

## **East Africa Regional Senior Leadership Program for Physical Rehabilitation and Disability Rights**

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Promote Global Health and Strong Health Systems

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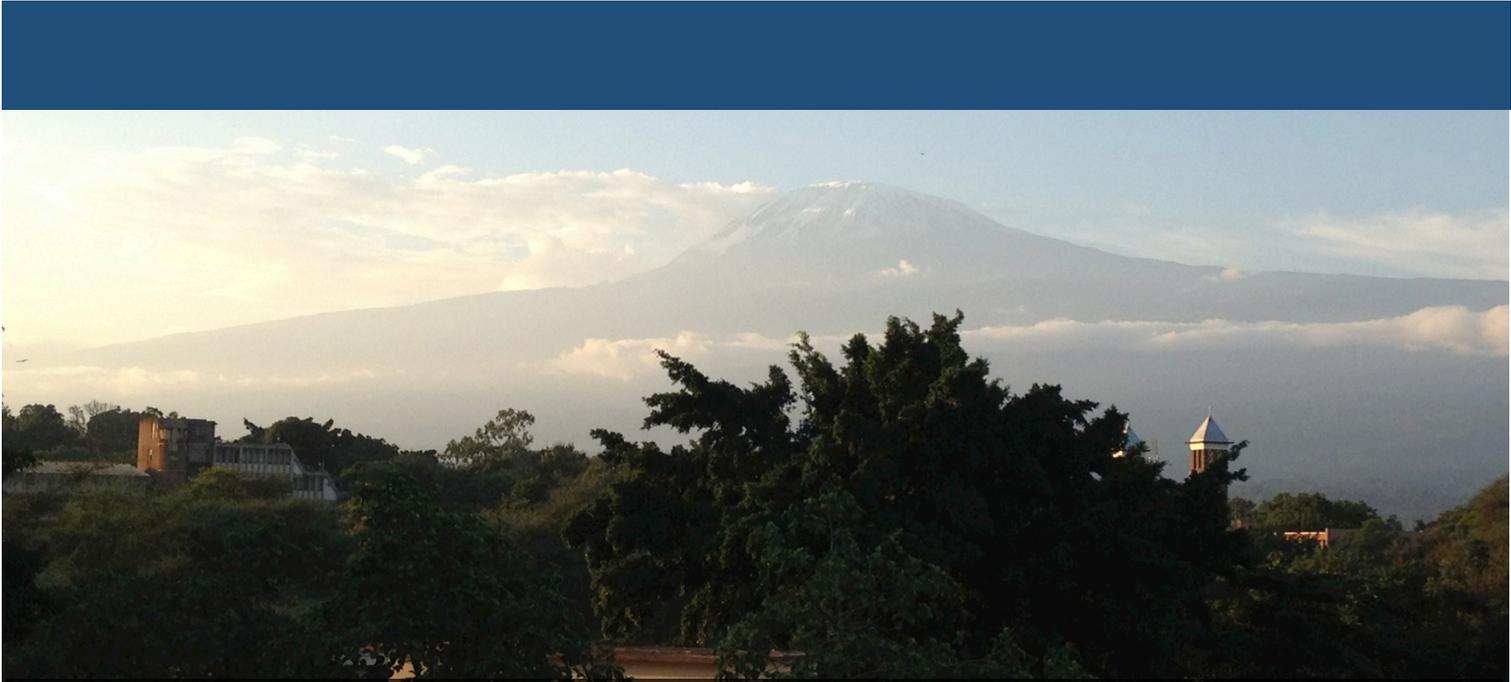
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# East Africa Regional Senior Leadership Program for Physical Rehabilitation and Disability Rights

Evaluation Report  
September 2015



**ICRC**

**ICRC Special Fund for the Disabled**



## **Acknowledgements**

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This report was prepared for the United States Agency for International Development (USAID) under the Leadership, Management & Governance (LMG) Project by the Yale University Global Health Leadership Institute (GHLI). This report provides a detailed review of the implementation of the East Africa Regional Senior Leadership Program (SLP) held in Dar es Salaam, Tanzania. This SLP was designed collaboratively by Management Sciences for Health (MSH) and GHLI, in partnership with the International Committee of the Red Cross (ICRC) Physical Rehabilitation Program (PRP), and the Special Fund for the Disabled (SFD).

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## List of Acronyms

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BOLSA	Bureau of Labor and Social Affairs
CCBRT	Comprehensive Community Based Rehabilitation Training
DPO	Disabled People's Organization
HMIS	Health Management Information System
GHLI	Yale Global Health Leadership Institute
ICRC	International Committee of the Red Cross
IEC	information, education, and communication
LMG	Leadership, Management & Governance Project
MSH	Management Sciences for Health
MoHSW	Ministry of Health and Social Welfare
MOI	Muhimbili Orthopedic Institute
MOLSA	Ministry of Labor and Social Affairs
NAPO	National Authority for Prosthetics and Orthotics
P&O	prosthetics and orthotics
PFSA	Pharmaceutical Fund Supply Agency
PRC	physical rehabilitation center
PRP	Physical Rehabilitation Program
PWD	People/Person with Disability
SFD	Special Fund for the Disabled
SLP	Senior Leadership Program
UNCRPD	United Nations Convention on the Rights of Persons with Disabilities
USAID	United States Agency for International Development

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## **Executive Summary**

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The Senior Leadership Program (SLP), created by the USAID-funded Leadership, Management and Governance (LMG) Project, equips senior decision makers with the skills to address key challenges in their fields. The LMG Project implemented SLPs in Ethiopia and Rwanda with the goal of empowering health professionals to ultimately improve service delivery and strengthen health systems. The SLP discussed in this report, the East Africa Regional SLP, expanded the SLP beyond its original focus in health. Through a new partnership with the International Committee of the Red Cross (ICRC) Physical Rehabilitation Program (PRP) and the Special Fund for the Disabled (SFD), the East Africa Regional SLP was adapted with the objective of strengthening leadership, management, and governance capacities in the field of physical rehabilitation and disability rights.

