EASUN CENTRE FOR ORGANIZATIONAL LEARNING

Transforming approaches to leadership & governance

ANNUAL REPORT 2010

EASUN

CONTENTS

ACRONYMS AND JARGON IN EASUNS WORK AND PRACTICE

CBO	*Community Based Organization*, in this document referring mostly to rural based grassroots organizations. These also tend to be membership organizations serving the economic, cultural and psychological needs of their members and local communities.
CSO	*Civil Society Organization* (CSO) is considered to be a more dynamic concept than NGO, which simply defines voluntary development organizations by what they are not, rather than elevating their sense of purpose. The two terms are sometimes used interchangeably.
FOD	Facilitating Organization Development course offered by EASUN for heads and senior programme staff of civil society organizations in East Africa.
FAF	Field workers training in skills for facilitating *ownership* of learning and culture change at community project levels. The course is offered by EASUN on demand by specific organizations
NGO	*Non-governmental Organization.* This term is being used interchangeably with CSO.
OD	*Organization Development*, used here to refer to the professional practice of assisting organizations to consciously manage the right balance of organizational purpose, culture, structure and systems (as opposed to organizational development, which is the actual development process taking place inside an organization).
TRANGO	*Transnational Non-governmental organizations,* refers to organizations otherwise known as International NGOs. The Tern TRANGO thus equates the power and behaviour of international NGOs to transnational corporations
LEARNING SITE	*Learning site*; Consciously managed meetings for sharing and reflection from field experience and counseling for self and professional development. EASUN Learning Site also includes a well stocked resource centre to support OD practice development in East Africa
CAPACITY BUILDING	Enhancing an organization's ability to learn and to manage all its elements and levels more consciously in order to achieve a balanced alignment of organizational culture, structure and other formal systems.
SOCIAL MARKETING	Reaching out to clarify an organization's identity, goals and competencies in order to strengthen its legitimacy and gain targeted public support for its cause and activities.
INSTITUTION	Something more than what we can physically see; it means something more/special than what organizations stand for, that is reflected to the outside world.
ORGANIZATION	Organization is an ensemble of different parts in a particular physical place that has some specific purpose and work to do, related to that purpose.
ORGANIZATIONAL/WORK PLACE TRANSFORMATION	The ongoing re-creation, redesign and redefinition of an organization's systems, structure and culture in order to institutionalize necessary changes that will enable an organization to meet continuous ever changing challenges. Transformation often requires facilitation to promote readiness for change and build capacities that sustain development. Transformative reflective processes enable individuals, groups, communities and organizations to re-write their chapters into whole new stories, day-by-day, little-by-little, piece-by-piece and thus break down cultural, tribal, racial, social, knowledge and religious walls of separation
TRANSFORMATIONAL LEADERSHIP	Transformational leaders motivate followers to produces specific values that raise an organization to higher ethical levels, thereby changing attitudes, beliefs and goals that transform followers. Transformational leaders hold a sense of moral obligation to the organization as an end value.

DEVELOPMENTAL ORGANIZATION	The developmental organization represents the pinnacle of organizational transformation, by involving and focusing all of its leadership, synergy and resources towards the realization of its mission commitments. Organizational learning systems and inclusive, participatory structures provide an essential infrastructure for the developmental organization to emerge.
PRACTICE	Practice Refers to 1) socially sustained habit; 2) knowledge implicit in a particular field of action; 3) the values that give social accountability to action; 4) shared ways of accomplishing tasks or managing activities. Practice can be good (reflecting normative accountability), beautiful (aesthetic accountability) or bad (when the set of relations, knowledge or language activated fail to produce the practice or sustain its legitimacy and value)
INTERVENTION	Principle learning processes in structured activities leading to taking action for improvement in a planned development trajectory.
DEVELOPMENTAL PRACTICE/ INTERVENTION	Transformative processes that are participatory and engaging, leading to self-awareness, ownership, dignity and greater possibility for achieving stated purposes of individuals and organizations.

Our foundational commitments

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Vision

Civil society organizations confidently expressing their values and purpose through their leadership practices, activities, relationships and influence.

Mission

EASUN creates spaces within which individuals, groups, organizations and communities creatively learn to build a better history for men and women through new ways of thinking about and taking ethical action to transform lives and livelihoods. Organizations facilitated by EASUN develop cultures and systems that foster good governance and leadership styles that facilitate team learning and inclusive relationships that support equal development of all, men and women.

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Practice and methodology

"Practice" refers to: 1) socially sustained habit; 2) knowledge implicit in a particular field of action; 3) the values that give social accountability to action; 4) shared ways of accomplishing tasks or managing activities. Practice can be good (reflecting normative accountability) or bad (when the set of relations, knowledge or language activated fail to produce the practice or sustain its legitimacy and value)

EASUN's transformational work in East Africa is aimed at developing capacities of civil society organizations to create and sustain sets of relations, knowledge, activities and language that sustain their identity and produce ethical leadership and organizational practices leading to sustainable social development.

That is the core of our institutional development (ID) interventions, i.e., facilitating civil society organizations to enact their values and strengthen their foundations as voluntary advocacy organizations. Knowledge sharing, networking and movement building activities make up 80% of EASUN's work. The remaining 20% involves training transformational leaders, and OD interventions to strengthen the capacities of CSOs to manage their social accountability through gendered and participatory governance, including systems and policies that take account of the needs of marginalized groups.[1]

The core of EASUN's strategy is characterized by an OD/ID interface that cultivates skilled management of institutional identity, values, and strategic activities that bring civil practices to the social development arena.
Ethical leadership focus

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[1] Such as people living with HIV & AIDS

Given the glaring challenges of leadership and other governance practices in African institutions today, EASUN's OD work is increasingly focused on enabling civil society to model "ethical holding of organizational space". All indications in Africa today are showing that *leadership* might be the remaining unexplored avenue for transforming institutions and renewing hope for sustainable social and economic development on the continent. How is leadership held—how does a leader "carry", or "walk" with what he or she is carrying, in spaces where human beings live and work toward common purpose? To what extent is the way in which a leader *carries*, *walks* or *holds space* creating harmony or advancing the common purpose?

At its simplest expression, an ethical leader listens, is respectful, non-judgmental and acts with integrity. This will be found in all stories of ethical leaders who had to make difficult choices under difficult circumstances. Ethical leadership is possible when we are able to interrogate our value systems. All structures and methodologies for programme implementation carry value-systems. Ethical leadership increases an organization's social accountability, as opposed to furthering undemocratic powers of individual leaders.

Ethical leaders are conscious of the values that are permeating their practices of leadership and processes of decision-making in organizational settings. There are particular values that underlie what governments, business and, particularly, civil society organizations claim to characterize their purpose in development work. In practice, the ethical content of such a claim is to be assessed around specific qualities such as: 1) Appreciative processes and relationships in carrying the organizational vision, mission and values; 2) Distribution of leadership and responsibility-taking in the workplace; 3) Shared learning practices and systems for team/organizational development; 4) Team based task-performance and accountability; 5) Working for change outcomes that empower organizational members and communities served.

Those are glaring questions for leadership in Africa today. EASUN considers leadership to be a critical capacity area for democratizing governance. EASUN's new strategic direction (2010-2013) focuses its training, coaching and OD interventions on developing transformational leadership skills in East African civil society. We do this through creating platforms where civil society organizations examine their questions and develop ethical leadership skills for building CSOs as institutions that outgrow individual leaders.

That is what EASUN's mission statement is all about.

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SPECIFIC APPROACHES IN EASUN's ACTIVITIES INCLUDE

1. We organize collaborative activities that raise awareness and strengthen the advocacy potential of Civil Society organizations;
2. We undertake action research, training and joint activities that strengthen self-awareness and strategic capacities of CBOs as civil society, advocacy organizations at grassroots levels;
3. We build capacities of Civil Society Organizations (CSOs) to clarify their values and identity as the basis for change leadership and sustained effectiveness;
4. We develop capacities of organizations, leaders and communities, to promote gender equity, as well as ownership and participation in community groups and project activities;
5. We coach and train leaders to promote facilitative practices and organizational learning.

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EASUN

CENTRE FOR ORGANIZATIONAL LEARNING

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0. INTRODUCTION

This report covers EASUN's activities implemented between January and December 2010. During this time, staff worked in teams to manage various activities, and consciously reflected on performance and the practice of EASUN. Insights and new questions emerging from such reflection generated action plans and commitments for improvement toward organizational growth and increased impact.

A total of 24 activities were implemented in 2010. These included: 1) OD interventions for civil society organizations in Tanzania; 2) Workshops and consultations for institutional development of CSOs; 3) Transformational and ethical leadership training; 4) Catalyzing movement building for sustainable social, community and organizational development of CSOs; 5) Activities strengthening EASUN's preparedness to support civil society development in the region.

0.1. EASUN Learning Centre and civil society development

Activities of APODEA (Association for Practicing OD in East Africa) particularly marked EASUN's learning centre development in 2010 . Two of its meetings, in April and September 2010, consolidated the Association as a *practice*-based movement that promotes sustainable capacity building work in East Africa. APODEA is an outcrop of EASUN's yearly OD Associates' practice development workshops. EASUN nurtured and supported the initiative since the idea was introduced in the Associates workshop held in Tanga, Tanzania, in 2008.

In its meeting of 24th September 2010 APODEA initiated the formation of country chapters in Kenya, Uganda and Tanzania. It is significant that in the same meeting, APODEA requested EASUN to house the Association for two years, to give it ample time for institutionalization, including formalization processes such as registration. The Uganda chapter of APODEA was launched almost immediately, in December 2010.

EASUN Learning Centre development captures the heart and soul of its current strategic thinking and plan to support civil society development in the region. The formation and growth of APODEA reflects an important step in EASUN's effort to strengthen movement building as a way of scaling-up transformational values and capacities of leaders and organizations in East Africa.

0.2. Supporting civil society institutional development

Southern NGOs attending a workshop organized by EASUN in March 2010 reviewed recent experiences in partnership events between North and South, and began to appreciate their responsibility in enabling their own capacity development.

An important overall result of the workshop was the surfacing of "innate" (non-monetary) resources relevant to organizational and institutional capacity development of CSOs in the South. It was particularly noted that actions that draw on innate local resources will become possible when Southern NGOs have developed competencies in building institutional linkages among themselves.

EASUN was particularly commended and encouraged by participating CSO leaders to continue stimulating and strengthening linkages related to civil society development in East Africa.

0.3. Lifting voices

Eight (8) women and 11 men successfully completed cycle "M" of the FOD course in March 2010, and another 13 (6 women, 5 men) enrolled for cycle "N", which started in August. The theme of the final module of the course is "Facilitator as change agent", where the focus is sharpening the facilitator or leader's use of "self" as a tool for facilitating transformation. A woman participant from Kenya shared how her self-awareness was transformed by "authenticity" exercises in the course, and pleaded with colleagues in the course to strengthen their self-awareness as leaders and facilitators so as not to mess up the lives of others through disempowering approaches to capacity building.

Other training activities conducted include the Internship for Young Women Leaders Programme. One intern from the first intake (2008) completed her leadership training in March 2010. Additional two interns aged 25 and 27 enrolled in the programme for the period 2010 – 2011.

Both the graduating and new interns point to "learning" as a new experience that shaped their growth at EASUN. Alando spoke of how the internship helped her see "the gold" in herself, "taking it, owning it…." Two new interns enrolled at the end of 2009 and 2010 were also quite vocal in sharing their experiences of the programme. Marcella saw her biggest discovery to be "the fascinating area of learning to live with paradox", which, she says: "can be frightening, like walking in a dark wood on a moonless night." Njura, on the other hand, felt particularly challenged with "the practice of holding a mirror to myself, toward the practice of being a reflective, facilitative leader."

0.4. Changing and growing

While we were able to implement most of our planned activities in 2010, including responding effectively to requests for OD interventions, we did particularly feel the pressure of being understaffed. This was compounded by some staff transitions

between 2008 and 2009. We spent much of 2010 orienting new staff into the identity, values and purpose of EASUN, as well as strengthening their skills around the core competencies of the organization. Due to limited financial resources we were still not able to fill the position of Programme Officer for Civil Society Development, which has been vacant for several years.

