. FT/Prentice Hall.

Diarra et al. (2004) *Decentralisation in Mali: Putting policy into practice*. Decentralisation and local government series, KIT Bulletin 358, KIT/SNV/CEDELO.

IUCN in Asia

Capacity for conservation

For IUCN – the World Conservation Union, building capacity for conservation is more important than simply building staff capacity for itself. Jeffrey McNeely traces the development of the regional programme IUCN in Asia.



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After the tsunami – building capacity and rebuilding lives.

IUCN – the World Conservation Union is a global partnership involving over 1000 members in 150 countries. It also brings together some 10,000 conservationists 'to influence, encourage and assist societies throughout the world to conserve the integrity and diversity of nature and to ensure that any use of natural resources is equitable and ecologically sustainable'.

Although based in Switzerland, IUCN's activities are worldwide. In 1995, IUCN's Council decided that regionalising its programme would offer numerous advantages, especially in improving the capacity of its members to contribute to sustainable development. But first IUCN would have to build its own staff capacity in the regions. Each of IUCN's eight regional programmes has followed a slightly different path, but Asia posed a particular challenge because of its size and its political, cultural and ecological diversity.

Key lessons

In the process of developing the Asia regional programme, several key lessons were learned.

Identifying the skills required. IUCN is above all a networking organisation, so that building a strong regional network was seen as essential. In cooperation with various partners, IUCN therefore designed regional projects to start building capacities in a number of fields. These involved carrying out taxonomic work (with BioNET International and the Convention on Biological Diversity), supporting the preparation of national biodiversity strategies and action plans, designing environmental legislation (with the Asian Development

Bank and the National University of Singapore), and implementing the Cartagena Protocol on Biosafety (with the Global Environment Facility).

Hiring staff at various levels. IUCN in Asia has provided opportunities for many young professionals and interns, who are supported by senior staff. Young professionals may be hired for a fixed term, and are able to stay on if they find the right niche. Interns work for IUCN for up to a year, before returning to their studies or former positions, often with an IUCN member. Some may return to IUCN after gaining experience, while others will go on to work for their government, or for another conservation organisation. For IUCN, building capacity for conservation is more important than simply building staff capacity for itself.

Enabling staff to learn by doing. Many of the regional staff already possessed considerable skills from their work at the national level, but adapting those skills to address the greater challenges at the regional level would not happen overnight. IUCN staff from outside the region, but who had long worked in Asia, were able to provide mentoring for the new regional staff. Today, over 90% of the staff of IUCN in Asia are from the region.

Knowing when to call in outside expertise. The Capacity Building for Environmental Law Project brought in some 30 experts from the IUCN network who worked on a pro bono basis to provide training for 63 law professors from 15 Asian countries. These professors then became part of the IUCN network, and in turn helped build national capacity in environmental law. IUCN in Asia employs only one environmental lawyer, but she is able to draw on the IUCN Environmental Law Centre in Bonn, Germany, when required, and is supported by her strong network in the region.

Building capacity is a never-ending pursuit. Environmental management is a knowledge-intensive field, and both socio-economic and political conditions are constantly changing, as are the environmental conditions and the networks of people working on conservation issues. Working to help others helps IUCN to continue building its own capacity. For example, following the 2004 Indian Ocean tsunami, IUCN worked with the Sri Lankan government to build capacity for integrating environmental aspects into their reconstruction plans. This work also helped IUCN staff to address such issues in other countries, including Thailand, Indonesia and India.

So while IUCN will never be fully satisfied that it has all the capacity it needs, it will continue to support its member organisations to ensure that the environmental future of Asia is a productive one. <

Links

IUCN in Asia: www.iucn.org/places/asia

Asian Development Bank: www.adb.org

BioNet International: www.bionet-intl.org

Cartagena Protocol on Biosafety: www.biodiv.org/bio-safety/issues/cap-build2.aspx

Convention on Biological Diversity: <http://bch.biodiv.org/capacitybuilding>

Global Environment Facility (GEF): www.gefweb.org

Further reading

A. Rademacher (2005) *The Growth of Capacity in IUCN in Asia*. ECDPM Discussion Paper 57M: www.ecdpm.org/dp57m

E. Delamonica and S. Mehrotra (2005) *A Capacity Centred Approach to Environmental Sustainability*. Working Paper 13, UNDP International Poverty Centre.

S. Yachkaschi (2005) *Capacity Building at the Grassroots*. Praxis Note 18, INTRAC.

ORGANISATIONS, NETWORKS AND INITIATIVES

This section offers a selection of organisations, networks and initiatives concerned with capacity development. A more extensive list can be found at www.capacity.org.

