

TECHNICAL ASSISTANCE COMPLETION REPORT

Division: PAHQ

| TA No., Country and Name TA 6222-REG: Pacific Developing Member Countries' Leadership Enhancement and Advancement Program | | | Amount Approved: \$600,000 | | | | | | | | | | | | | | | | |
|--|--|-------------------------|---|---|--|--------------------|--|----------|---------|-------------------------|----------|--------|-------------|------|--------------|------------------|----------------|------------------------|--|
| | | | Revised Amount: \$641,416.00 | | | | | | | | | | | | | | | | |
| Executing Agency: ADB/PARD | Source of Funding: TASF/AusAID | | TA Amount Undisbursed \$24,717.26 | TA Amount Utilized \$616,698.74 | | | | | | | | | | | | | | | |
| <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="3" style="text-align: center;">Date</th> <th colspan="2" style="text-align: center;">TA Completion Date</th> </tr> <tr> <th style="text-align: left;">Approval</th> <th style="text-align: left;">Signing</th> <th style="text-align: left;">Fielding of Consultants</th> <th style="text-align: left;">Original</th> <th style="text-align: left;">Actual</th> </tr> </thead> <tbody> <tr> <td>23 Dec 2004</td> <td>N.A.</td> <td>1 March 2005</td> <td>28 February 2007</td> <td>31 August 2007</td> </tr> </tbody> </table> | | | Date | | | TA Completion Date | | Approval | Signing | Fielding of Consultants | Original | Actual | 23 Dec 2004 | N.A. | 1 March 2005 | 28 February 2007 | 31 August 2007 | TA Closing Date | |
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| | | | Original 28 February 2007 | Actual 21 January 2008 | | | | | | | | | | | | | | | |

Description

In response to the need of creating critical masses of effective and responsible leaders to steer development processes in the Pacific island countries, the Leadership Enhancement and Advancement Program (LEAP) was launched to strengthen the professional competencies of senior and middle level executives in government, private sector, and civil society in participating Pacific Developing Member Countries (PDMCs).

Expected Impact, Outcome and Outputs

The expected impact of LEAP was to improve the standard of living of the population of 14 PDMCs through enhanced public and private service delivery. The outcome of LEAP, "improved management efficiency and effectiveness within public and private PDMC institutions and civil society organizations," would directly contribute to the impact. The expected outputs of LEAP comprised: (i) establishment of a Secretariat; (ii) constitution of a Steering committee; (iii) conduct of a training needs assessment (TNA) for public and private sector midlevel and senior managers and technical staff; (iv) establishment of a network of development education and training providers for public and private policy, project planning, and management; (v) training of trainers; and (vi) establishment of twinning arrangements between PDMC institutions. Achievement of the outputs, outcome and impact were supported by the design, scope and terms of reference (TOR) of the consulting services.

Delivery of Inputs and Conduct of Activities

The TOR provided for three international consultants intermittently for a total of 14 person-months, and one national consultant for 10 person-months intermittently. All were recruited as individuals. The performance of all consultants was satisfactory or excellent¹ as measured by the quality and timeliness of their reports, course participants' feedback, and the performance evaluation reports (PERs).

The project purpose, terms of reference, and implementation arrangements were generally appropriate. The project was formulated and implemented in close consultation with the key stakeholders in PDMCs including the Pacific Islands Forum Secretariat (PIFS) and international donors such as the Australian Agency for International Development (AusAID) and the New Zealand Aid for International Development (NZAID). In order to further ensure complementarity and convergence of capacity development efforts, PIFS, AusAID, and NZAID were included in the LEAP Steering Committee. However, the depth of expected inputs from this committee did not eventuate as the TA design had not adequately considered how the committee was to meet given the geographic dispersion of the members, and as such, only one meeting eventuated although individual steering committee members did respond to requests for their views and inputs on issues as the TA was implemented. The quality of other inputs, particularly the consultants and resource persons, were outstanding. The conduct of a systematic and comprehensive TNA was particularly useful in identifying and designing training courses that provide optimum value to the trainees. All LEAP training courses were meticulously developed to suit the needs and profiles of the trainees. Each course was a result of iterative and systematic process of analysis and planning to bring about the best possible package of learning sessions and activities to ensure the successful achievement of the desired learning outcomes.

Those participating in the piloting of training course provided strongly supportive and complimentary feedback on the design and conduct of the course.

¹ The PER for one international consultant provided an overall rating of excellent, all other consultants were rated satisfactory overall.

The TA inputs provided a cost-effective means to contribute in addressing the Pacific's difficulties in creating critical masses of effective and responsible leaders. The development of coursework and knowledge products was converted into local leadership capacity through targeted training and wide dissemination of information. The TA developed local capacity and provided access to leadership information, the result of which is long-term benefits to the Pacific through improved quality of leaders. The performance of ADB (as the executing agency) in coordinating inputs was highly satisfactory.

Evaluation of Outputs and Achievement of Outcome

Key outputs achieved were:

- A TNA which involved 506 respondents from 14 PDMCs and was completed in August 2005.
- Training of 119 persons while pilot testing coursework in four thematic areas (three in Manila, Philippines, and one each in Nadi, Fiji and Tokyo, Japan). This latter course was conducted in partnership with the Asian Development Bank Institute.
- Networks and partnership development through Letters of Intent (LOI) to support LEAP implementation signed with the Asia Pacific School of Economics and Governance (Australian National University), University of South Pacific, and the National College of Public Administration and Governance (University of the Philippines), and discussions of partnership arrangements with the East-West Center (University of Hawaii) and Pacific Islands Forum Secretariat.
- Establishment of the LEAP Secretariat and LEAP Steering Committee.