Transitions, by nature, are moments of relative instability. Being at a point when we had 50% employees in the category of new staff dragged us through a patch of volatility particularly in terms of balancing the need to sustain a defined, well thought out organizational purpose and practice, and listening to different outlooks and values of new staff, knocking at the door. This is a challenge that demanded strong leadership resolve, both in terms of working to sustain organizational identity and opening up to new visions, strengths and skills brought in by new individuals joining the organization.

What the above suggests, which was an important lesson for EASUN and a key point about managing organizational identity, is that staff transitions need to be planned, as much as possible, to enable piecemeal departures and additions. Situations with 40-50% new staff at any given moment are likely to severely test the identity and practice, including the very purpose for which an organization exists.

Having gone through such challenging moments with both decisive action and learning, we now look forward to 2011 with excitement. The EASUN Learning Centre has indeed become an enriching crossroads of exchange and development for leaders and practitioners who support the institutional growth of civil society organizations in East Africa. We believe we will be able to respond effectively to all requests that we are currently receiving from civil society organizations seeking our support in their development processes.

Once again, I take this opportunity to thank partners who have joined us with financial support to ensure that the success of EASUN's unique venture in developing civil society as institutions that advocate self-determination and empowerment through ETHOS (ethical holding of organizational space).

Mosi Kisare
Executive Director
EASUN,
Arusha, August 2010

Acknowledgements

We take this opportunity to thank all those who participated in the effort to strengthen the institutional development of civil society organizations in East Africa through collaboration with EASUN.

1. EASUN's Associates, who brought their skills, experiences and personal qualities that uniquely supported the work of EASUN Centre for Organizational learning;

2. Reflective Learning - U.K. for knowledge exchange, professional development support and a growing partnership with EASUN;

3. Participants to EASUN's activities who provided their experiences and a platform for shared learning; enabling identification of critical lessons and questions for further exploration of CSOs institutional development in East Africa;

4. Participants who paid their own way to attend EASUN's activities and thus provided a credible profile of local contribution and legitimacy to the programme of EASUN;

5. Board members who gave their time, knowledge and commitment to support EASUN's purpose and accountability;

6. EASUN staff who, with great commitment, resolve and professionalism managed programme activities and, through shared learning, held a developing organizational space towards realizing the vision of building the foundations of civil society in East Africa.

7. Civil society organizations in Kenya, Uganda and Tanzania who became EASUN's development partners—enriching its practice questions and lessons towards strengthening the institutional development of CSOs in the region.

Aginata Rutazaa
Chairperson
EASUN Board of Trustees

1. A quick view of activities implemented by EASUN in 2010

STRATEGIC AREA	ACTIVITIES IMPLEMENTED	DATE OF IMPLEMENTATION	LOCATION	PARTICIPATION AND PROCESS
1. Transformational Leadership Capacity Development	1. FOD (facilitating Organization Development Course (FOD) cycle "M" module 3 and cycle "N" mod. 1	14 – 20 March 22 – 28 August	Moshi, Tanzania. Moshi.	- 19 CSO leaders acquired new skills in facilitation and other transformational leadership skills. - 13 others enrolled for the same course to run till March 2011.
	2. Internship for Young Women leaders	January – December	Arusha, Tanzania	2 young women interns coached toward transformational leadership, through practical engagement in programme coordination activities, training in facilitation skills and participation self-development sessions.
2. Transforming Organizational Practices through OD Interventions (General Change management Support to CSOs)	3. 6 civil society organizations received OD interventions	- 14-15 January - 15-10 February - 18 - 21 May - 4 – 6 October October November	Arusha, Tanzania Addis, Ethiopia Dodoma, Tanzania Moshi, Tanzania Himo, Tanzania Pangani, Tanznia	12 staff and board members of a regional organization based in Arusha participated in a team building exercise facilitate for their organization. Reflective learning processes facilitated 10 KMT leaders during a study visit to Ethiopia. 22 members of a health based grassroots CBO in Dodoma, Tanzania, facilitated in a self-assessment process in preparation for strategic planning. 9 staff members of a grassroots CBO in HIMO, Tanzania learnt practical skills in data gathering and use of action-learning to be the heart of the organization's information management and M & E systems.
	4. 2 CSO boards trained	- 15 – 18 November - 14 – 15 December	Pangani, Tanzania Arusha, Tanzania	40 Board members of two organizations (UZIKWASA & NAP – EAR) strengthened in change leadership and governance skills in promoting accountability through effective internal relationships and communication.
3. Networking and Knowledge Exchange	5. Report writing workshop for EASUN OD Associates and programme Staff	31 May - 2 June	Moshi, Tanzania	15 OD practitioners participated and reviewed current report writing formats and their likely effects on organizational transformation through OD interventions

	6. Workshop to Review 2009 North/South dialogue event	29 – 31st March	Moshi, Tanzania	22 Civil society leaders from 15 organizations attended, reviewed and planned way forward to strengthen South-south civil society networking.
	7. Regional workshop on mainstreaming HIV & AIDs in OD approaches	12 – 15th April 2010	Moshi, Tanzania.	15 OD Practitioners and HIV and AIDS mainstreaming experts attended and identified way forward for strengthening awareness and change management skills of HIV & AIDS workplace mainstreaming experts.
	8. International learning group on HIV & AIDs mainstreaming in the workplace	14th – 18 June 2010	Nairobi, Kenya	1 EASUN staff participated among 22 African NGOs, shared documented experiences on interface between OD and HIV & AIDS mainstreaming in the workplace.
	9. Visit to PSO	April/May	Netherlands	1 EASUN staff participated in 2 knowledge sharing activities with partners in the Netherlands.
4. Learning Centre Development	10. Newly trained OD practitioners coached (Apprenticeship programme)	January - December	Various venues	4 OD apprentices coached in facilitating learning and change processes in training and organizational situations.
	11. 1st Task Force Meeting of Association for Practicing OD in East Africa(APODEA)	15-16 April	Moshi,Tanzania	5 carrying group members elaborated APODEA's purpose, assigned tasks and planned agenda for next meeting of the Association.
	12. Visual Facilitation workshop	19-22 September	Moshi, Tanzania	15 OD practitioners in East Africa acquired new skills in working with leaders, groups and communities in change processes while documenting learning processes with images, words and icons.
	13. APODEA full Association meeting	24 September	Moshi, Tanzania	2nd meeting of APODEA developed first-cut versions of its statements of vision, mission and values. The idea of APODEA country chapters launched. EASUN was asked to house APODEA for 2 years.

	14. EASUN's own learning activities	January - December	Arusha	- Staff co-facilitated 6 internal learning meetings, weekly team perspective meetings and joint meetings with Associates that generated lessons to strengthen operations, relationships and methodologies. - 20 coaching sessions for professional development of staff and interns. - Board meetings reviewed plans and activities, and monitored resource use and accountability.
	15. Adverts placed in newspapers for increased visibility, EASUN brochure updated, 6 e-news pieces written and distributed, internet connection and web-site management sustained.	Jan.- Dec. E News pieces April & May (adverts) June: Brochures updated	Various	2 adverts placed in newspapers EASUN shared OD/ID ideas with 1,535 recipients globally. Updated brochures for NGO Board training, Field workers course and EASUN general profile.
5. Communication for OD/ID awareness	16. Web skills training	18th February	Arusha, Tanzania	2 EASUN staff trained in e-news formatting, mailing list administration and web-based news dissemination.
6. Special focus on CBOs Institutional development	18. 4 strategic activities implemented in support of CBOs leadership and Institutional development	12 – 17 July (training) 26 - 30 Sept. (consult..) October (OD) November (OD) Jan. – Dec. (Referral systm)	Soroti, Uganda Moshi, Tanzania Himo, Tanzania Pangani, Tanzania	- Fieldworkers training and 1 regional consultation equipped 19 men and 17 women with facilitation and leadership skills for institutional development of CBOs. - CBO Website and Referral System for services and information exchange developed up to 70%, with addition of 600 new organizations and a blog - 2 grassroots CBOs in Tanzania received subsidized OD interventions, which constituted 33% of all OD processes to CSOs in 2010.
7. Resource Centre facilities	19. Maintained subscriptions to journals, book purchases and membership to strategic networks for EASUN's institutional and practice development	January - December	Arusha	- 6 journals and membership to OD network renewed. - administratively continued to monitor learning and knowledge needs of both CSOs and practitioners in capacity development. - renewed supplied and services to resource centre equipment.

8. Learning Centre Sustainability project	20. Construction of EASUN Learning Centre Sustainability Project	January - December	Olosiva village, Arusha	Phase 2b construction is in progress. Completed walling, roofing and plastering, electrification and plumbing for OD/ID Resource Centre, coaching rooms, baby care centre, small workshop facilities and offices.
9. Internal governance	21. 2 Executive and Board meetings held	14 May 2010	Arusha, Tanzania	Executive and Board member met and verified EASUN's financial statements. Staff and Board members together Reviewed strategies, implementation of activities and work plans.

2. Activities overview and lessons learnt in 2010

2.1. TRANSFORMING LEADERSHIP VALUES AND PRACTICES

Transformational leaders support professional development and motivation of others to produce shifts in values, attitudes and beliefs in a way that transforms the whole organization.

2.1.1. 32 leaders enrolled in 2010

19 CSO leaders completed cycle "M" of the FOD (Facilitating Organization Development) course in March 2010, while another batch of 13 started cycle "N" in August. These enrolments brought the total number of CSO leaders attending the FOD to 210, from when the course was initiated in 1997.

Participants in the course were introduced to new concepts, tools and skills in facilitating team and organizational learning. In addition, the course helped civil society leaders attending to clarify their values both as facilitators of learning and change leaders.

The total enrolment of 32 in cycles "M" and "N" in 2010 continues to demonstrate CSOs appreciation of the leadership development qualities of the FOD course.

> "I particularly appreciate being part of the FOD training. It is truly a transformational experience…as it facilitates our ability to impact positively all of the spaces in which we move, from professional to personal."
> *–Anike Akridge (Enrolled in FOD August 2010)*

The FOD course transforms the values and behaviours of leaders, in ways that enhance their abilities to facilitate learning and development in organizational situations. Participants in cycles "M" and "N" shared their experiences of new skills and outlook acquired, in the areas such as *listening, working with questions* and *dialogue*.

2.1.2. Leadership questions unearthed

At the end of module III when participants had sufficiently engaged with new facilitation skills and tools, the focus turned on their own personal development as facilitators and leaders. Based on

practice questions they had raised in their practical projects, each participant developed 2-3 development questions for further self-development work that would lead to their increased effectiveness as facilitators and leaders in transforming organizational situations. Change objectives stated by participants in module "N" were intended for the eight (8) important outcomes:

1. *Enabling individuals and organizations to clarify their real questions.*
2. *Building trust and courage in others.*
3. *Openness to working with emerging issues.*
4. *Surfacing unconscious processes in individuals and organizations.*
5. *Letting go of "own baggage".*
6. *Generating confidence and mutual appreciation in organizations.*
7. *Facilitating learning through emotional intelligence.*
8. *Facilitating participation in learning and decision-making processes.*

2.1.3. Holistic development

In an OD process, clarifying and understanding the real question is a critical avenue for aligning process, activities and systems with organizational values and identity. Participants in cycle "N" had brought lots of questions, expecting immediate answers that would help solve long standing issues in their organizations. In the end they learnt that a question needs to be explored and clarified in order to identify the issue it is carrying.

Clarifying a question may cause it to shift or point to a hidden issue. The pursuit of immediate answers is likely to block the organization from seeing its broader institutional development issues related to the question.

Human and social development processes need to be managed more holistically. This particular insight requires change agents to recognize that a facilitator, leader or team member needs to develop skills that support "discovery" or "revelation" within the situation of learning.

> In the end, an organization, community, or nation-state is only as good as the individuals who lead them.