The East Africa Regional SLP, which was hosted in Dar es Salaam, Tanzania from August 2013 – May 2014, was the LMG Project’s first multi-country SLP; the program included teams from Ethiopia, Sudan, Tanzania, and Zambia. The 23 participants came from diverse backgrounds, representing government, civil society, and service providers positioned to strengthen the enabling environments for people with physical disabilities in their country. Each of these teams was brought together, guided, and facilitated by a PRP or SFD program manager. Together, participants and ICRC facilitators learned new tools, concepts, and practices of leadership, management, and governance, and, as a team through a field project, they addressed a priority disability rights issue in their respective countries.

The field project was an essential component of the SLP, creating a structure for applied learning of the LMG practices, fostering cross-country learning and experience sharing, providing peer and instructor feedback on the application of practices, and enabling participants to come together as a working team to foster new networks and relationships. The country teams made impressive progress on their field projects (Table 6), and new relationships among them led to partnerships and projects beyond the formal program (Table 7).

This report documents a post-program, mixed methods evaluation of the SLP with the objective to (1) assess change in participant and facilitator professional performance in leadership, management, and governance and (2) assess the curriculum overall as it incorporated disability rights and the United Nations Convention on the Rights of Persons with Disabilities (UNCRPD). The evaluation involved in-depth interviews, assessment of field projects, an online survey, and a core competency self-assessment. The evaluation identified important participant changes including improvement in confidence, application of leadership, management, and governance practices, and the understanding and prioritization of disability rights and services.

The evaluation also highlighted key program challenges, which included language barriers between country teams, a short program duration, limited resources for field projects, limited time for participant selection, impractical or weak sessions on gender, disability rights, and the UNCRPD, as well as a significant time burden on and minimal training of facilitators.

Key findings of the evaluation include:

1. The SLP format and structure were well tailored to meet the professional development needs of participants and facilitators.
2. Participants and facilitators readily applied the LMG practices in their work settings and on field projects.

3. The SLP fostered important professional networks and relationships among government agencies, civil society, and practitioners among and across country teams.
4. The field project is a critical program component, fostering team learning and catalyzing new collaborative work.

Given this, the evaluation led us to several recommendations for future leadership development efforts. These include:

1. Enabling adequate time for participant selection to achieve desired team composition,
2. Encouraging teams to engage participants from different sectors, institutions, and professional backgrounds, for a diverse composition,
3. Strengthening orientation and training for program facilitators
4. Seeking existing online networks to encourage greater program connectivity and accountability,
5. Improving integration and delivery of the gender curriculum,
6. Identifying opportunities for participants' continued professional development, and
7. Continued close consideration and preparation for appropriate accommodations.

## **1. Background**

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The Senior Leadership Program (SLP) is part of a larger United States Agency for International Development (USAID)-funded, five-year project to improve leadership, management, and governance in health in low and middle-income countries. Within this USAID Leadership, Management, and Governance (LMG) Project, consortium partners Yale Global Health Leadership Institute (GHLI) and Management Sciences for Health (MSH) jointly designed and developed a SLP for high-level decision makers. The executive-style program includes multiday convening sessions across a nine-month period, with remote coaching and check-ins throughout the program. To date, four SLPs have been implemented: The first SLP was delivered in Rwanda for 30 district hospital medical directors and public health faculty; in Ethiopia, two SLPs engaged more than 50 individuals in top leadership roles in the health sector, both from the Federal Ministry of Health and Regional Health Bureaus; and most recently, the SLP was implemented in Tanzania, with participation from four countries in the East African region, with a focus on physical rehabilitation and disability rights. The East African Regional SLP came out of the LMG Project's collaboration with ICRC and SFD. In 2012, SFD board members' noted that existing investments in strengthening the technical capacity of physical rehabilitation centers might go farther by coupling these investments with interventions to target gaps in the enabling environment in partner countries. The enabling environment in most countries where ICRC and SFD operate faced various policy-level challenges, such as: inadequate budget, inadequate human resources; unclear accountability and institutional structures, poor policy implementation, and poor follow up on implementation.

LMG and ICRC agreed that the SLP approach could serve as a catalytic mechanism for convening senior decision makers from both government and civil society to systematically analyze such systems-level problems and identify actions they can take to improve the provision of physical rehabilitation in their countries—a practice that does not occur in most of their partner countries.

ICRC and SFD, in collaboration with USAID and LMG, chose East Africa as the first region to utilize the SLP approach. The four specific countries were selected based on availability, interest and opportunity from the perspective of ICRC and SFD Heads of Project in each country, in consultation with their counterparts in the partner governments. Members of each country team were selected based on the priorities identified by the country leadership and in close collaboration with ICRC. Senior decision-makers who represent leadership in disability service delivery, financing, regulation, and/or policy making were targeted for participation. Representation from the ministry or ministries in charge of physical rehabilitation and disability services were prioritized. To support the teams, ICRC facilitators were selected to help teams to identify their focus problem in the enabling environment and to coach the development and implementation of the team strategy, to continue momentum on the ground between workshops.

In May 2014, 23 participants and five ICRC facilitators received a Yale School of Public Health Certificate in Advanced Training in Leadership, Management, and Governance.

Goals of the SLP were to enable participants to:

- Build individual and group capacity for effective leadership;
- Perform strategic assessments of needs, resources, and constraints;
- Apply strategic problem solving to address key system problems;
- Obtain and apply data to guide and evaluate strategic decisions;

- Employ fair and transparent decision making and enable accountable, gender-responsive governance;
- Create awareness and understanding of disability rights and the UNCRPD; and
- Strengthen professional network between participating organizations and the ICRC.

Participants developed and applied these skills throughout the program by identifying a specific issue related to disability rights and physical rehabilitation services on which to focus, developing an actionable work plan using the problem-solving and leadership frameworks presented in the program, and working together with their respective teams and stakeholders between sessions to implement and evaluate their plans.

## 2. Schedule and Curriculum

The East Africa Regional SLP was delivered in three sessions over nine months and held in Dar es Salaam, Tanzania. The curriculum (Table 2 and Appendix B) was tailored to incorporate a focus on disability and physical rehabilitation and aimed to strengthen core competencies needed to address pressing challenges in this area. The program was delivered using interactive lectures, facilitated discussions, group work sessions, and applied, team-based field projects.