H.J. Heinz Company Foundation Fellowship

Heinz Fellowships at the University of Pittsburgh, USA, provide for one year of practical or professional education for individuals from developing countries who demonstrate potential as future leaders in the public, government, non-profit, or private sectors. The goal is to improve, early in their career, their capacity to contribute to the development of their country www.ucis.pitt.edu/heinzfellowship

Africa-Canada Eco-Leadership Program

Canada World Youth (CWVY) organises international exchange programmes to enhance the abilities of African and Canadian youth to address environmental challenges. Intra-African exchanges allow young people across the continent to share best practices, thus strengthening the basis for collaboration. www.cvy-jcm.org/en/programs

ASPIRA

The ASPIRA Association offers education and leadership development programmes for Puerto Rican and other Latino youth. With community-based offices in the US and Puerto Rico, ASPIRA works with over 50,000 youth and their families. These are the *Aspirantes* – youth who will become educated, committed leaders for the benefit of their communities. www.aspira.org/ or <http://pr.aspira.org>

Best Practices and Local Leadership Programme (BLP)

The BLP is a network of institutions that identify and exchange successful solutions for sustainable development. The database of Best Practices contains over 2000 solutions from more than 140 countries, demonstrating practical ways in which public, private and civil society sectors are working to resolve social, economic and environmental problems. www.blpnet.org

African Leadership and Progress Network (ALPN)

Based in the US and Nigeria, the ALPN is a network of professionals who identify innovative approaches for fostering private sector-driven

economic growth in Africa. ALPN's activities involve education, training, research, information dissemination, networking and advocacy. www.africanprogress.net

Kellogg International Leadership Program (KILP) in Africa

The W.K. Kellogg Foundation programme focuses on identifying and building the leadership capacity and skills that are needed to support local development. Priority is given to leadership development in areas aligned with four levers of change: civic responsibility, economic opportunities, skills and leadership, and health and well-being. www.wkkf.org

LASPAU Leadership Strengthening Program

LASPAU, a nonprofit organisation affiliated with Harvard University, organises exchange programmes throughout the Americas. Supported by the Kellogg Foundation, LASPAU has developed a leadership strengthening programme in order to build a cadre of NGO leaders who will work for the common good. www.laspau.harvard.edu/progeng.htm

UN-Habitat Best Practices & Local Leadership Programme (BLP)

The BLP is a global network of practitioners involved in urban planning, management and governance whose aim is to inform decision makers about practical means and policy options for improving the environment. The members disseminate and apply best practices and lessons learned in various activities. www.unhabitat.org/programmes/bestpractices

Pelican Initiative

This platform for social change brings together practitioners, specialists and policy makers to share experiences, and to push the agenda on three themes: evidence and learning for policy change, learning in organisations and among partners, and society-wide learning among a multitude of stakeholders. www.dgroups.org/groups/pelican

Coordinated HIV/AIDS Response through Capacity Building and Awareness (CHARCA)

CHARCA is a coordinated effort to reduce the vulnerability of young Indian women to HIV. A joint UN project, CHARCA is working to strengthen interventions, promote best practices, encourage replication and scaling-up, and promote results-oriented management of HIV/AIDS programmes. www.youandaids.org/charca

GEMS/Water Training and Capacity Building in Water Resource Management

GEMS/Water provides a modular approach to training in monitoring and water quality management. GEMS/Water partners offer courses and training programmes oriented toward assisting developing countries in setting up basic capabilities for water resources management or in modernising existing programmes. www.gemswater.org/capacity_building

Network of African Youths against Corruption (NAYACAfrica)

NAYACAfrica is a network of African youths devoted to promoting good governance – transparency, accountability and good leadership – and fighting corruption. NAYACAfrica is committed to empowering and building integrity among its members through education, training and research. www.noyacafrica.org

Public Expenditure and Financial Accountability (PEFA) programme

PEFA is intended to strengthen the ability of recipients and donors to assess public expenditure, procurement and financial accountability systems. It aims to develop a sequence of reform and capacity building actions that will encourage country ownership, donor harmonisation, performance monitoring, leading to improved impact of reforms. www.pefa.org

Ungana-Afrika

Ungana-Afrika aims to address the 'capacity crisis' in the level of skills and understanding of ICTs within small organisations in Africa.