Carol sees her leadership development question
…and advises leaders and facilitators of change:

Carol arrived two days late. She had missed a critical part of the training, where participants shared their practical projects in facilitating change (BHPs). Since then she did not show much interests in the BHP process. Towards the end of the course, facilitators had informed her that she would only get a certificate of attendance, rather than that of "Facilitator of Development in Organizations."

On the last day of the course, Carol participated in an exercise that builds awareness about authenticity as a key development area for a facilitator of change in others. The exercise, on the surface, is extremely simple. For Carol, however, it became the avenue through which she found her treasure in the FOD course.

Referring to the various injunctions she had received since childhood, she noted: "I have always been told to shut up. My own development aspirations were sidelined by being told that I would amount to nothing, both at home and in school. As a teacher, I messed up the futures of children by telling them to shut up." Carol concluded her sharing by pleading with colleagues to increase their self-awareness as leaders and facilitators so as not to mess up the lives of others through misuse of their power under the guise of "expertise" or authority.

She also declared that she did not any more want a certificate from the course: "I have already found what is most valuable for me."

"As a teacher, I messed up the futures of children
by telling them to shut up."

Sustained interest in FOD, as demonstrated in 2010, clearly indicates that civil society in East Africa is seeking new skills that will transform organizations to become spaces for human and social development. It also shows that donors supporting their partners to attend FOD training are increasingly linking organizational effectiveness to conscious management of organizational learning and culture, in addition to effective management of administrative systems.

Sustained interest in FOD training indicates that civil society in East Africa is proactively seeking new skills for better governance.

2.2. FIELD WORKERS TRAINED AS CHANGE LEADERS

2.2.1. Concrete skills for empowering community groups

EASUN trained 15 fieldworkers of 5 organizations in North Eastern Uganda. The one module training took place from 12th – 17th July, 2010.

The field workers course (FAF) builds skills in facilitating ownership of learning as a key ingredient in participatory development at grassroots levels. The course develops the capacity of a fieldworker to facilitate processes of learning in ways that empower individual men and women, as well as organizations and small groups in local communities. Special skills and values that sharpen the effective use of "self" in facilitating others also form the leadership focus of the training.

Among the organizations trained in July was a catholic Diocese whose field workers are involved in community sensitization toward reducing HIV prevalence in the District. The mission statement for the development work of the Church is *"…to improve people's livelihoods through the advancement of practices that uphold church values."*

FAF was particularly well placed to develop facilitation skills of the field workers the Diocese because it guided them to relate assess the governance of their organization through the lenses of facilitative methodologies.

2.2.2. Aligning organizational ethos and field work practices

EASUN has trained 100 fieldworkers from 26 organizations in Tanzania, Kenya and Uganda, over a ten year period between 1998 and 2009; offering them opportunities to translate the great ideas of *participation* and *empowerment* into concrete skills in facilitating community ownership at project levels.

The diocesan fieldworkers learnt to use a powerful tool that facilitates ownership of learning. This enabled them to raise important questions about overall leadership and governance practices in their organization, including its performance in relation to: 1) appreciative processes and relationships in day-to-day management; 2) distribution of leadership and responsibility-taking in the workplace; 3) team learning and accountability.

A session on "Aligning fieldwork and organizational practices" enabled participants to 1) strengthen their understanding of field work as an activity related to organizational purpose; 2) assess how current knowledge, skills, attitudes and behaviours of fieldworkers are helping or hindering successful interventions in relation to that purpose; 3) explore avenues through which fieldwork practices can influence structure, appreciative leadership and other organizational practices in the day-to-day management of diocesan affairs.

"Facilitators need to patiently build people's capacities to create and sustain their own development miracles."

2.3. CSO LEADERS COACHED TO MANAGE TRANSITIONS

2.3.1. Understanding critical leadership questions

Among the biggest challenges for leaders is to acknowledge and intentionally manage transition moments in their organizations, including their own roles in the process. In 2010 EASUN provided coaching support to six leaders of CSOs in Uganda and Tanzania, to reflect on their leadership questions at critical transition moments in their organizations. These included 4 executive directors, 1 board Chairperson and 1 team leader at middle management level.

The team leader, who was in an elevated position of coordinating plans and activities of other teams, struggled with her transition to a new role after the organization had redefined its structure in order to maximize potential for shared leadership and responsibility-taking. The coaching intervention strengthened her ability, in those circumstances, to find job-satisfaction and remain productive within changing circumstances that had instigated pain and self-doubt. The process focused on increasing her "self-positive regard", and transformed her self-perception and feelings of being a victim or unwanted team member.

Within the same organization, the ED was coached to see her leadership questions in strengthening team work, including facilitating ownership, commitment and collaboration among team leaders.

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Such possibilities for developing new ways of thinking and approaches to leadership are embedded in EASUN's mission statement: "Creating spaces within which individuals, groups, organizations and communities creatively learn to build a better history and new ways of thinking about and taking ethical action to transform practices.

> EASUN creates spaces within which individuals, groups, organizations and communities creatively learn to build a better history and new ways of thinking about and taking ethical action to transform practices and improve livelihoods.

2.3.2. Building better leadership stories

A conversation with Richard, as he reflected on his transition experiences shows how he continues to walk a particular path of professional and personal development since his first encounter with EASUN through the FOD (Facilitating Organization Development) course in 2003. He says:

"*I am now more open to listening and 'letting go' of my own points of view. This is different from the past when I believed I was always right. I looked at things in terms of right and wrong, and was never inclined to help people who made mistakes. I simply judged them. I conducted myself as if it was my responsibility alone to ensure that we succeed. I feel comfortable now to let others take responsibility, and make decisions. If they make mistakes, we can learn from them and reflect on what we can improve or do differently.*

"*I have learnt to build consensus, which requires that I keep my ego in check. I am now more concerned about the success of others than 'me being right', and clearly experiencing more support from those I lead.*"

Happy to associate with EASUN

"For 10 years, I have consistently been ready to pick up my bags whenever I am invited to an activity of the EASUN Learning Centre. This is because I feel renewed every time I am here. I am touched not only at the head knowledge level but also at the heart, and feet levels of the *will*. Here I am party to a transformational agenda that we develop together and commit to, through reflective learning.

"I am happy to have become a part of this community of practice where I find growth, identity and sense of purpose as a civil leader in civil society. I feel that we are creating a new path even as we walk it."

–Richard Kiirya, Executive Director,
Safe Neighbourhood, Uganda

2.3.3. Ethical action

Alex took specific actions toward building institutional continuity of the organization he had pioneered and led for fourteen years. He looked back on his long experience with the organization and pondered over the challenges of building an institution:

"*The temptation of wanting to go on and on is very high, especially given our African context that provides very limited space for alternatives, and is worsened by working with people who are ruled by the culture of submission.*"

For a full year before his final departure, and after he had attended EASUN's workshop on "transition challenges for pioneer leaders", Alex deliberately kept his leadership roles to symbolic, promotional and advisory activities, without being involved in decision-making.

Through conversations with Alex in March 2010, EASUN outlined practical steps that a transformational leader should take to enable succession in ways that are empowering to the organization. Alex had actively encouraged fellow civil society leaders in Uganda to attend EASUN's learning activities, because "there is need to compare lessons and experiences of how leaders may put in place formidable institutions that can outgrow them as individuals."

2.4. PLANTING SEEDS OF TRANSFORMATIONAL LEADERSHIP

EASUN's other leadership development interventions in more specialized areas have come about as a result of unique challenges for civil society development in East Africa, including 1) rapid transitioning of creative founders of many civil society organizations, 2) limited opportunities for nurturing leadership qualities in young people (especially young women); 3) little clarity of how to sustain effective governance through NGO boards. Two activities of EASUN particularly respond to 2 and 3 above:

2.4.1. Young women leaders' internship programme

The internship was launched in September 2007 with the enrolment of 2 Tanzanian young women. The programme is one of EASUN's outstanding responses to the question of gender in organizational and social development processes. Edna, the first of the interns, completed her training in August 2009 and was listed as an OD Associate of EASUN 2010. The second intern completed her leadership development in March 2010. Additional two interns aged 25 and 27 were enrolled in the programme for the period 2010 – 2011. Both the graduating and new interns have pointed to "learning" as a new experience that shaped their growth at EASUN.

> ### Intern's encounter with self and soul
>
> *So glad was I, to learn with the best,*
> *Well set on a glowing path to my destiny.*
> *Seeing the gold in me; taking it, owning it,*
> *Became my everyday song.*
>
> *– Alando Anyona (Intern: 2008 - 2010)*

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Marcella joined the internship in 2010. From her engagement with learning experiences at EASUN, she shares her excitement in discovering what she referred to as "the fascinating area of learning to live with paradox". Njura, who came to the internship at the same time as Marcella, felt particularly challenged with "the practice of holding a mirror to myself, toward the practice of being a reflective, facilitative leader."

The internship programme is an important statement by EASUN—working in East Africa to transform organizational and leadership practices toward sustained participatory democracy in governance. In addition to the specific outputs in terms of leadership skills for the interns themselves, the focus on leadership development for young women leaders carries powerful symbolism in a social and political context that is currently experiencing deep erosion of ethical leadership qualities.

The interns were mentored to develop the specific values of dedication, initiative, care and facilitative support through participation in learning activities at EASUN and opportunities to provide leadership in coordinating planning, implementation and facilitation of development processes.

3. Developing capacities through OD interventions

3.1. SECURING SYSTEMS, SKILLS AND EMOTIONAL SPACES

Two organizations supported by EASUN in 2010 characterize the varied nature of civil society organizations in East Africa and their wide-ranging needs for organizational development (OD) support. A grassroots CBO in Kilimanjaro region of Tanzania received a three day training in data gathering and documentation of field experiences, while the second one, a regional organization based in Arusha, sought a team building intervention.

The CBO in Kilimanjaro region was able to achieve immediate sustainable outputs when, from practical learning exercises, they developed new data gathering related instruments such as: 1) a form for documenting follow up on school performance by orphan students they are supporting, 2) a tool for gathering information on the status and support needed by grandmothers supporting AIDS orphans in their homes; 3) an *action-learning* based M & E system, which entailed construction of a "learning site" that will be the heart of its information management system.

Other organization and institutional development interventions in2010 included:
- Reflective learning processes facilitated for 10 Church leaders during a study visit of the Mennonite Church in Ethiopia.
- Organizational survey that helped a faith based CBO in Tanzania to surface its current organizational questions and reflect on the effect that its structure, relationship and identity have on its ability to sustain impact.

EASUN learnt some important lessons from the organizational questions we were responding to in the OD interventions above; one of them being that while it may seem relatively easy to fix questions related to skills development in small organizations, it is often quite challenging to get the larger organizations unstuck from processes of self-destructiveness, even though they already have well established organizational systems in place.

3.2. NGO BOARD TRAINING

A board offers guidance and support, while also performing, at the level of leadership, to contribute to the organization's ability to meet its purpose. In order to fulfill their responsibilities and roles effectively, boards need *learning* and *development,* both to strengthen capacities to carry out unique roles, but also as part of a team, together with members of NGO secretariats who have the responsibility for day-to-day management of the organization.

In 2010, EASUN provided board training for 2 civil society organizations; one of them being a regional (East African) Network of African People Living with HIV & AIDS. The second organization was a CBO based in Tanga, Tanzania, that works with local communities to promote behaviour

change in relation to HIV & AIDS, as well as sensitization in the areas of environment and appreciation of local culture.

3.2.1. Organizational identity construction

The training of the Tanzanian CSO confirmed that with sufficient awareness, NGO boards and secretariats can work together well through mutual appreciation and support. For instance, it was particularly exciting to see board members and programme staff compose "rap" songs and poetry together, in an identity construction exercise that was designed to increase shared understanding of what the organization stands for.

The training included strengthening the board's understanding of how organizations function, but more importantly, the fact that a board plays a leadership role with a key governance aspect of seeking accountability to ensure that an organization is effectively working toward meeting its stated reasons for existence.

3.2.2. Committing board leadership to institutional development

The training in Tanga was part of the organization's specific effort to strengthen organizational capacities for change leadership, on the one hand, while it also provided good orientation for new members.