**Session I**, which spanned four full days, introduced participants to practices in strategic problem solving, leadership, gender in leadership, governance practices of cultivating accountability and setting a shared direction, and an overview of the UNCRPD

by an international disability rights advisor. The leadership, management and governance practices introduced throughout the program are based on twelve LMG Project leading, managing and governing practices (see Figure 1). The field project, an opportunity for participants to directly apply concepts introduced in the program to real workplace challenges, was also introduced during Session I.

### Team-Based Field Project

The field project was an essential component of the SLP, creating a structure for applied learning of the LMG practices, providing peer and instructor feedback on the application of practices and enabling participants to come together as a working team to foster new networks and relationships. At the beginning of the program, each team selected a complex problem that existed in their country related to physical rehabilitation and disability rights. The field projects allowed participants and facilitators to develop a deeper understanding of the problem, learn from the diverse experience and perspectives of their fellow team members, and implement new strategies to address the problem. The field projects were completed in stages throughout the SLP, and the modules from each of the three sessions were structured to prepare and support teams in implementing their field project (Tables 8-11 for details of the field projects).

Table 1 outlines the iterative steps through which the



Figure 1: Leading, managing, and governing for results

Table 1. Strategic Problem-Solving Process
1. Scan the landscape and define the problem
2. Envision the future: Start with the end in mind
3. Set a SMART objective
4. Conduct root cause analyses
5. Develop and compare alternative strategies
6. Create an implementation plan
7. Design an evaluation plan
8. Implement and monitor progress

teams were guided in order to address their selected problem. With the support of the ICRC facilitators and SLP instructors, each team was able to make real progress in addressing the problem while applying the strategic problem-solving process and other LMG practices introduced in the program.

<b>Table 2. Curriculum</b>
<i>Session I (August 27-30, 2013)</i>
<ul style="list-style-type: none"> <li>• Human Rights and the UNCRPD</li> <li>• Working Across Groups</li> <li>• Strategic Problem Solving (problem, objective, root cause analysis, strategy selection)</li> <li>• Team Roles and Dynamics I</li> <li>• Good Governance I</li> <li>• Identifying and Engaging Stakeholders</li> <li>• Cultivating Accountability</li> <li>• Advanced Presentation Skills</li> <li>• Gender in Leadership</li> </ul>
<i>Session II (November 26-29, 2013)</i>
<ul style="list-style-type: none"> <li>• Human Rights and UNCRPD II</li> <li>• Team Roles and Dynamics II</li> <li>• Setting a Shared Direction</li> <li>• Stewarding Resources</li> <li>• Leadership and Followership</li> <li>• Strategic Problem Solving (implementation, monitoring, and evaluation)</li> <li>• Good Governance II</li> <li>• Change Management</li> </ul>
<i>Session III (May 5-6, 2014)</i>
<ul style="list-style-type: none"> <li>• Good Governance III: CCBRT Field Visit</li> <li>• Exploring Organizational Culture</li> <li>• Self-Assessment for Professional Development</li> </ul>

**Session II**, which spanned four and a half days, included interactive lectures and continued discussion on strategic problem-solving, leadership, and governance practices of setting a shared direction and stewarding resources. Session II also included an expanded half-day session on disability rights and the UNCRPD. In addition to foundational modules in leadership, management, and governance, the schedule included dedicated time that allowed participants to work across groups, receive feedback from colleagues and faculty, and continue work on the field project component of the program. Between Session II and Session III, participants worked to implement their field project selected strategy and prepared final presentations, which included long-term monitoring and evaluation plans.

**Session III**, which spanned two days, focused on a series of participant oral and poster presentations to program instructors and key stakeholders. The session enabled teams to share their progress in achieving their field project objective and engaging challenges, provide feedback to one another, and

share lessons learned. A half-day field visit was also arranged to the Comprehensive Community-Based Rehabilitation for Tanzania (CCBRT), a local private-public rehabilitation center. Cross-country groups visited different units in the facility to identify examples of effective governance. This gave participants the opportunity to observe and reflect on the governing practices in action in a real-world setting. Participants debriefed their experience as a group, exchanging observations on how complex concepts such as governance can be articulated and discussed. The session and program ended with a certificate ceremony and program reflections from key stakeholders, including the national DPO SHIVYWATA, the Tanzanian Ministry of Health and Social Welfare, ICRC, SFD, MSH, and Yale School of Public Health, as well as an address from a peer-nominated participant.

### 3. Evaluation Methods

As the first multi-country SLP and partnership with ICRC, this evaluation was an important effort for the LMG Project and has been a priority throughout program design and delivery. During the SLP, participants completed evaluations after each session, assessing key program components, including curriculum, topic relevance and applicability, resources, and learning environment. Although these regular assessments enabled an understanding of overall program satisfaction and provided valuable feedback for subsequent sessions, a post-program, mixed-methods evaluation was undertaken to ascertain whether the SLP achieved its objective of expanding participants' capacities in leadership, management, and governance.

#### 3.1 Methods

This is the third SLP evaluated using mixed-methods for program evaluation. Following each SLP evaluation, methods and tools were reviewed and adapted for the current effort. The evaluation of this SLP employed a variety of methods aimed at capturing participants' application of their expanded leadership, management, and governance competencies in their workplaces. Methods included a survey, semi-structured interviews, and review of field projects.

**Survey:** Six months after the program graduation, all SLP participants and facilitators were invited via email to complete an online survey (Appendix F), asking them to evaluate the curriculum and program structure and complete a self-assessment of core competencies. The core competencies' questions were identical to those asked during Session I and III.

**Interviews:** To develop a stronger understanding of participant and facilitator experience and application of leadership, management, and governance skills in the workplace, all country team participants, ICRC facilitators, the ICRC Head of Physical Rehabilitation Program, and the Director of the SFD were invited for an interview. All interviews were conducted in person by GHIL researchers, except those with Sudan participants who completed interviews remotely due to travel restrictions.