Ungana-Afrika is building innovative programmes to empower organisations, together with toolkits, resources, and models that make quality support and capacity building programmes a reality. www.ungana-afrika.org

Vision Quest Africa (VQA)

VQA is a South African consultancy specialising in building capacity towards more productive, efficient and professional organisations and individuals. Using action learning as its central methodology, VQA offers services such as organisational development, leadership and management, evaluations, strategic planning, conflict resolution, etc. www.visionquestafrika.com

CGIAR Generation Challenge Program (GCP) Capacity Building Corner

The GCP aims to use advances in molecular biology to harness plant genetic resources and create a new generation of crops for the poor. This site offers information about GCP training, fellowship and grant opportunities, etc., in the fields of plant genetic resources, genomics and molecular breeding. www.generationcp.org/capcorner.php

UNEP/Global Environment Facility (GEF) Capacity Development Initiative

The UNEP/GEF Initiative is assisting 35 countries worldwide to carry out their own national self-assessments and to identify priorities and needs for capacity building to address global environmental issues, in the areas of biodiversity, climate change and land degradation. <http://dgef.unep.org>

University of Leicester, UK: Developing tomorrow's leaders in health and social care education

The aim of this project is to establish a programme for leaders of health and social care education. Working with existing leaders, it will identify the competencies for effective leadership, and provide for mentorship, action learning and tailored programmes to meet the needs of future leaders. www.le.ac.uk/sm/le/projects/fdtl

PUBLICATIONS

This section offers a selection of publications related to capacity development. A more extensive list can be found at www.capacity.org.

Key Competencies for Improving Local Governance



Local Elected Leadership Series, UN-HABITAT, revised 2005
Now revised to take into account recent changes in the responsibilities of local governments and their leaders, this book details the roles and competencies that are essential for elected officials who wish to serve their communities.
ISBN 92-1-131728-2
<http://hq.unhabitat.org/register/item.asp?ID=1821>

The Challenge of Capacity Development: Working towards Good Practice

OECD-DAC Network on Governance (GovNet), 2006.
Adequate country capacity is one of the critical missing factors in efforts to meet the MDGs. This paper reflects the growing consensus among donors and practitioners about what we mean by capacity development and what are the best methods to support it.
www.oecd.org/dataoecd/4/36/36326495.pdf

Strengthening Global Civil Society

Leni Wild, Institute for Public Policy Research (IPPR), 2006.
Global civil society is a deeply contested concept. While global civil society is not inherently progressive there are many examples of where global civil society groups have been a force

for progressive social change. The paper identifies ways that these forces can be strengthened.

www.ippr.org.uk/publicationsandreports/

A Revolution in Capacity Development? Africans ask tough questions

B. Missika-Wierzba and M. Nelson, Capacity Development Brief 16, World Bank, 2006
This brief examines African reactions to the donors' attention to capacity development. Unless the new commitments lead to real changes in behaviour on the ground, they say, the latest commitments will simply be remembered as yet another missed turning point.

www.worldbank.org/capacity

Measuring Aid for Water



OECD DAC Secretariat, 2006
Prepared for the 4th World Water Forum, this report indicates increased ODA to water supply and sanitation, but no sign of increased priority for the water sector as such. Water sector aid is used to finance investments in infrastructure which take at least 8 years to implement.

www.oecd.org/dac/stats/crs/water

When Will We Ever Learn? Improving Lives through Impact Evaluation

W.D. Savedoff et al., Center for Global Development (CGD), 2006, 95 pp

Accelerating social progress in

low- and middle-income countries requires knowledge about what kinds of social programmes are effective. Yet such basic knowledge is lacking because there are few incentives to carry out the impact evaluations that generate such information.

ISBN 1-933286-11-3

www.cgdev.org/section/initiatives/_active/evalgap

Does Training Work? Re-examining Donor-Sponsored Training Programs in Developing Countries

M. Nelson, Capacity Development Brief 15, World Bank, 2006

This brief examines training as an instrument of capacity development and asks whether it works, and under what conditions. It considers evidence from international donors, and looks at the private sector to see what can be learned from company training programmes.

<http://siteresources.worldbank.org/>

Negotiating NGO management practice

id21 Research Highlight, 2006.
More aid is promised to tackle poverty, especially in Africa. This is welcome and urgently needed, yet little attention has been paid to understanding whether current aid disbursement mechanisms are appropriate for building strong local organisations and communities.

www.id21.org/society/s8ctw1g1.html

Nonprofit Capacity Building Toolkit

C. McNamara, Alliance for Nonprofit Management, 2006
This toolkit includes guidelines, tools and techniques for the activities of any nonprofit organisation. It contains four guidebooks on developing a board of directors, strategic planning, a field guide to leadership, and programme design, marketing and evaluation.

www.allianceonline.org/store/books

Empowerment: if it matters, how do we measure it?