The coming in of a new Board was an important transition moment at the leadership level, which influenced the training activities in specific ways, such as sharing of the biography of the organization to identify what had been learnt during previous critical events over a five year period. That analysis helped the board to characterize *leadership specific* strengths that were likely to sustain the institutional development of a civil society organization.

The training content included:
1. Team building,
2. Discussions about board roles,
3. Examination of leadership qualities that had enables successful transition management in the organization,
4. Learning about board accountability and leadership in promoting a conscious organizational culture and relevant practices toward realization the organization's vision and mission.

3.2.3. Lessons and shifts from the training

From the training, board members highlighted the important lesson that effective change and transition management required them to strengthen the knowledge, attitudes and skills for governing through *organizational learning* and *transformational leadership*, in order to produce shifts in values, attitudes, and beliefs in a way that transforms the whole organization.

With regard to development for effective performance, the board underlined for itself the need to 1) be open to regular training, including team building that involves the board and management staff; 3) develop a clear understanding of board roles and responsibilities; 4) be models of leadership practices that influence desired change; 5) orient itself toward transformational leadership skills and practices.

Such insights prompted board members to prioritize development of **leadership strengths** that sustain institutional development. They also identified and stated practice values that would underpin the organization's culture, at the levels of governance and approaches to implementation of activities in local communities.

Additional new learning included:
1. Board members increased ability to characterize current barriers to effectiveness and relevance toward the stated vision of their organization.
2. Strengthened organizational will to align strategy with its affirmed vision, mission and values.

New insights enabled the board to prioritize development of **leadership strengths** that sustain institutional development

4. Special focus on CBOs institutional development

4.1. PROFILE OF A CRITICAL STRATEGY

Training to develop transformational leadership and facilitative practices in organizations is one of four strategic platforms of EASUN, as planned for 2010-2013. Training of field workers, coupled with networking activities are designed to strengthen shared purpose and effective identity management overall institutional grounding of CBOs as development organizations in grassroots communities. .

Activities focusing on CBOs institutional development in 2010 were carried out under specific strategies as shown in the table below:

STRATEGIC PLATFORMS FOR CBO's INSTITUTIONAL DEVELOPMENT	ACTIVITY AND PARTICIPATION
1. Strengthen transformational leadership skills and organizational effectiveness.	*1.1. Field workers training* 20 fieldworkers of 5 CBOs in Northeastern Uganda acquired facilitation skills for empowerment in organizations and community group activities.
2. Build skills in institutional development to strengthen shared purpose and identity management	*2.1. Consultation: leadership for institutional development* 1 consultation attended by 10 men and 11 women from Kenya, Tanzania and Uganda examined effectiveness CBOs as development organizations and acquired new leadership skills.
	2.2. CBOs website and referral system 600 new organizations added to CBOs website and referral system. Also added blog. Development work in 2010 brought its development to 70%. Still working toward strengthening interactivity of the whole system.
	2.3. Subsidized OD interventions for grassroots CBOs 2 grassroots CBOs in Tanzania received OD interventions at subsidized rates. Subsidized interventions to CBOs formed 33% of all OD work with CSOs in 2010.

4.2. LEADERSHIP SKILLS FOR INSTITUTIONAL DEVELOPMENT

Stories shared in the consultation on leadership for CBOs institutional development (box above: 2.1.) reflected questions that tend to occupy many CBOs in East Africa. It was inspiring to note participants' excitement as they listened to varied experiences: "I have always heard about Safe Neighbourhood (Uganda)" said a Tanzanian woman from "Faraja", a health education CBO in

Tanzania, "now I am happy to meet its leader." Others were motivated to hear about the work of ECOVIC (Uganda), and its exemplary leadership in the management of natural resources around Lake Victoria.

The stories struck specific chords with different individuals looking for new insights around institutional development questions of their organizations. Aggrey Omondi, from Community Resource Centre in Kisumu (Kenya), was taken up by the story of Fenest Shayo, from Marangu in Tanzania. Out of a population of 30,000 in Marangu, 340 had declared their status as being HIV positive. Aggrey was fascinated by Mr. Shayo's commitment to work at a very specific level of community, encouraging peoples to declare their status.

Case studies shared in the workshop enabled participants to identify capacities needed by CBOs to become effective institutions in strengthening local community groups. These include: 1) peace building, 2) mobilization of community groups; 3) networking; 4) identity construction; 5) empowerment (training, awareness raising, courage building, facilitating participation, mobilizing local knowledge). Using the same capacity areas as criteria, participants created metaphors to characterize strengths and weaknesses currently experienced by CBOs in East Africa. The images helped further creative performances of poems, music and body movement routines, which acted as mirrors for identifying and documenting values associated with transformational leadership, which was seen to be critical for leveraging the other capacity areas identified.

Ensuring that stated values are internalized, owned, and worked with, is the leadership link in CBOs institutional development. Through metaphoric work and related exercises, the consultation equipped participants with skills for facilitating participatory processes of surfacing organizational values.

We at EASUN were pleased to bring together grassroots civil society leaders who work on a daily basis to address questions related to social and political violence, environmental degradation, HIV & AIDS, poverty and gender. The stories they shared demonstrate commendable initiative and creativity in their engagement with real questions of the poor and marginalized groups in grassroots communities of East Africa.

5. Civil Society institutional development

EASUN's civil society institutional development interventions take place through networking and movement building. This includes 1) sensitization of CSOs about unique capacities related to their identity management; 2) building skills that support transformational practices, both internally in the CSOs themselves and in communities they serve; 3) efforts to develop a critical mass of OD and capacity building practitioners who are both skilled and committed to making interventions that support the institutional development of civil society organizations in East Africa.

Three activities in 2010 supported organizations and capacity building practitioners to develop new skills and awareness related to the institutional development needs of CSOs.

5.1. REPORT WRITING WORKSHOP

5.1.1. Burning questions

15 OD practitioners from Kenya, Uganda and Tanzania participated in the report writing workshop held in Moshi, Tanzania, from 31st May – 2nd June 2010.

Due to the burning questions shared in advance by participants, the focus of the workshop was shifted from technical writing skills to an examination of current report writing formats and their likely contribution to organizational transformation through OD interventions.

It was noted that in the current situation, capacity building and OD practitioners are having to contend with different reporting templates that are narrowly focused on outputting data to meet expectations of donors or intermediary organizations. To what extent such an approach to reporting be effective for organizational learning, identity management and development of special skills for transforming leadership and other organizational practices?

A related question that the workshop concerned itself with was the extent to which an approach limited to outputting data might also enable documentation and communicating of information through alternative language channels (ALC) such as images, poetry or dance, i.e., gestures that may be more accessible to semi-literate communities where many CSOs work.

5.1.2. Experiences and analysis

A number of experiences shared by participants referred to feelings of tension caused by report writing requirements based largely on the need to meet administrative needs of capacity building intermediaries such as donors and other sponsors of project activities. This was particularly challenging for OD practitioners, who expressed the view that a report should in itself be an intervention, supporting an organization to focus its attention on what is happening around it, or how it does what it does, toward increasing its knowledge and effectiveness in addressing important issues in its environment.

The workshop was a good opportunity for in-depth analysis of some of the tensions that have often cause delays in reporting. It also provided important lessons on report writing as an intervention that builds an organization's capacity for change leadership internally and in its environment. Specific approaches to report writing were also considered to be mirrors of the values and identity that consultants bring to the field of capacity building. The latter is a particularly critical question for civil society development.

5.1.3. New learning

An important lesson from the workshop was that any given reporting format has an influence on the methodology with which the information is generated and the use to which the information is put. It was noted, for instance, that organizational self-analysis processes enable a report to be more authentic as a piece of communication about the situation, compared to situations where consultants do the assessment or judgment from an expert posture.
The workshop increased understanding of the urgency of report writing to support the learning and change processes of organizations, as well as a positive outlook and attitudes toward report writing by OD practitioners

Other lessons highlighted include:
1. A report is part of the intervention, thus completing it earlier increases the organization's chances of learning through the intervention
2. Values of consultants as development practitioners enable them to function more competently to promote the development of organizations in which they intervene.
3. Participatory organizational self-analysis as a methodology enables a report to be more authentic as a piece of communication about the situation, rather than a consultant's assessment or judgment of it.

The workshop recommended that EASUN should train its Associates in technical report writing skills, including creative presentations, as a basis for their confidence and commitment to urgency in writing client reports.

5.2. OD/ID APPROACHES AND HIV/AIDS MAINSTREAMING IN THE WORKPLACE

Mainstreaming HIV & AIDS in workplace policies meets the urgent need to reduce an organization's susceptibility to HIV infection and vulnerability to the impact of AIDS. Such interventions take place within organizational contexts already concerned with other institutional development questions such as
- *Governance,*
- *People's rights,*
- *Motivation,*
- *Leadership, or*
- *Resistance related to how the above questions are being addressed.*

15 OD practitioners and HIV and AIDs mainstreaming experts met from 12 – 15 April 2010, to raise awareness of the impact of HIV and AIDs on sustainable performance of organizations. They also examined how OD can add value to HIV and AIDs mainstreaming through

The workshop enabled practitioners in the fields of OD and HIV& AIDS mainstreaming to establish linkage of how culture, policy and strategies can be made to interact and respond effectively to emerging challenges for organizations and social development generally, such as HIV & AIDS.

It was noted that mainstreaming activities take place in organizational contexts that are already quite messy in terms of questions related to governance, people's rights, motivation, leadership and resistance related to how questions related to HIV & AIDS are manifesting themselves. Because of that, mainstreaming is likely to achieve sustainable results when supported by OD skills and intervention tools that support culture change.

The workshop resulted in the review of specific OD tools toward increasing awareness of HIV & AIDS as a factor shaping organizational life today. Further meetings with several experts in the field of HIV & AIDS enabled us to select some OD tools that may be used in fast tracked training of HIV & AIDS mainstreamers in organizational situations.

> OD works through bottom up approaches that leverage organizational will to adopt new practices and implement new policies.
> *--Report of EASUN Learning Meeting of 19-20 August 2010: Strengthening HIV & AIDS mainstreaming through OD/ID skills.*

The workshop itself, and related follow up meetings, have established a platform for meaningful conversations between practitioners in the fields of OD and HIV & AIDS mainstreaming. Lessons learnt from the workshop clearly point to the need for strengthening collaboration.

New learning
Three specific points that were noted, from an OD perspective, point to added value of new skills to HIV & AIDS mainstreaming interventions:
- Transformational leadership and change management skills are essential for sustaining policies and programmes that take account of HIV & AIDS.
- Mainstreaming activities need support of intervention skills that create a sense of urgency toward changing entrenched ways of doing things in organizational situations
- Change is more effectively managed when interventions start with establishing the claimed values of an organization or community.

Additional learning and shifts from the workshop include:

1. Increased ability of OD surveys to raise awareness of HIV and AIDS in workplaces;
2. Increased awareness of relevance of OD skills in HIV and AIDS mainstreaming work;
3. Enhanced awareness of how HIV and AIDS affect the development of organizations.

4. HIV and AIDs included as an example among the descriptions of factors shaping organizational behavior at various levels in the 'organizational complexity model' used in organizational surveys.

The workshop recommended that EASUN should train HIV and AIDs mainstreamers in essential OD knowledge and necessary tools for deep culture change interventions.

5.3. NORTH/SOUTH DIALOGUE OF 2009 REVIEWED

A workshop attended by 15 men and 8 women leaders of CSOs in East African leaders in reviewed the North-South dialogue event held in November 2009. The workshop, organized by EASUN in collaboration with IACD (International Association for Community Development) Africa, in March, examined questions that had emerged for Southern and Northern NGOs during the November 2009 consultation on partnerships for capacity building in the South.

In the March 2010 workshop, Southern NGOs sought to take responsibility for their role in enabling their own capacity development and the nurturing of partnerships that support such activities. As a step in that direction, the meeting took stock of non-monetary resources that are resident in the South itself. These include local knowledge, information, spirit to take action, culture, time, organizational infrastructure, leadership and potential for "self" and social awareness. Participants expressed the feeling that partnerships of Northern and South based NGOs need to be a model for mutual accountability and, therefore, good governance.