The semi-structured interview questions focused on capturing the experience of respondents—both participants and facilitators—in applying key learnings from the program in their work as well as capturing a more detailed account of their overall experience with the SLP and the field project (Appendices C, D, and E).

**Assessment of field projects:** Field projects, completed as a country team, were assessed by the successful use (appropriate application) of the strategic problem-solving methodology, whether or not the project objective was met, and whether or not evaluation indicator targets were achieved. Projects were assessed in person by the visiting GHIL evaluation team; however, in cases where travel was prohibited for the project, progress was self-reported and reinforced with documentation when applicable.

**Table 3. Evaluation Methods**

*Survey*

- Core competency self-assessment
- Curriculum and program review

*Semi-structured interviews*

- Overall experience
- Field project and team experience
- Professional performance and competencies
- UNCRPD and disability rights

*Assessment of field project*

- All projects were reviewed for measurable progress (process and outcomes) towards objective.

### **3.2 Data Collection and Analysis**

All SLP participants and facilitators (28) were sent an online post-program survey via email in January 2015 using Qualtrics Survey Tool (2015). By March 2015, 21 respondents, both participants and facilitators, completed the entire survey (75% response rate). The survey contained 34 total questions, 30 of which were multiple choice and 4 that were open-ended questions. Survey results were analyzed using Microsoft Excel (2010).

Between January 2015 and March 2015, a total of 21 semi-structured interviews were conducted in person or over the phone, with 13 participants, 6 facilitators, and 2 program supervisors (Heads of Projects) from ICRC.<sup>1</sup> The interviews were conducted in English, audio recorded, and professionally transcribed.<sup>2</sup> Before analysis, interviewers reviewed all transcripts with the audio recording to detect transcription errors. Transcripts were coded by a 3-person research team, using a deductive coding structure and analyzed in Atlas.ti (version 7.5.0).

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1. Phone interviews were conducted for participants and facilitators from Sudan.

2. One interview was conducted in Amharic and then transcribed by a certificate translator. One phone interview could not be transcribed or included in the Atlas.ti analysis because of poor audio quality.

#### **4. Evaluation Findings**

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This section provides an overview of the evaluation findings from the online surveys, core competency self-assessments, semi-structured interviews, and team field project reviews. Through the qualitative data analysis of interviews and open-ended survey responses, four key findings emerged that were reinforced by the quantitative results from the online-survey and core-competency self-assessment analysis. This results section integrates these data sources to describe these findings, including interview quotes that illustrate the respondents' experience and key statistics that help to further illustrate these themes as they emerged in the data analyzed. These findings are:

1. The SLP format and structure was well-tailored to meet the professional development needs of participants and facilitators.
2. Participants and facilitators readily applied LMG practices in their work settings and field projects.
3. The SLP fostered important professional networks and relationships among government agencies, civil society, and practitioners among and across country teams.
4. The field project is a critical SLP component, fostering team learning and catalyzing new collaborative work.

##### **4.1 Program Relevance and Structure—The SLP format and structure was well-tailored to meet the professional development needs of participants and facilitators.**

One finding was that the SLP format and structure was tailored to meet the professional development needs of the participants and facilitators. This finding is described in the below section.

In discussions of the overall program and experience, participants and facilitators highlighted the practicality of the SLP and value of the program structure.

*"What I found most helpful ...it was not abstract information. It was information that we're dealing with in [the] day-to-day running of the activities."* Participant [Quotation 1]

When asked to respond to their overall experience in the SLP, participants and facilitators reflected on how the structure of the program enabled them to apply what they learned in their own work environment while still engaged in the program. Respondents noted how instructors encouraged participants to share ideas and experiences, modeling what was being taught and creating a learning environment that was supportive and encouraged participation.

*"...The way the program was facilitated... was a big lesson to me. ...[The instructors] didn't criticize anyone. ...They just listen before introducing the subject. Anyone can say anything. ...When they start facilitating..., then you realize that, 'Ah! This should be like this.'"* Participant [Quotation 2]

Respondents also noted the benefits of having participants and facilitators from multiple countries with diverse backgrounds engaged in the program. Although some participants cited difficulties in communication across different primary languages, the program was strengthened overall by the cross-country interaction and learning.

"...The interaction actually was good, and I think it brings something more than if just only Tanzanians...were there." Participant [Quotation 3]

Table 4 summarizes survey respondents' satisfaction with the SLP and preparedness to apply key practices introduced in the SLP. The majority of SLP participants agreed or strongly agreed that the SLP prepared them for challenges they face at work (86%) and that it prepared them to apply leadership skills and techniques they learned (90%). Respondents also reported that they developed a stronger professional network (95%) and the program encouraged them to think about gender dynamics in their professional setting (86%)<sup>3</sup>. Nearly all respondents (91%) strongly agreed or agreed that participating in the SLP was a good use of their time.

<b>Table 4. SLP Satisfaction and Preparedness (n=21)<sup>4</sup></b>	<b>Strongly agree</b>	<b>Somewhat Agree</b>	<b>Somewhat Disagree</b>	<b>Strongly Disagree</b>	<b>No Opinion</b>
Participating in the SLP was a good use of my time	86% (18)	5% (1)	-	-	10% (2)
The field project was an important component of the program for further developing my leadership, management, and governance skills.	86% (18)	-	5% (1)	-	10% (2)
The program prepared me for the leadership, management and governance challenges I face at work.	81% (17)	5% (1)	-	-	14% (3)
Based on my overall experience, I am very satisfied with the SLP.	81% (17)	5% (1)	-	-	14% (3)
Following the SLP, I am better able to apply leadership skills and techniques.	71% (15)	19% (4)	-	-	10% (2)
The SLP has encouraged me to consider about gender dynamics in my professional setting.	67% (14)	19% (4)	5% (1)	-	10% (2)
I understand the UN Convention on the Rights of People with Disabilities (UNCRPD) and how it applies to my work.	67% (14)	14% (3)	5% (1)	-	14% (3)
The program included sufficient practical examples.	62% (13)	29% (6)	5% (1)	-	5% (1)
I developed a stronger professional network through the SLP.	57% (12)	38% (8)	-	-	5% (1)

#### **4.2 Application of LMG Practices—Participants and facilitators readily applied LMG practices in their work settings and field projects.**

In this section the finding of participants and facilitators application of the LMG practices in their work session and field project is discussed. In addition to the standard SLP curriculum, this section discusses the participant experience with the application of the UNCRPD and disability rights curriculum and changes in confidence among the participants and facilitators.