Outputs were efficiently produced within budget and without major changes to the scope of the TA. The TNA was used to identify eight priority leadership competencies (i.e. planning strategically, improving self and developing others, using analytical tools and techniques, managing institutional and organizational development, formulating and analyzing policies, developing and managing programs and projects, managing financial systems, and promoting good governance) which were the basis for course themes. The TNA results were validated by PDMC stakeholders and LEAP Steering Committee between September and October 2005. LEAP training courses were not only needs-and-researched-based, but were also learner-centered and customized. LEAP training courses emphasized learning practical tools and approaches in leading and managing organizations within a context of a developing nation. Course developers and resource persons had extensive professional experience and related well with the course participants. LEAP training courses also used a mix of pedagogical approaches to facilitate learning and to ensure achievement of desired learning outcomes. Furthermore, LEAP recognized prior learning experiences of the participants and, as such, put primacy on what the participants could contribute to the learning process. Participants were considered as mentors and coaches in LEAP courses. The LOIs and partnerships provided resource persons for the pilot LEAP courses and form a basis for expanded outreach to academic institutions in the planned LEAP Phase II.

As an added output not included in the original design, LEAP created a project website for sharing information and knowledge products. On-line Class Pages and discussion groups were also set up for alumni of LEAP training courses to continue their dialogue. The knowledge on leadership developed in LEAP was also widely disseminated through a publication, *LEAP Forum*, again not included in the original design of the TA. By redirecting savings made in some LEAP components, these outputs were provided and they made significant contributions to the outreach of LEAP, bringing leadership issues to far more persons than could be done solely through piloting the training courses.

LEAP satisfactorily delivered the expected TA outputs on schedule and within budget, with additional time taken to produce outputs not originally planned. Course evaluation results indicated that the participants were very pleased with the content and methodology, as well as the management and administration, of the training courses. Participants also claimed that they found the courses very practical and useful. Client satisfaction with outputs was also considered to be high given the good use of the LEAP webpage, the positive feedback received on *LEAP Forum*, and the take-up of LOI's with ADB on LEAP by regional training organizations.

The TOR was met and exceeded through provision of additional outputs. The TA is considered to have been effective in achieving the desired outputs with quality reports/training provided on time. Reporting requirements were met through the provision of the TNA report, an interim progress report, four training completion reports, and a final report. In evaluating outputs, the performance of ADB has been ranked as highly satisfactory.

Monitoring and evaluation of learning results from LEAP, through the participants' learning diaries and action plans, show examples of the application of skills and knowledge from the courses being applied to benefit in the workplace. There were also cases of participants acting as trainers in country and passing on LEAP knowledge. In monitoring the achievement of outcomes, the status of indicators included in the Design and Monitoring Framework proved difficult to assess and further attention to the development of more practical indicators and inclusion of tools for their monitoring would have better enabled measurement of outcomes. The degree to which LEAP achieved its intended outcome of "improved management efficiency and effectiveness within public and private PDMC institutions and civil society organizations" is unable to be comprehensively measured.

Overall Assessment and Rating

The TA is rated as successful, reflecting the delivery of outputs within the planned schedule, the strongly-positive feedback, and the indications that the training and knowledge products provided have contributed to some positive changes in leadership behavior among participants. These indicators include the taking on of the role of trainer on leadership issues, as well as taking steps to implement changes set out in participants' action plans.

Major Lessons

The success of LEAP is attributable to many factors: (i) training courses designed to meet identified needs; (ii) emphasis on careful analysis and meticulous planning of activities; (iii) consultation with, and participation of, target beneficiaries; (iv) collaboration with similar leadership training programs within and outside ADB; and (v) effective management and supervision.

Leadership training and development interventions can generate better results and outcomes if the following elements are taken into account and incorporated in the program design and implementation arrangements: (i) delivery of high quality and demand-driven training programs based on systematic assessment of training needs; (ii) training programs are guided by a competency-and-skills-based training curriculum that is geared towards developing the required proficiencies; (iii) capacities of local educational and training institutions are developed to support the continuous delivery and improvement of leadership training programs; (iv) training interventions are matched with parallel improvements in the policy and institutional frameworks, as well as in the organizational environment, thus enabling the trainees to apply what they had been trained for and to function more efficiently and effectively when they are in their respective workplaces; (v) leadership training and development is aligned within the broader context of promoting and institutionalizing good governance; (vi) well-coordinated and more focused support systems, which emphasize and engender co-operation and complementation while avoiding duplication and overlap; and (vii) rewards and incentives mechanisms to sustain initiatives.

A systematic approach to monitoring the effectiveness and use of the leadership training provided was lacking in the TA design yet it is integral to leveraging ongoing support for leadership training. To ensure the provision of beneficial external guidance, appropriate opportunities for interaction of experts need to be identified and financially supported by the TA.

Capacity development is also a long and continuing process which should not, and cannot, be fast-tracked. Leadership training, as with human resource development, tends to be given lesser priority as resources made available invariably fall short. Capacity development initiatives also tend to be fragmented and discontinuous. Sustaining gains is a formidable challenge.

Recommendations and Follow-Up Actions

The achievements under LEAP to support leadership training in the Pacific would be more likely sustained when the second phase of LEAP, proposed in the TA paper, is implemented. Future efforts should be directed at enhancing the capacities of in-country and regional educational training institutions for planning, organizing, and managing leadership training and development programs, utilizing the coursework developed in Phase I. Improved functioning of the external expert guidance mechanism and appropriate adjustments in the training courses, based on the monitoring and evaluation results, should be made if Phase II is supported. A system to monitor outputs, outcome and impact of the TA needs to be included in the design of any further phase.