In the spirit of responsibility-taking, important institutional development questions for Southern NGOs were highlighted and documented. The workshop also established a platform for East Africa based South-South movement building. An important overall result of the workshop was the surfacing and documentation of "innate" resources relevant to organizational and institutional capacity development of CSOs in the South.

It was particularly noted that actions that draw on innate local resources will become possible when Southern NGOs have developed competencies in building institutional linkages among themselves. The spirit of the workshop and recommendations coming from it strengthened EASUN's resolve to stimulate and strengthen emerging organizational and practice based linkages related to civil society development in East Africa.

The desire for movement building among East African CSOs was confirmed by the fact that 92% of targeted participants attended the review workshop, which highlighted and documented important institutional capacity development questions for NGOs the South.

New learning and shifts from the review workshop:
1. Increased awareness of Southern NGOs innate resources relevant to their own organizational and institutional capacity development.

2. Increased ownership of Southern NGOs' responsibilities for their sustainable capacity development.

A particularly important development from the workshop was the generally expressed new awareness, i.e., "actions that draw on innate local resources will become possible when Southern NGOs have developed competencies in building institutional linkages."

Specific action steps toward strengthening Southern NGOs role in their capacity development included the establishment of a platform for East Africa based South-South movement building. Participants also commended and encouraged efforts to stimulate and support emerging civil society movements to strengthen capacities in building institutional linkages.

5.4. FOLLOW UP VISITS TO TRAINED ORGANIZATIONS

Follow up visits are particularly instrumental for monitoring impact of capacity building and networking activities undertaken by EASUN. In 2010, such follow up work focused mainly on assessing new practices of OD and other capacity building practitioners who had attended a series of two workshops, in 2009 and early 2010, on how OD can interface with HIV & AIDS mainstreaming work in organizations.

The visits, in December 2010, were made to 9 organizations in Kenya and Uganda.

New skills and knowledge applied by trained participants

1. "I have incorporated HIV and AIDS as an issue in a series of gender workshops that I have conducted."
2. "I have become an advocate, educator of mainstreaming HIV/AIDS from the OD perspective."
3. "The people that I work with are much more aware now about the HIV/AIDS in the workplace, which now forms an integral part of what is being talked about in our organization."
4. "I have continued to apply processes learnt in the EASUN workshops to start the process of HIV workplace policy development.
5. "I have applied participatory approaches to involve staff members and stakeholders in HIV and AIDS mainstreaming activities."
6. We now use the bottom up approach in decision-making.
7. Caritas Meru is embracing the concept of mainstreaming HIV and AIDs in all her programmes
8. We have formed a club for sharing experiences, especially among youths in our church.
9. We are now focusing on Gender Based Violence (GBV) which is also inter-related with HIV and AIDS
10. It made me more conscious as I engage in the OD where I am now able to help communities and organizations relate with the challenges posed by the HIV and AIDS
11. We held 6 youth awareness workshops in November and December 2010.

Additional lessons and shifts highlighted

Individuals interviewed during the visits shared other aspects of the 2009 and 2010 workshops that had the greatest impact on them, and how they have worked with their new learning, including:

1. The insight that sustainability of an HIV workplace response depends to a large extent on how it is introduced and how the organization is facilitated to take ownership of the response.
2. New understanding of how to manage HIV and AIDS mainstreaming within complex organizational situations and processes.
3. Better understanding of the concept of "mainstreaming", which initially had sounded so big and inaccessible.
4. New insights on how OD can transform organizational culture.
5. New awareness about OD tools and approaches that HIV mainstreaming can borrow from, to enable ownership and sustainable policy responses.
6. Courage to educate fellow staff members to freely talk about HIV and AIDS.

A number of those visited recommended that EASUN should organize a follow-up workshop to train OD practitioners and mainstreaming experts on the use of selected OD tools in HIV & AIDS mainstreaming in the workplace.

5.5. EASUN'S PREPAREDNESS TO SUPPORT CIVIL SOCIETY DEVELOPMENT

5.5.1. Aspects of EASUN's preparedness

EASUN manages its preparedness to intervene effectively in support of civil society development through information and knowledge exchange, as well as activities to develop and sustain its own internal capacities. In practical terms, this involves: 1) knowledge exchange visits, 2) training to strengthen specific skills of staff; 3) participation in various networking and partnership events; 4) Internal learning processes (incorporates M & E); 5) resource centre and communication; 6) governance meetings.

An important aspect of EASUN's preparedness is in our capacity to plan and implement activities. In 2010 EASUN had in place 4 programme staff and 8 Associates resident in Kenya, Tanzania and Uganda. The Associates significantly increase our ability to respond to capacity development requests of CSOs in the region. Associates were also available to facilitate institutional development workshops organized by EASUN.

The interface between internal programme development and EASUN's service outreach to CSOs is carried out by programme officers with specific roles in 1) *change & transition support* to CSOs (OD Interventions); 2) *internal programme support*, including financial administration and systems and communications management 5) a training and coaching focus to build civil society capacities in facilitating development; 4) civil society development through networking and shared identity management processes.

5.5.2. Activities undertaken to strengthen EASUN's preparedness in 2010

1. 2 staff members trained in web editing skills.
2. 6 journals covering important OD/ID themes renewed for the resource centre.
3. 12 issues of e-news produced and distributed to 1,535 recipients world-wide.
4. EASUN staff participated in 4 meetings involving capacity building organizations from Africa, Asia and Europe. The meetings initiated joint activities that will strengthen civil society organizations as "learners for social change".
5. Staff members and Associates of EASUN met with PSO staff (Netherlands) and reviewed the Moshi partnership event (November 2009). The meeting, in Tanga, Tanzania (August 2010), developed specific steps for *positive engagement* partnership models between EASUN and PSO.
6. Trained 17 OD practitioners associated with EASUN in a 1st phase of action-research on capacity building methodologies that foster creativity, participation and productivity of organizations within the African cultural context.
7. Held 6 internal learning meetings and regular (weekly) team perspective meetings which generated important lessons that have strengthened EASUN in its operations, relationships and methodologies.
8. In a two day workshop together with our OD Associates, selected OD tools will be used to strengthen HIV & AIDS mainstreamers' capacities in facilitating culture change interventions in workplaces.
9. Carried out 20 coaching sessions for professional development of staff and interns.
10. 1 ExCom and 1 Board meetings at mid and end of 2010 ensured our effective governance and accountability through review of plans, activities, and monitoring of resource use.

While we were able to implement most of our planned activities, including responding effectively to requests for OD interventions, we did particularly feel the pressure of being understaffed in 2010. This was compounded by some staff transitions between 2008 and 2009. We spent much of 2010 orienting new staff to the identity, values and purpose of EASUN, as well as strengthening their skills around the core competencies of the organization. We are still seeking to fill the position of Programme Officer for Civil Society Development, which has remained vacant due to limited financial resources.

Through our own learning we have helped create better history in civil society development

Reflection and action through EASUN's learning site is a platform for our own institutional strengthening, leading to our greater effectiveness in supporting civil society organizations in the region. In 2010, we reported and documented activities implemented in weekly team perspective (WTP) meetings and internal learning meetings. More specifically:
1. We reviewed and developed internal policies,
2. We shared critical issues in the management of partnership relations,
3. We carried out team building exercises and assessed individual task performance within the team context.
4. Coaching for professional development of staff and interns was carried out on a regular basis.

In all the activities of EASUN's learning site, we consciously capture lessons from our work and generate new questions that supported our planning for strategic improvement at the levels of practice generally and specific activities with civil society organizations in the region:

In addition, learning site activities helped sustain shared sense of purpose amongst EASUN staff and strengthened their leadership awareness and professional performance. Through reflection on our activities in 2010, together with feedback from client organizations, leaders and individuals trained, we have been able to perceive more clearly the meaning of our mission statement: "creating spaces within which individuals creatively learn to build a better history…"

Through specific participatory methodologies such as Alternative Language Channels (ALC) in capacity development interventions, EASUN will continue to facilitate civil society organizations to see their questions related to managing institutional identity, and learn to make better histories in their own development, as well as that of communities they serve.

5.5.3. Newly trained practitioners coached

4 newly trained FOD graduates enrolled in EASUN's apprenticeship programme were accompanied in practical interventions to facilitate learning processes in workshop and organizational development situations. Participating in such interventions strengthened their skills in facilitating processes that transform leadership, systems and organizational practices toward good governance and increased organizational effectiveness of CSOs.

Settings in which accompaniments took place in 2010 include

- Civil society institutional development workshops
- Organizational surveys
- Training situations
- Learning meetings

Accompaniments of EASUN's OD apprentices included coaching for their *self-development* as leaders and facilitators. This was done through reflective processes that enabled further grounding of

concepts, process frameworks and use of tools that support transformational development. Each OD apprentice accompanied in an intervention or coaching sessions filled in specifically designed forms that facilitated both their personal development and strengthen facilitation practice of the whole EASUN community through shared reflective learning.

The apprentices expressed feelings of increasing confidence, even as they readily recognized and shared the challenges they were still experiencing in some specific areas. Their comments recorded in reflective learning forms have revealed how they are consciously walking particular trajectories of professional and personal development through apprenticeship with EASUN. Specific shifts expressed include:

- "I am now willing to listen openly to other points of view and 'let go' of my own."
- "I am more comfortable now to let others take responsibility, and make decisions."
- "I have learnt to build consensus …which requires that I keep my own ego in check."
- "I am now more concerned about supporting success of others than 'me being right'."
- "I have increased my awareness that 'the intervention is in the process', and when the process is good, the action steps are generated with commitment by the client."

> "I feel more confident about facilitating interventions, but …overwhelmed about how much I need to practice…with regard to working with the wisdom of the situation, since every organization is unique."
>
> *– Doreen – Kwarimpa Atim, EASUN Associate, Uganda*

Conscious management of civil society identity is social development

1. A key note speaker in one of the networking meetings attended by EASUN in 2010 appealed to development organizations to "stop thinking too much and act from the heart". He underlined the need to use more feelings and involve more people in development work.

2. One particular OD Associate of EASUN normally signs off her e-mail messages with the quote: "Be the change you wish to bring about."

3. Intervening to facilitate the development of others is, quite simply, a *mission*. At its essence, being a development practitioner means *changing* to become worthy of the change one aspires to bring about in the situation.

4. In national development situations, civil society organizations are more able to create civil spaces for social transformation, because they are driven by values that characterize the changes they wish to bring about in society. Key challenges to civil society in Africa today include the will and ability to clarify or strengthen values-based institutional identities.

--EASUN E News, 11th January 2011

6. Learning centre development

6.1. BROAD OUTLINE OF THE CENTRE

Most of the activities reported above reflect the nature of EASUN as a Learning Centre and how we are working to develop it as an important institution for transforming leadership and organizational practices in East Africa. The profile is probably captured best by 1) the consultation on "leadership" for CBOs institutional development (September 2010); 2) coaching of 4 OD apprentices; 3) processes in managing EASUN's preparedness to support civil society development; 4) workshop on OD/ID approaches and HIV & AIDS mainstreaming (April 2010); 5) Different training activities and movement building toward more developmental practices in capacity and institutional development interventions.

The EASUN Learning Centre focuses on 1) knowledge exchange; 2) training; 3) transformational approaches in facilitating learning and development; 4) action-research on how the relevance and transfer of specific learning methodologies in the African cultural context.

6.2. FOSTERING MOVEMENTS FOR TRANSFORMATIONAL CAPACITY BUILDING

A key aspect of the Learning Centre development strategy (2010 – 2013) is networking to build associations and movements that promote capacity development practices to strengthen shared purpose and effective identity management by CSOs in East Africa. In that regard, an important activity area that particularly marked EASUN's learning centre development work in 2010 were the APODEA meetings, which consolidated it as a capacity building Association that focuses on practice development.

Who is APODEA?