<sup>3</sup> Percentages reflect participants who strongly agreed and agreed to the SLP objectives.

<sup>4</sup> Percentages may not add up to 100% due to rounding.

Respondents noted that the program allowed them to concretely apply the concepts and practices introduced in the program to the problems they face in their jobs, especially when related to leadership, governance, and strategic problem solving.

*"The good thing is that the SLP, it was learning by doing. ...[We put] what we have learned from that program into practice... It gave me a chance to involve or to engage people with disabilities...in the program."* Participant [Quotation 4]

Respondents cited several specific examples of using the strategic problem-solving process during the field project and in their professional roles with groups not involved in the program.

*"...After I took the training, I have been able to follow the critical steps of problem identification, analyzing the problem identified, how to solve the problems, what resources [are] needed to solve the problems, who the responsible body would be and based on such steps, giving due recognition for jobs well done. ...It has built my capacity...."* Participant [Quotation 5]

Respondents also discussed how they have altered their leadership style to spend more time engaging with groups and individual employees and partners.

*"I had faced challenge[s] when I was expected to lead and coach others...After taking the training, I am capacitated to play my leadership role and coach others to execute their tasks, [and] solve the problems of my office. As a result, I am...able to create followers and mobilize others."* Participant [Quotation 6]

In addition, respondents described the benefit of engaging staff in order to set a shared direction. Here, a participant described efforts taken after the program to bring staff together towards a shared vision.

*"I just threw the idea that I think we should have a strategy [for our department]...to contribute to the broader picture of the organization... They forgot ...that that [idea] came from me, but they took it as theirs. I supported them...to use their motivation...I just give them the direction..."* Participant [Quotation 7]

#### UNCRPD and disability rights

After learning more about the UNCRPD, respondents specifically remarked on their new understanding of accountability—of themselves and the government—to fulfill and protect the rights of persons with disabilities. Participants cited how the content strengthened their skills and their knowledge in order to be able to advocate for persons with disabilities.

*"...[The UN]CRPD, especially those articles and the way they relate to each other... have just provided rights to a person with a disability. We have to really lobby and advocate to other partners also players, so that ...that the [UN]CRPD could be really implemented."* Participant [Quotation 8]

Respondents acknowledged that organizations have a responsibility to engage the government as a partner to work towards common objectives related to services for persons with disabilities under the UNCRPD. In addition, this raised the priority of disability rights for participants not currently involved in advocacy or service provision for persons with disabilities. Respondents also described new motivation to educate persons with disabilities about the UNCRPD, their right to accommodation and employment protection, and the existing services available to them that provide mobility and other assistive devices.

### Change in confidence in LMG practices

Many of the twelve LMG Project leadership, management, and governance practices covered throughout the SLP were not novel concepts, but the opportunity to learn about them in a new way and apply the practices during the SLP built confidence of participants and facilitators (see figure 1).

*"...For me, the Senior Leadership [Program] has given me an edge...It has given me direction in terms of leadership, how to handle people better than I used to, how to involve them more and so that they can own certain things."* Participant [Quotation 9]

This same participant accepted an interim leadership role and a committee appointment shortly after the program. These were described as 2 positions the participant reported not being confident enough to accept before the SLP. Another participant described how confidence was reinforced in their work performance by obtaining a solid understanding of the theory behind the leadership, management, and governance practices.

*"Now we are doing...[the LMG practices] with clear understanding...because the schools of thought say one, two, three, four things, and they apply...You can do it confidently because you know that is a researched area and well-understood..."* Participant [Quotation 10]

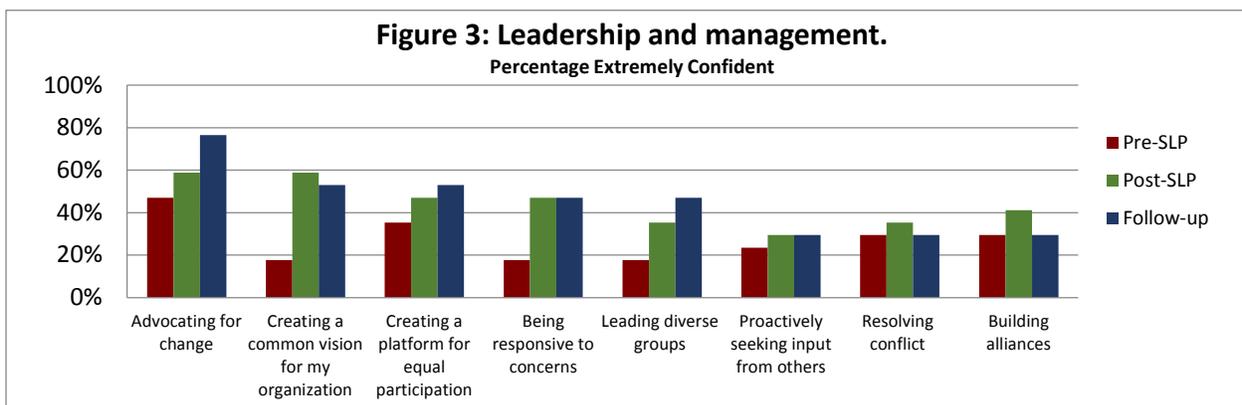
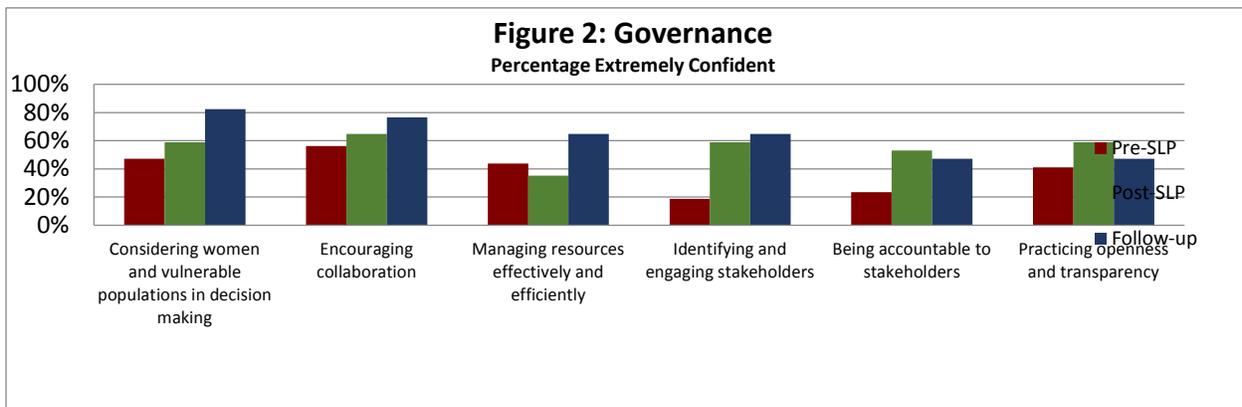
Participant confidence level on key LMG practices was also assessed using the core competency self-assessment survey. Of the 23 SLP participants, 17 (74%) completed the survey at all 3 time points: Session I, Session III, and at the 6-month follow up. Table 4 illustrates the 21 core competency statements and the change in percentage of participants who reported being extremely confident throughout the program and follow-up. The competencies have been grouped into categories, but it is important to note that many of these competencies, like the LMG practices, are interrelated and interdependent.