R. Alsop, paper presented at a UNDP Poverty Centre conference, Brasilia, 2005
Empowerment is now part of development rhetoric. This paper offers a conceptualisation of

empowerment that can be used to turn the idea into measurable actions. It then presents an analytic framework for structuring analysis and action, drawing on evidence of the relationship between empowerment and poverty outcomes from five country case studies.

www.undp-povertycentre.org/md%2Dpoverty

Priority Area Assessment on Capacity Building in Science



International Council for Science (ICSU), 2006, 44 pp
Capacity building is a critical part of the solution to the 'apparent crisis in science'. The report discusses building and strengthening human capital, problems of supply and demand, mobility and brain drain, and recommends ways to improve scientific capacity building in a number of areas.

ISBN 0-930357-64-7

www.icsu.org

A Toolkit for Progressive Policymakers in Developing Countries

S. Sutcliffe and J. Court, ODI RAPID programme, 2006
This toolkit identifies approaches to evidence-based policy that may help policymakers in developing countries make 'well informed decisions about policies, programmes and projects by putting the best available evidence from research at the heart of policy development and implementation'.

www.odi.org.uk/Rapid/Tools/Toolkits/EBP

Building Local Skills and Knowledge for Food Security

IFPRI Forum, December 2005
Efforts to improve food security in poor countries cannot succeed in the long run without well-qualified local individuals and institutions to provide incentives for, motivate and manage those efforts. Building this local capacity is now a challenge for governments and international agencies.

www.ifpri.org/pubs/newsletters/ifpriforum/if200512.asp

EVENT

LenCD Forum: Addressing the Paris Declaration Collective Responsibility for Capacity Development: What Works, and What Doesn't?

Date: 3–5 October 2006

Venue: African Institute for Capacity Development (AICAD), Nairobi, Kenya

Organisers: Learning Network on Capacity Development (LenCD), in cooperation with the OECD-DAC Network on Governance (GovNet) and the Working Party on Aid Effectiveness. For details, contact thomas.wolf@gtz.de.

Web: www.capacitywhoiswho.net

For details of other upcoming events, visit www.capacity.org/events

Public service reforms in Tanzania

Resource constraints can be useful



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Building the capacity required to manage change demands significant resources in terms of finance, experience and time. As a number of countries continue to struggle to develop their capacity for change, they invariably find themselves facing serious resource constraints.

In Tanzania, we first attempted to launch a public service reform programme in the context of structural adjustment programmes, where the main emphasis was on cost-cutting and cost containment measures within government. After seven years, the government had become more responsive to the public demand for better services. So, in the second-generation reforms launched in 2000 the objective was to translate the capabilities already available in the public sector into a broader capacity to manage change and to deliver better-quality services. The definition of capacity also had to be broadened in order to embrace all elements that would enable public servants to deliver as individuals working within organisations, and also working together to deliver as organisations.

Interventions

Capacity building interventions therefore took several forms. These included building technical competencies, changing the work ethos and the attitudes of workers, improving working environments (by redesigning facilities as well as policies), building team spirit, and addressing the motivational demands of public servants. Since Tanzania is still a poor country, all of these interventions were to be carried out in a seriously under-resourced situation.

In the design of the reform programme, the government adopted a management model that provided a strategic approach

and a vehicle for building public sector capacity to deliver better-quality services. Under this performance improvement model, each ministry, department and agency was required to draw up its own strategic plan outlining how it intended to achieve its organisational goals, in view of the limited resources available. The model and its processes have been used in the public sector in Tanzania for five years, over which time both performance and standards of service delivery have improved significantly.

The model

At the start of the process each ministry, department or agency defines its vision and mission, and identifies the means for achieving them. It then assesses the extent to which its current functions and activities match the vision and mission. From there, agreement is needed on which functions and activities should continue, and which are to be discontinued. The next step is to define strategic performance measures and indicators with which to monitor progress. Thereafter each organisation is required to prepare a resourcing plan.

During the first year, baseline data on existing standards of service delivery are collected, based on which targets are set and future performance can be gauged. At this stage the plans are translated into annual outputs, together with activities required to ensure that those output targets are met. The organisations prepare the budgets required for carrying out the planned activities, and these are included in performance agreements that now form the basis of organisational and individual performance appraisals. To assist the ministries, the government hired teams of management consultants to take them through this arduous process on a sequential basis, a few ministries at a time.

The reform funding programme included a performance improvement fund to which various development partners contributed. Ministries, departments or agencies can access this fund for the procurement of services, including technical assistance, equipment or even training.

Those ministries, departments and agencies that adapted well to the reform process have significantly improved their capacities for service delivery. They also provided inspiration for others that lagged behind. The process has not only led to better public services, but has even created extra capacity to improve government processes, especially in relation to budgeting and monitoring outputs based on budget allocations. <

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