APODEA (Association for Practicing OD in East Africa) is an outcrop of EASUN's yearly OD Associates' practice development workshops. The idea for creating the East African Association of OD Practitioners was introduced in the Associates workshop held in Tanga, Tanzania, in 2008.

The beginnings of APODEA and its continued interaction with EASUN have clearly shaped the theme guiding its work and interventions, which is stated as to "influence social development practices through OD."

APODEA's 1st task-force meeting in April 2010 characterized the Association's purpose as "**A movement that works to promote "transformational values" in leadership practices and other development interventions in organizations and communities**." This statement

of purpose was reviewed and affirmed in APODEA's full Association meeting held on 24th September 2010.

During the same meeting the Association initiated the formation of country chapters in Kenya, Uganda and Tanzania. The chapters are primarily being formed around graduates of EASUN FOD (Facilitating Organization Development) course, although they are open to other (non-OD) practitioners and institutions that wish to explore capacity development practices characterized by transformational values. It is significant that APODEA requested EASUN to house the Association for two years, to give it ample time for institutionalization, including formalization processes such as registration.

EASUN Learning Centre development captures the heart and soul of its current strategic thinking and plan. At the core of it all is the development of skills and networking of transformational leaders and practitioners committed to building capacities for participatory governance and equitable development in organizations and communities in East Africa.

The formation and growth of APODEA reflects important aspects of EASUN's vision and mission:
1. East Africa based OD practitioners have increased awareness of their role and power to transform CSO practices toward increased participation and ownership by beneficiaries;
2. A strategic movement is created for promoting OD as a platform upon which to build civil society advocacy for social change and sustainable development.
3. An important step in EASUN's effort to strengthen movement building as a way of scaling-up transformational values and capacities of leaders and organizations in East Africa.

6.3. SHARPENING SKILLS IN FACILITATING EMPOWERING PROCESSES

A three day workshop on visual facilitation equipped 15 OD practitioners from Kenya, Tanzania and Uganda with skills that leverage creativity, openness and commitment in management situations. The workshop was organized by EASUN from 21 – 23 September 2010.

6.3.1. Transformative powers of visual facilitation

In an OD process visuals generate helpful insights about the face, shape and performance of an organization, challenging its members to take responsibility for planned steps toward change and greater effectiveness. Confronted by an image, an organization or community group sees its real questions. Visual facilitation calls into question "what it means to see". Skills in visual facilitation are about enabling "seeing" through creative ways of participatory engagement and documenting experience.

Participants in the workshop were individuals who had already received training in general OD principles and tools related to capacity development of organizations. This time around they learnt how visual facilitation alters power dynamics by changing the nature of participation through more

interactivity between the facilitator and the learning situation, making the relationship more democratic.

Rather appropriately, therefore, minimal input was offered at the beginning of the workshop. The learning process started with the generation of experiences about how visualization (through stories, movement, art and gestures) is used to document the learning process in real time (i.e., while learning). In order to effectively use visual facilitation as a training methodology, the mirror was selected as the metaphor around which the whole learning process was organized. In that way, the workshop worked with "lived experience", since facilitators of change often refer to themselves as being a "mirror".

Participants went on to perform three (3) presentations, based on stories constructed from their own earlier reflections on "what makes being a mirror an issue for a facilitator". The presentations characterized various mirror qualities that had been highlighted by the participants themselves, for instance: "It is a bad omen to see something in a mirror, which should not be there" or, "to act as a mirror is to reflect back what is before you."

6.3.2. Facilitators in the mirror

Through working with movement, gestures and metaphors, new understanding was further generated by capturing what participants had seen in the physical activities. Examples of new awareness shared by participants included: "My stuck situations or moments normally reflect my struggle with accepting the current reality, or who I really am". A story shared by one participant illustrates this point:

"In discussing with my listening partner the question I presented was suggesting that I was particularly challenged by skills related abilities. Further exploration led to a new insight for me, when it emerged that by rushing to embrace "skills" as my problem, I was deliberately blocking the possibility of seeing how my own "ego" needs often play out in situations where I facilitate capacity development of organizations." This experience revealed to me how I was creating safety for my ego, i.e., I was happy to look into the mirror, so long as it would show me only what could be fixed on the surface, saving myself from seeing or doing anything about my own self-serving processes."

Working with the image of mirrors, in the workshop, helped facilitators see their real questions, and hence how images can help organizations come to acceptance about what feelings, attitudes or bahaviours are likely to help or hinder their growth in capacities and effectiveness. Participants learnt that visual facilitation increases *authenticity* or *openness* with which an organization may be willing to look into their own mirror and see their real questions/issues that need transformation and development.

As noted by one participant who had looked into her own mirror as a facilitator: ***"Our good intentions can influence us to guide organizations in directions that they are not ready for and, in the process, hinder their capacity development."*** This was seen to be akin to rushing an organization through the mirror.

6.3.3. Creating a better history for capacity development

Through construction and playing out "mirror related images", participants were able to learn effectively out of their own creativity and interpretation of complex issues, and thus strengthened their skills in supporting organizations to see their core development questions.

"Visual facilitation" is effective where the facilitator is open and trusting that the learners have the wisdom and capacity to make meaning out of their own experiences. In order to support participatory learning processes through visual facilitation, the consultant needs courage to work through alternative approaches to learning.

In addition to building skills in visual facilitation, the workshop became a mirror through which practitioners examined their capacities as ethical facilitators and leaders able to support transformation through participatory learning processes. As we moved toward closing, participants crafted a number of poems from metaphors they had created on the 2nd and 3rd days of the workshop. These reflected the values of openness, receiving and giving back, flexibility and empowerment, as characterizing the best "self" of a facilitator.

7. Activity results analysis 2010

ACTIVITY IMPLEMENTED	1. (OD 05) FACILITATING ORGANIZATION DEVELOPMENT COURSE FOR CSO LEADERS (FOD)			
PLANNED ACTIVITY RESULTS	40 leaders have acquired OD and leadership skills for transforming governance and management practices for institutional development and sustained engagement of civil society organizations in their advocacy activities.			
VERIFIABLE INDICATORS	ACHIEVED RESULTS	VARIATION	CAUSES OF VARIATION	ACTION TAKEN/PLANNED ACTION
1. Number of participants awarded certificates; 2. New skills and tools prioritized by participants for immediate use in their interventions; 4. Number of trained organizations reviewing practices in leadership, systems and culture following training; 5. Number of trained organizations participating in subsequent cycles of FOD;	1. 14 women, 16 men enrolled in cycles "M" and "N". 60% completed training 2. Action plans developed for further practical learning and self-development activities; 3. 40% of participants in 2010 came from organizations represented in previous cycles of the course.	40% to complete cycle "N" in March 2011	Cycle "N" was running from August 2010 to March 2011	- strengthen contracting with sending organizations.
ACTIVITY IMPLEMENTED	2. (OD 06) INTERNSHIP FOR YOUNG WOMEN LEADERS			
PLANNED ACTIVITY RESULTS	2 young women (aged between 25 & 35) have received coaching and special skills training in facilitative leadership, NGO management and transformational organizational practices toward gender equitable leadership in East Africa.			
VERIFIABLE INDICATORS	ACHIEVED RESULTS	VARIATION	CAUSES OF VARIATION	ACTION TAKEN/PLANNED ACTION
1. Interns have attended OD training and enrolled in OD apprenticeship Each intern has managed client contracting systems and co-facilitated a minimum of 3 OD interventions; 2. Interns are receiving regular coaching support from a listening partner; 4. Intern have co-facilitated OD interventions and field-workers' course; 5. Interns have coordinated regional events for CSOs institutional development.	1. 2nd intern from 1st intake completed FOD course and graduated from the programme; 3. 2nd intake started with 2 new interns enrolled 4. 2 interns enrolled in FOD course & OD apprenticeship; 3. Interns participated in planning, documentation, networking, OD interventions & activities coordination within EASUN; 4. 100% mentorship (coaching) plan implemented;	– co-facilitation of FAF training	- 1 FAF training opportunity in 2010, involved 2 consultants and 1 Associate. - No additional FAF opportunities in 2010.	Plan to have interns involved at first opportunity available.
ACTIVITY IMPLEMENTED	3. (CTO 02) CHANGE MANAGEMENT SUPPORT FOR ORGANIZATIONAL DEVELOPMENT OF CSOs IN EAST AFRICA			
PLANNED ACTIVITY RESULTS	6 CSOs have received OD support through organizational surveys and focused interventions; for increased strategic clarity and effective alignment of purposes with leadership styles, values. Methodology, structure, organizational culture and systems.			
VERIFIABLE INDICATORS	ACHIEVED RESULTS	VARIATION	CAUSES OF VARIATION	ACTION TAKEN/PLANNED ACTION
1. Action steps for strengthening shared leadership, organizational learning and team work are planned and documented; 2. Organizations have expressed awareness of diversity toward accommodating realities; of gender and HIV & AIDS in the workplace; 3. Change carrying groups are identified and trained; Follow-up visits are contracted for.	1. 100% (6) planned OD interventions. 2. Action-steps planned and responsible actors identified to lead shared tasks in implementation. 3. Change carrying groups appointed in 2 of 6 interventions carried out. 4. Follow-up coaching and strategic interventions contracted for with 3 organizations facilitated.	- 4 carrying group nominations	1. Heavy top-down leadership caused facilitators to want to travel light in on of the situations. 2. Board training and facilitating learning in an exchange visit did not require carrying group nominations	1. Ensure interventions are enabling all to see the importance of inclusive change leadership of men and women in organizational situations. 2. Assess possibility of contracting for learning site constructions as part of a package of OD interventions

ACTIVITY IMPLEMENTED	4. NGO BOARD TRAINING FOR EFFECTIVE LEADERSHIP AND GOVERNANCE			
PLANNED ACTIVITY RESULTS	2 NGO Boards have received training and strengthened their leadership ability to guide CSOs toward greater accountability on the basis of stated values and shared purpose, leading to well managed leadership roles and effective leadership transitions, particularly of founder directors.			
VERIFIABLE INDICATORS	ACHIEVED RESULTS	VARIATION	CAUSES OF VARIATION	ACTION TAKEN/PLANNED ACTION
1. Internal and field practices relevant to organizational values and purpose are clarified and documented. 2. Guidelines are in place for strengthening beneficiary focused management approaches 3. New roles of board are clarified and documented; Division of responsibilities between Board and secretariats are clarified and documented; 4. Action plans are developed for supporting transitions between exiting and incoming Executive Directors	- 40 board members of 2 orgs trained - Values that underpin organization's culture in governance and implementation surfaced and documented. - Leadership strengths that sustain institutional development surfaced, prioritized and documented. - Plans to strengthen transformational leadership, orgn'al learning and team work developed and documented. - Board roles and responsibilities clarified and documented.	- Transition plans for Executive Directors	- No exit anticipated soon for current Directors in organizations trained	- organize more board training sensitization workshops
ACTIVITY IMPLEMENTED	5. CBOs WEBSITE AND REFERRAL SYSTEM FOR SERVICES & INFORMATION EXCHANGE			
PLANNED ACTIVITY RESULTS	CBO Website and referral system are established, regularly updated and working well—supporting networking and access to information on available support services.			
VERIFIABLE INDICATORS	ACHIEVED RESULTS	VARIATION	CAUSES OF VARIATION	ACTION TAKEN/PLANNED ACTION
1. Number of CBOs and service providers listed; 2. CBOs and service providers exchanging information through the referral system; 3. Number of web-page updates with new contacts and other information.	- 600 new organizations added to system. - Blog added. - Whole system at 70% completion.	-	-	Add links to strengthen interactivity Strengthen advertizing existence of website & referral system
ACTIVITY IMPLEMENTED	6. CONSULTATION ON LEADERSHIP FOR CBOs INSTITUTIONAL DEVELOPMENT			
PLANNED ACTIVITY RESULTS	20 CBO leaders have met in a 3 day based workshop and taken stock of current leadership practices influence CBOs institutional development.			
VERIFIABLE INDICATORS	ACHIEVED RESULTS	VARIATION	CAUSES OF VARIATION	ACTION TAKEN/PLANNED ACTION
1. Case on leadership practices shared; 2. Participants have expressed clarity about links between leadership and ability to sustain purpose of their organizations; 3.New lessons are documented and available to CBOs and service providers; 4. Participating CBOs are seeking additional trainings and further collaboration.	- 21 leaders (10 men, 11 women) attended. - Capacities to strengthen CBOs effectiveness in strengthening community groups identified and documented. - Strengths and weaknesses of CBOs in the region characterized and understood. - Values associated with transformational leadership identified and documented. - New skills for facilitating shared purpose acquired.	+ 1 leader in attendance	- perceived value of consultation by CBOs	Organize more activities for shared learning and networking of CBOs
ACTIVITY PLANNED	7. FACILITATION & COMMUNITY ORGANIZING SKILLS FOR FIELD WORKERS (FAF) TRAINING			
PLANNED ACTIVITY RESULTS	30 Fieldworkers of 2 CSOs are equipped with skills in facilitating group effectiveness, community learning & advocacy and ownership of project activities at community levels.			
VERIFIABLE INDICATORS	ACHIEVED RESULTS	VARIATION	CAUSES OF VARIATION	ACTION TAKEN/PLANNED ACTION
1. Number of fieldworkers/organizations trained to successful completion of course; 2. Facilitated organizations are using	- 20 fieldworkers of 5 CBOs trained - Tools for facilitating empowered learning and ownership practiced and understood. - Relationship between fieldwork	- 10 fieldworkers and 1 organization trained	- 1 request only for FAF training in 2010	- strengthen advertizing the FAF course.