<b>Table 5. Participant Core Competencies' Self-Assessment, Percentage Extremely Confident (n=17)</b>	<b>Pre-SLP</b>	<b>Post-SLP</b>	<b>Follow-up</b>
<b>Governance</b>			
Considering women and vulnerable populations in decision making	47.1	58.8	82.4
Encouraging collaboration	56.3	64.7	76.5
Managing resources effectively and efficiently	43.8	35.3	64.7
Identifying and engaging stakeholders	18.8	58.8	64.7
Being accountable to stakeholders	23.5	52.9	47.1
Practicing openness and transparency	41.2	58.8	47.1
<b>Leadership and Management</b>			
Advocating for change	47.1	58.8	76.5
Creating a common vision for my organization	17.6	58.8	52.9
Creating a platform for equal participation	35.3	47.1	52.9
Being responsive to concerns	17.6	47.1	47.1
Leading diverse groups	17.6	35.3	47.1
Proactively seeking input from others	23.5	29.4	29.4
Resolving conflict	29.4	35.3	29.4
Building alliances	29.4	41.2	29.4
<b>Strategic Problem Solving</b>			
Setting clear objectives	23.5	35.3	70.6
Solving problems strategically	11.8	35.3	41.2
Conducting a root cause analysis	5.9	17.6	41.2
Implementing a strategic work plan	17.6	41.2	41.2

Obtaining and applying data to inform decision making	0.0	35.3	29.4
Evaluating the impact of decisions on beneficiaries	5.9	23.5	17.6
<b>Other</b>			
Delivering professional presentations for high-level audiences	17.6	41.2	29.4

The largest increase in participant self-reported confidence can be observed in *identifying and engaging stakeholders*, which increased between Session I (18.8%) and Session III (58.8%). Participants also reported being extremely confident after the program in "*considering women and vulnerable populations in decision making*," "*encouraging collaboration*," and "*managing resources effectively*" (Figure 2), which may indicate that continued work on the field project furthered participant development of some core competencies.

Some statements had slightly fewer participants who assessed themselves to be extremely confident during the follow-up. This trend may be partially attributed to the fact that some of these competency statements are associated with activities that took place at the beginning of the field project. These areas include "*being accountable to stakeholders*," "*practicing openness and transparency*" (Figure 2), "*creating a common vision for my organization*," "*resolving conflict*," and "*building alliances*" (Figure 3), "*obtaining and applying data for decision making*," and "*evaluating the impact of decision on beneficiaries*" (Figure 4).



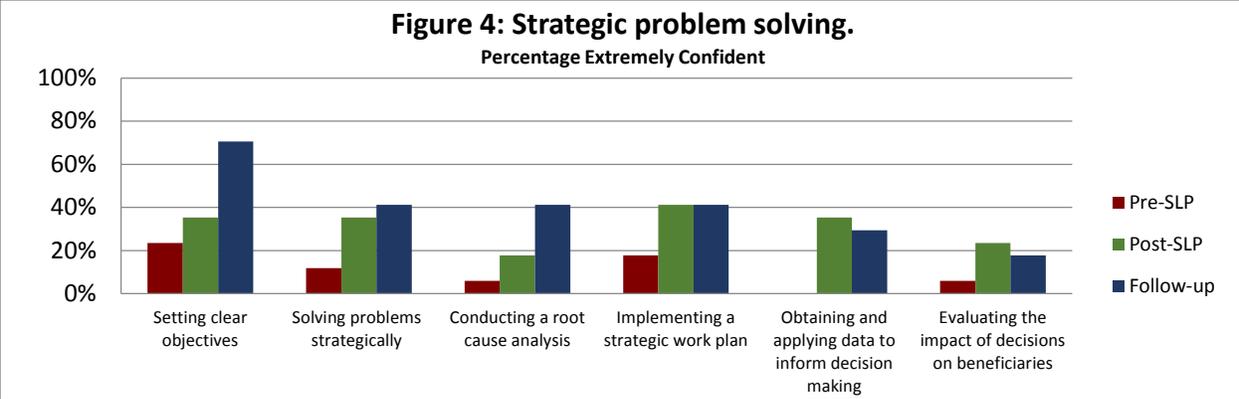


Figure 3 features competency statements associated with the strategic problem-solving process. Overall, fewer participants reported being extremely confident in these areas as compared with the leadership, management, and governance competencies statements. This may be due to the fact that many participants were new to the strategic problem-solving process, which required direct application in the field; however, an increased percentage of participants reported being extremely confident at program follow-up in "setting clear objectives," "solving problems strategically," and "conducting a root cause analysis."