participatory facilitation methodologies; 3. Increased advocacy content in the work of community groups trained;	participatory practices and structure, leadership and other organizational practices assessed, understood and documented.			
ACTIVITY IMPLEMENTED	**8. SUBSIDIZED OD INTERVENTIONS FOR GRASSROOTS CBOs**			
PLANNED ACTIVITY RESULTS	2 grassroots CBOs have accessed 30% of change management and leadership coaching support services offered by EASUN to civil society organizations in East Africa.			
VERIFIABLE INDICATORS	ACHIEVED RESULTS	VARIATION	CAUSES OF VARIATION	ACTION TAKEN/PLANNED ACTION
1. Number of grassroots organizations receiving subsidized interventions; 2. Action steps for strengthening shared leadership, organizational learning and team work are planned and documented; 3. Awareness of diversity is expressed in OD processes to accommodate realities of gender and HIV/AIDS in the workplace; 4. Change carrying groups are identified and trained; 5. Follow-up visits are contracted for to strengthen change management capacities and initiatives.	- 2 grassroots CBOs received subsidized OD interventions. - Subsidized interventions were 33% of all EASUN's OD work with CSOs in 2010. - Organizational purpose strengthened for increased accountability with services in response to HIV & AIDS - Constructed "learning site", for sustained organizational learning activities, M&E and effective information management. - Plans to strengthen transformational leadership, orgn'al learning and team work developed and documented.	- change carrying groups	- Nature of interventions did not require change carrying groups.	-
ACTIVITY IMPLEMENTED	**9. SKILLS EXCHANGE & TRAINING OF EASUN STAFF**			
PLANNED ACTIVITY RESULTS	EASUN staff members have attended events of other organizations and training towards maintaining EASUN as a networked, well capacitated and competent organization			
VERIFIABLE INDICATORS	ACHIEVED RESULTS	VARIATION	CAUSES OF VARIATION	ACTION TAKEN/PLANNED ACTION
1. Number of EASUN staff are participating in networking & learning initiatives of CSOs; 3. EASUN's activities are demonstrating understanding of issues affecting civil society development today; 4. Improved capacities to plan, implement and evaluate EASUN's activities.	- 3 learning and knowledge sharing meetings attended by EASUN staff. - 2 staff trained in web-editing skills. - Experiences relevant to civil society development exchanged and documented. - Values characterizing civil society identities and purpose clarified, affirmed and documented.	-	-	-
ACTIVITY IMPLEMENTED	**10. FOLLOW-UP VISITS TO DOCUMENT EXPERIENCES IN MAINSTREAMING HIV/AIDS IN OD APPROACHES.**			
PLANNED ACTIVITY RESULTS	15 practitioners have received coaching support, evaluated workshops 2009 -2010, and documented lessons toward improved support for organizational resilience to HIV& AIDS.			
VERIFIABLE INDICATORS	ACHIEVED RESULTS	VARIATION	CAUSES OF VARIATION	ACTION TAKEN/PLANNED ACTION
1. Number of OD practitioners visited and received coaching support; 2. Recommendations for OD/ID interventions incorporating HIV/AIDS awareness are documented; 3. Lessons from two workshops in 2009 and 2010 are documented.	- 9 practitioners in Kenya and Uganda visited. - Lessons from 2009/2010 workshops shared and documented. - 11 applications of skills from2010 workshop shared and documented. - Recommendations for follow up highlighted and documented.	-	-	- OD tools have been identifed for further training of HIV & AIDS mainstreamers in facilitating organizational culture change.
ACTIVITY IMPLEMENTED	**11. OD/ID RESOURCE CENTER**			
PLANNED ACTIVITY RESULTS	EASUN's OD/ID Resource Centre is equipped with new books, DVDs and subscriptions to 10 journals, plus internet facilities for learning and networking for social change.			
VERIFIABLE INDICATORS	ACHIEVED RESULTS	VARIATION	CAUSES OF VARIATION	ACTION TAKEN/PLANNED ACTION
1. Number of materials purchased, plus subscriptions added or maintained; 2. Number of staff, practitioners and NGO leaders using Resource Centre materials;	1. 6 journal subscriptions renewed 2. 30 leaders, practitioners, interns and staff used resource centre materials regularly;	- new books ordered	- Difficulty with transferring funds to suppliers (National bank in Tanzania not providing credit card facilities and some suppliers will not give bank accounts for	- Some Associates with accounts outside East Africa willing to extend their credit card use to EASUN for cash reimbursement in Tanzania.

			direct wire transfers);	- Orientation of new staff to be finalized by end of 2010.
3. Latest research findings are informing EASUN's training and coaching activities, as well as documentation of plans and reports; 4. EASUN web-site and other internet facilities are in place and functioning well.	3. Resource centre materials used in 2 OD interventions, 1 training course and documentation of 4 CSO institutional development activities; 4. Web-site and other internet facilities maintained and developed.		- New staff in management of Resource Centre still in orientation.	

ACTIVITY IMPLEMENTED	12. GOVERNANCE MEETINGS			
PLANNED ACTIVITY RESULTS	In 3 meetings, the Board of Trustees and Executive Committee have reviewed activities, accountability in the management of resources and purpose, and provided strategic direction to the overall EASUN programme at the levels of values, management practice and performance.			
VERIFIABLE INDICATORS	ACHIEVED RESULTS	VARIATION	CAUSES OF VARIATION	ACTION TAKEN/PLANNED ACTION
1. Executive Committee and Board meetings are held as planned; 2, Financial statements, procedures and plans are reviewed and decisions documented; 2. Stated values are displayed and accessible for guiding leadership, work processes and strategies; 3. Approved financial statements, organizational procedures, strategy and plans ; 4. Inputs supporting organizational learning are shared between staff and board members.	1. 3 meetings (2 ExCom and 1 Board) held; 2. Financial statements reviewed and approved; 3. Experiences from different activities shared and new learning documented; 4. EASUN values and stated purpose noted and affirmed.	- 1 Board meeting.	- Need to save financial resources with the prospect of a constrained 2011	- ExCom (with fewer members) met and carried out the business on behalf of Board.

ACTIVITY IMPLEMENTED	13. REPORT WRITING WORKSHOP			
PLANNED RESULTS	A 3 day workshop has equipped 10 EASUN Staff & OD Associates with report writing skills toward meeting outlined standards and timely delivery of client reports thus sustaining a positive image of EASUN's services, professionalism and commitment			
VERIFIABLE INDICATORS	ACHIEVED RESULTS	VARIATION	CAUSES OF VARIATION	ACTION TAKEN/PLANNED ACTION
1. Reports are available on planned time; 2. Number of Associates and staff writing reports; 3. Standardized approach to writing EASUN reports;	1. 15 OD Associates and EASUN staff attended; 2. Current report writing formats and their effects on organizational development reviewed; 3. Reasons for delayed or unfinished reports analyzed and documented; 4. Standards for writing change intervention report surfaced and documented.	- training in general technical aspects of report writing - assessment of Associates technical abilities in report writing.	- Expressed felt needs of participants changed focus of the workshop in terms of report writing questions for OD practitioners.	- Strengthen contracting to uphold values and approaches likely to support reports that support change management by organizations concerned. - Organize (in 2011) a workshop on *writing skills and report documentation* as a basis for confidence and commitment to urgency in writing client reports.

ACTIVITY IMPLEMENTED	14. WORKSHOP TO REVIEW 2009 NORTH/SOUTH PARTNERSHIP DIALOGUE EVENT			
PLANNED RESULTS	CSOs from East Africa have met in a 3 day workshop and reviewed the November 2009 North-South consultation (Moshi Dialogue) from a Southern perspective.			
VERIFIABLE INDICATORS	ACHIEVED RESULTS	VARIATION	CAUSES OF VARIATION	ACTION TAKEN/PLANNED ACTION
1. Number of NGO leaders attending the workshop; 2. Specific stories from the November consultation are shared and giving authentic analysis of the meeting; 3. The undeclared politics of the	- 92% (15 men, 8 women) of targeted total number attended. - New lessons from questions that emerged in 2009 South North meeting surfaced and documented	- Gender balance at level of representation	Reflects situation of unbalanced proportions of men and women in the leadership of CSOs in the region.	- EASUN continues to insist, at the point of invitation, on the importance of supporting women's representation of their organizations.

November meeting are surfaced and enabling thorough analysis of the shadow side of how development partnerships affect their performance; 4. Results of the workshop are documented and ready for use to inform North South dialogue on partnerships.	- Increased awareness of Southern NGOs innate resources relevant to their capacity development. - Increased ownership of Southern NGOs' responsibilities for their sustainable capacity development.			

ACTIVITY IMPLEMENTED	15. REGIONAL WORKSHOP ON MAINSTREAMING HIV/AIDS IN OD/ID APPROACHES			
PLANNED RESULTS	20 practitioners in OD and AIDS fields from East Africa have strengthened skills in assessing linkage between organizational culture, policy and strategy and established OD frameworks for increased CSOs awareness toward sustainable mainstreaming of HIV/AIDS in workplace policies and activities.			
VERIFIABLE INDICATORS	ACHIEVED RESULTS	VARIATION	CAUSES OF VARIATION	ACTION TAKEN/PLANNED ACTION
1. Number of expert participants attending the workshop; 2. Recommendations for OD/ID interventions incorporating HIV/AIDS awareness are documented and ready for use; 3. OD/ID analytical frameworks are designed to trigger awareness of HIV/AIDS resilience as a critical organizational capacity area.	- 75% of targeted OD practitioners and HIV & AIDs mainstreaming experts attended - Three key lessons of how OD skills add value to HIV & AIDS mainstreaming highlighted and documented: - Recommendation to train HIV&AIDS mainstreamers in OD knowledge and tools for culture change documented. - OD survey tools improved to raise awareness of HIV&AIDS as a factor influencing organizational behavior and development.	- 25% targeted participants	- various/unanticipated circumstances	-

ACTIVITY IMPLEMENTED	2.4.9. EXCHANGE VISITS FOR PRACTICE DEVELOPMENT			
PLANNED RESULTS	One EASUN staff has participated in annual OD conference of the OD Network U.S.A., strengthening OD techniques for transforming organizational practices in East Africa.			
VERIFIABLE INDICATORS	ACHIEVED RESULTS	VARIATION	CAUSES OF VARIATION	ACTION TAKEN/PLANNED ACTION
1. Number of resource people identified for engagement with the EASUN Learning Centre; 2. New resource center materials acquired; 3. Number of networking partners identified; 4. New OD tools learnt and benchmarked.	Activity not implemented in 2010		Cost cutting to manage financial shortfall	Planning for 2011