**4.3 Relationships and Networks—The SLP fostered important professional networks and relationships among government agencies, civil society, and practitioners among and across country teams.**

This section reviews the findings around the SLP fostering professional networks and relationships among government agencies, civil society, and practitioners among and across country teams. In addition, this section introduces a secondary finding regarding the PRP and SFD facilitators building key relationships with local partners.

The program and the field project fostered the opportunity for a better understanding of stakeholder and partner perspectives as well as a better appreciation of the priorities of their team members.

*"It was a challenge where we shared different experiences and perspectives. There was one who thinks as a government. There's another one who thinks like a DPO. Another one thinks as a hospital."* Participant [Quotation 11]

The field project and interactive sessions in the program created a structure for participants and facilitators to learn from their peers and other country teams. Respondents described learning specifics about each country related to their field project, how physical rehabilitation services are managed, and how the UNCRPD has been implemented in each country. Respondents also looked to peers to observe and learn from their leadership and management behaviors. Here is one example of peer learning from a participant:

*"...The thing which I learned from this team...[is] The way they respect each other, because we are people from different academic qualifications and different positions...That actually helped me even to relate with other members of my department."* Participant [Quotation 12]

The formal and informal structure for interaction among participants and facilitators strengthened relationships with other participants and their institutions as a result of working on the field project, expanding their networks, and gaining experience working with each other on a shared problem.

*"My working relationship with these Senior Leadership Program participants increased even after the training."* Facilitator [Quotation 13]

PRP and SFD relationships with local partners

The SLP required an additional level of responsibility for ICRC staff as they established the teams and supported them during and between SLP sessions as facilitators. This intentional program design created the opportunity for ICRC to strengthen relationships and networks with various local partners, which the participants represented.

*"...We knew them [participants from government institutions], but we [didn't] have...a working relationship."* Facilitator [Quotation 14]

Facilitators emphasized the importance of making a connection with participants, especially from the government or ministries as well as the value of having a third party, LMG, involved to initiate this strong linkage. This opportunity to work with these partners in a less formal working environment over a longer period of time increased the facilitator's comfort level with working together outside the SLP context. This was an area of growth for some of the facilitators, becoming more comfortable and confident working with these representatives from key in-country institutions.

*"The biggest experience that I've gained is working in the sessions, the breakout sessions. Initially I did feel I was a little out of my league because of the age thing. ...I feel a lot more comfortable..."* Facilitator [Quotation 15]

**4.4 Field Projects—The field project was a critical SLP component, fostering team learning and catalyzing new collaborative work.**

This section introduces the finding, the field project was a critical SLP component, fostering team learning and catalyzing new collaborative work among the team members. The field projects created a structure for applied learning of the LMG practices, allowed for peer and instructor feedback on the application of practices, and enabled participants to come together as a working team to foster new networks and relationships.

**Table 6. Field Project Accomplishments (as of March 2015)**

Ethiopia	<ul style="list-style-type: none"> <li>• The Ministry of Labour and Social Affairs (MOLSA) has signed an agreement with regions to integrate the procurement of materials for physical rehabilitation with the national system for medical supply procurement. This would decrease dependency on external/foreign supplies</li> <li>• Two regions, Amhara and Southern Nations Nationalities People Region, have committed funding to allow such procurement to occur through the national system</li> </ul>
Sudan	<ul style="list-style-type: none"> <li>• The team has mobilized the Ministry of Human Resources to finalize job descriptions for prosthetics and orthotics staff in order to improve management, tasking, and staff motivation</li> <li>• Opening 13 satellite physical rehabilitation centers, one in each state</li> </ul>
Tanzania	<ul style="list-style-type: none"> <li>• Meetings convened with key stakeholders to obtain support for assistive devices</li> <li>• TV and radio public service announcements completed to highlight availability of services</li> <li>• An Ambassador Program for persons with disabilities was launched to raise awareness about available services and disability rights</li> <li>• The team distributed 500 fliers, increasing awareness of services for persons with disabilities</li> </ul>
Zambia	<ul style="list-style-type: none"> <li>• The team piloted a new upper and lower limb amputation assessment tool in 2 hospitals</li> <li>• Tested the new assessment tool for construct validity</li> <li>• The data collection tool will be embedded in country's HMIS in mid-2015</li> </ul>

*"...It's a link between the group and the ministry...working together to see how we can actually actualize what we have designed..." Participant [Quotation 16]*

When asked about the field project, one participant responded, "...[It] *has been a growing experience.*" According to the survey, most respondents (86%) strongly agreed that the field project was an important component of the program for further developing their leadership, management, and governance skills (Table 3). Table 6 summarizes key accomplishments of each team's progress towards addressing the complex problems they addressed. More complete summaries are illustrated for each country team in Tables 8 to 11.

To the participants and facilitators, the field project was the first step in creating relationships with key stakeholders. Those relationships and the shared experience were a catalyst and opportunity for something larger.

*"The interest is actually in the outcome...the opportunity to get the link to get started with governments and to get the governments involved. We don't have that weight as a university can give, that we can give to [get] the government [involved]."* Facilitator [Quotation 17]

Throughout this process and since the end of the third SLP session, teams identified additional problems that they could address together; catalyzing other potential opportunities for teamwork in areas related to physical rehabilitation and disability rights.

*"The knowledge we have received ...can push...us into another project or another initiative. We are going to find that there is another problem that we might tackle..."* Participant [Quotation 18]

A few examples of these new projects are highlighted in Table 7. These are a few of the activities the SLP teams decided to address based on the new relationship and support established within the country teams, improved understanding of problems in their work environments, or secondary root causes associated with the problem statements identified by the teams.