ACTIVITY IMPLEMENTED	16. COACHING NEWLY TRAINED OD PRACTITIONERS (APPRENTICESHIP PROGRAMME)			
PLANNED RESULTS	6 OD apprentices from CSOs in the region are accompanied in real time interventions to strengthen their coaching skills in facilitating leadership, systems and organizational culture transformations toward improved governance and increased organizational effectiveness of CSOs.			
VERIFIABLE INDICATORS	ACHIEVED RESULTS	VARIATION	CAUSES OF VARIATION	ACTION TAKEN/PLANNED ACTION
1. Number of apprentices involved in OD interventions in client situations; 2. Self-development questions and plans of apprentices shared in coaching sessions; 3. Apprentices are applying tools that engage clients in creative creating their own awareness and commitment to change plans; 4. Number of apprentices invited by	- 4 newly trained practitioners accompanied in practical interventions - Apprentices reflection on personal development and facilitation skills documented; - 5 areas of positive shifts in practice and skills by apprentices shared and documented. - 3 apprentices co-facilitated 4 of EASUN's networking meetings and training courses.	- 2 apprentices	- EASUN's decision to fast-track practice development of apprentices who were more available for their own development and to add to EASUN's capacity.	-

EASUN and others to facilitate networking and training workshops.				
ACTIVITY IMPLEMENTED	**17. VISUAL FACILITATION TRAINING OF TRAINERS AND ACTION RESEARCH ON CAPACITY BUILDING METHODOLOGIES IN THE AFRICAN CONTEXT**			
PLANNED RESULTS	17 practitioners have acquired skills in visual facilitation, i.e., real-time documentation of learning processes with images and words to foster creativity and participation.			
VERIFIABLE INDICATORS	ACHIEVED RESULTS	VARIATION	CAUSES OF VARIATION	ACTION TAKEN/PLANNED ACTION
1. Participants have successfully documented different aspects of conversations in the training process with images, words and symbols; 2. Examples, questions and new perspectives on relevance of visual facilitation in capacity building of organizations and community groups in Africa are shared and documented; 3. Plans for further aspects of action-research on capacity building methodologies in Africa are developed and documented.	- 15 practitioners attended workshop - Skills in facilitating documentation of experiences through images practiced and internalized. - Lessons connecting visual facilitation, empowerment and transformation highlighted and documented. - Increased creativity and openness of facilitators demonstrated and documented as empowering processes in use of "self" as a facilitation tool. - Plans shared by participants to use more visual facilitation in community activities and document experiences for advocacy in capacity building arenas.	- 2 participants	- unforeseen circumstances for invited participants	

8. What CSOs said about EASUN in 2010

Supporting responsibility-taking

Many thanks for the excellent workshop at Amakula, which was appreciated a lot by all of us. I have realized that it actually came at the perfect moment in which we needed to do a lot of rethinking about our organization in order to pave its way for the future. The reflective and practical part of the workshop enabled our staff to recognize that they too have a responsibility in making this organization what it is and can be. This already makes a difference for us as everybody is very motivated to work together towards the goals we defined.

Alice,
Amakula, Kampala, Uganda.

EASUN's alternative outlook on leadership brings hope to the continent

I am excited after reading the reports of the interventions EASUN undertook recently. The depth of the discussion and the "alternative" ways of looking at leadership and transformation gives one hope about emerging civil society on the continent.

Geoffrey Mamputa
Provincial Government of Western Cape, South Africa

A transformational experience

Over 3 years ago when I learned about EASUN, I was inspired and excited about the important work that you were doing in East Africa, and I think subconsciously I decided I wanted to be a part of that movement. So I am appreciative because it is wonderful to be connected to people that share similar values and a passion for positive and self-defined progress in Civil society.   The HIV Mainstreaming learning meeting was a rich and evocative discussion, and I hope that my contributions were useful as you develop what I trust will be an awesome training.

Lastly, I am appreciative for being able to be a part of the FOD training. It is truly a critical and transformational experience, not just for aspiring OD interventionists, but for all agents of change; as it facilitates our ability to impact positively all of the spaces in which we move, from professional to personal.

Anike Akridge, Kigamboni Community Centre

Indigenous organizations are reclaiming ownership

I am excited just reading on what transpired during the South South dialogue. I applaud the fact that indigenous organizations are already taking major steps towards reclaiming back their ownership... which they had inadvertently given out in exchange for financial support.

Myra Dangana, Monitoring & Evaluation Officer, EANNASO

"You succeeded in creating ownership"

I would like to thank EASUN for its strong support to the participatory process of UZIKWASA's constitutional review and revision. EASUN's intervention succeeded in creating ownership among board members and senior management as far as UZIKWASA's new strategic direction is concerned. One of the great lessons of the past workshop was a new awareness that a healthy development and growth of UZIKWASA requires a process of constant self-reflection and sufficient capacity to address the challenges that are inherent to the various stages of organizational development. Therefore during the past workshop UZIKWASA board members decided to plan for regular organizational capacity building activities of which a board training on accountability and good governance is a top priority for the year 2010. Our new board starting in 2010 shall need a strong intervention in order to be able to effectively address the challenges ahead.

Dr. Vera Pieroth, Executive Director, UZIKWASA, Pangani, Tanzania.

"EASUN increased my capacity for dialogue"

I want to share my feelings and thoughts with regard to the impact that EASUN activities have had on me personally. I am now strengthening my discipline at *learning* and practicing ethical leadership skills. The North–South consultation (Moshi dialogue) of 2009 had a particularly strong impact on me. I am learning a lot in my current engagement with International Agencies. Many issues raised during the Moshi dialogue of North-South NGOs are nearly quite the same with what is happening in the governmental sector.

Through the influence of EASUN activities, such as the FOD course, I have developed the spirit of opening up to new experiences through increased capacity for dialogue. I thank EASUN for the learning opportunities afforded to me through Sahiba Sisters Foundation, which have allowed me to engage more meaningfully with other people in Tanzania and around the globe.

Khadija Mohammed Hija, Sahiba Sisters Foundation, Zanzibar

90%

I would like to congratulate EASUN on its growth! from reading the e-newsletter you seem to be growing by leaps and bounds. I recently met Harriet Kongin in Kenya and discussed progress on our "Life Journeys" since the FOD training with EASUN. We particularly reflected on our goals set during the follow-up biographies workshop of 2005. It is amazing that we both achieved over 90% of our planned actions! We then agreed to send an appreciation note to you and thank you for touching our lives. EASUN has impacted the lives of many people, this I know for a fact and we do value you a lot.

Silvia Angey Ufoyuru, Programme Manager, NEPAD/APRM Unit
National Planning Authority, Kampala, Uganda.

Feedback specific to EASUN eNews

We learn from your experiences and practice
Happy New Year and thank you for the e-News. This is another great opportunity of learning from interventions that took place, which we didn't have the opportunity to participate in.

Jackline Kabahinda, Uganda NGO Forum, Kampala

A practice of development
Thanks for the eNews update. Your work sounds exciting. I was in Oslo at the invitation of the Oslo University College last week and met with their International and Development studies faculty members. I suggested to them to contact EASUN and find out about your practices. (or should I say practice of development). All the best to you and more strength with your work.

Karen Collett , (TIP South Africa)

You improve our knowledge and skills
Greetings from Uganda Reach the Aged Association (URAA). Thank you not only for regularly keeping us in the know about what is happening at EASUN but also improving our knowledge and skills in OD and sharing such powerful experiences and lessons. Thank you for the great work you are doing over there.

Joseph Mugisha-Bitature, URAA, Kampala, Uganda.

You have lived your values
Thank you for the good work you are doing for the CSO community in East Africa and especially for the spirit of sharing. You have lived one of your values. Keep it up!

Jane Nakintu in Uganda

We need you
I have read with satisfaction and *awe*, the eNews report on "The leadership link in CBOs Institutional Development". I find this both inspiring and challenging. Inspiring when I try to imagine how different those leaders will be back in their respective constituencies and challenging when I reflect on how much such a workshop is needed by many of us working in the region - what a difference it would make. You are doing a wonderful job, making a well deserved contribution in rural development. Kudos.

B. Kitonyi, Inades Formation, Kenya

9. HUMAN RESOURCES FOR GOVERNANCE AND PROGRAMME MANAGEMENT

EASUN Board of Trustees 2010

1. Mrs. Asha Aboud
Zanzibar Gender Coalition
Tanzania
NGO Leader

2. Ms. Ananilea Nkya
Tanzania Media Women's Association (TAMWA)
Tanzania
NGO Leader

3. Aginatha Rutazaa (Board Chair)
Tanzania
Kilimanjaro Women's Information Exchange &
Consultancy Organization
NGO Leader

4. Dr. Mtullu
Tanga AIDS Working Group (TAWG)
Tanzania
NGO Leader

5. Mr. Zie Gariyo (Vice Chair)
Uganda Debt Network
Uganda
NGO Leader

6. Ms. Lucy Ng'ang'ga (Honorary Treasurer)
EANNASSO
Kenya
NGO Leader

7. Mr. Chris Mbiti
Poverty Eradication Network
Kenya
NGO Leader

EASUN Staff and Interns 2010

1. **Agnes Alphonce**
   Office support, Tanzania
2. **Felician Mbyatu**
   Office support, Tanzania
3. **Alando Anyona**
   Systems and Communication
   Manager, Tanzania
4. **Fidelis Kishe**
   Financial Administrator, Tanzania

6. **Nyantito Machota**
   Programme Officer, Tanzania
7. **Mosi Kisare,**
   Executive Director, Tanzania

Interns:
1. **Njura Lusingu**
   Tanzania
2. **Marcella Mwambe**
   Tanzania

EASUN Associates 2010

1. **Joseph Meruaki,** Kenya
2. **Jared Onyach,** Kenya
3. **Salma Maoulidi,** Tanzania
4. **Brenda Sonn,** South Africa
5. **Professor Tony Ghaye,** United Kingdom
6. **Dr. Philip Chambers,** United Kingdom
7. **Wangui Karanja.** Kenya
8. **Hope Kabuchu,** Uganda
8. **Ashanut Okile,** Uganda
9. **Faith Sax,** South Africa
10. **Alan Kaplan,** South Africa
11. **Usu Mallya,** Tanzania
12. **Tanja Kisslinger,** Canada
13. **Richard Kiirya,** Uganda
14. **Doreen Kwarimpa-Atim,** Uganda

10. EASUN ANNUAL REPORT 2010

Income and expenditure (TZS)

	Actual 2010	Budget 2010
Income		
Institutional grants	384,364,019	307,638,000
Programme grants	276,348,760	276,500,000
Other income	101,983,256	92,065,000
	762,696,035	676,203,000
Programme expenditure		
Transformational leadership capacity development	54,361,461	54,547,000
Transforming organizational practices through OD	43,863,579	43,905,000
Special focus on CBOs Institutional development	13,666,726	13,709,000
Networking and knowledge exchange	44,730,236	44,961,000
Communications for OD/ID awareness	21,030,604	21,086,000
Programme planning and implementation	290,656,466	286,731,000
Running costs of programme equipments	60,079,568	59,974,000
Learning centre development	44,004,273	44,111,000
	572,392,913	569,024,000
Surplus for the year	190,303,122	107,179,000

11. Balance Sheet (TZS)

ASSETS	2010	2009
Non-current assets		
Property and equipment	754,677,045	596,544,446
Lease prepayment	12,068,183	12,272,727
	766,745,228	608,817,173
Current assets		
Accounts receivable	62,455,184	19,559,816
Bank and cash balances	230,919,017	275,500,585
	293,374,201	295,060,401
Total assets	1,060,119,429	903,877,574
FUNDS AND LIABILITIES		
Funds		
Replacement fund	114,567,797	106,131,083
Accumulated funds	909,270,148	727,403,740
Total funds	1,023,837,945	833,534,823
Current liabilities		
Accounts payable	36,281,484	70,342,751
Total liabilities	36,281,484	70,342,751
Total funds and liabilities	1,060,119,429	903,877,574