Table 7. Other Activities Set in Motion by SLP Teams	
<b>Tanzania</b>	<ul style="list-style-type: none"> <li>• Advocating tax exemption on imported rehabilitation-related materials</li> <li>• Developing a referral system for children with clubfoot</li> <li>• Disseminating the UNCRPD in a local language</li> <li>• Working with schools to be more accessible for students with disabilities</li> </ul>
<b>Ethiopia</b>	<ul style="list-style-type: none"> <li>• Creating a structure for a nongovernmental hospital to purchase rehabilitation-related resources through the government procurement process</li> <li>• Developing a resource mobilization plan for regions to procure rehabilitation-related materials</li> </ul>
<b>Sudan</b>	<ul style="list-style-type: none"> <li>• Extended national insurance to cover prosthetics and orthotics services</li> </ul>
<b>Zambia</b>	<ul style="list-style-type: none"> <li>• Developing pre-service curriculum for physiotherapists on leadership, management, governance, and the UNCRPD</li> </ul>

**Table 8. Ethiopia Team Field Project**

<p><b>Problem Statement</b></p> <p>There is an absence of a national supply procedure for physical rehabilitation-related materials.</p> <p><b>Objective</b></p> <p>Establish a national supply procedure by the end of May 2014</p> <p><b>Root Cause</b></p> <p>Lack of awareness and commitment by decision makers on supply procedure for physical rehabilitation materials</p> <p><b>Strategy</b></p> <p>Raise awareness on the necessity of having a national supply procedure</p> <p><b>Accomplishments</b></p> <ul style="list-style-type: none"> <li>• MOLSA and all regions have agreed to integrate procurement for physical rehabilitation materials within PFSA</li> <li>• Funds have been allocated within Amhara and Southern Nations Nationalities People Region for procurement</li> </ul> <p><b>Next Steps</b></p> <ul style="list-style-type: none"> <li>• Continue to prioritize this agenda despite only 3 SLP participants still working with MOLSA and BOLSA</li> <li>• Develop guidelines for resource mobilization with BOLSA</li> </ul>	<p>The Ethiopia Team included one representative from the Ministry of Labor and Social Affairs (MOLSA) and 6 representatives from various regional Bureaus of Labor and Social Affairs (BOLSA).</p> <p>Physical rehabilitation services in Ethiopia are overseen by MOLSA. Because physical rehabilitation services in Ethiopia were founded by nongovernmental organizations, the procurement and distribution of supplies is still managed by humanitarian organizations and is thus potentially unsustainable. Together, the team identified the supply chain for physical rehabilitation centers as a priority. The team’s strategy was to develop a comprehensive advocacy plan to develop a national supply system for physical rehabilitation and other related materials by the end of 2014.</p> <p>During the root cause analysis, the team interviewed key stakeholders and reviewed reports from physical rehabilitation centers, ICRC, MOLSA, and BOLSA. The primary root cause for the absence of a national supply chain was the lack of awareness by decision makers on supply chain needs and inadequate political commitment.</p> <p>In February 2014, a concept note on the value of incorporating the supplies for physical rehabilitation centers into the national medical supply chain was approved by MOLSA. In April 2014, the team held a 3-day key stakeholder workshop with MOLSA, BOLSA, the Ministry of Health, Pharmaceutical Supply Fund Agency (PFSA), and ICRC. By May 2014, the team submitted a proposal for an integrated procurement process to MOLSA.</p> <p>According to participants, MOLSA and all regions have signed an agreement to integrate procurement for physical rehabilitation materials within PFSA and funds have been allocated within Amhara and Southern Nations Nationalities People Region for procurement. Although this remains an agenda item for MOLSA and ICRC, many team members who received the training and were involved in the development of this project are no longer working with MOLSA or BOLSA. Participants still working with BOLSA have identified developing guidelines for national resource mobilization as a key next step. This is particularly important for smaller regions without the budget to allocate funds for the procurement of materials.</p>
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**Table 9. Sudan Team Field Project**

**Problem Statement**

Patients are waiting 6 to 8 months for mobility appliances.

**Objective**

To reduce the waiting list by one month, by May 2014

**Root Cause**

Lack of productivity of current staff

**Strategy**

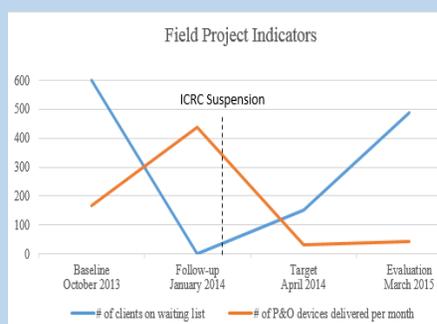
Improve tasking and motivation by developing an incentive policy for staff and revising job descriptions

**Accomplishments**

- Submitted new job descriptions to Ministry of Human Resources
- Opening 13 satellite physical rehabilitation centers, one in each state

**Next Steps**

- Enroll Nile University students interested in disability-related certificate and degree program in June 2015
- Prioritize staff retention and engagement through greater HR outreach to staff



The Sudan Team was comprised of 6 senior level representatives from the National Authority for Prosthetics and Orthotics (NAPO), Ministry of Welfare and Social Security, and the National Council for Persons with Disabilities.

Due to the increase in reported disability rates from 1.6% in 1993 to nearly 5% in 2008, there is a greater need for physical rehabilitation services in Sudan.<sup>5,6</sup> NAPO is the main service provider for physical rehabilitation in Sudan; however, SLP participants estimated a 6- to 8-month waiting period for assistive devices in August 2013. Team members assessed each potential root cause through data collection, interviews, meetings, and questionnaires with stakeholders such as NAPO, ICRC, and clients. As a result, the team identified the primary root cause to be limited staff productivity.

The strategy activities were to develop an incentive policy for staff, revise job descriptions, task planned appliance production to technicians, monitor technician productivity, and mobilize local resources to cover fees for low income clients. Specific indicators were used to measure progress such as the number of prosthetic and orthotic (P&O) devices delivered, and beneficiary and staff satisfaction.

In February 2014, ICRC activities were suspended in Sudan. As a result, materials for P&O production and maintenance were limited, the waiting list became longer, and appliance production was halted. The waiting list in October 2013 had 600 clients but decreased to 0 in January 2014; however, due to suspension, in March 2015, the list had approximately 488 clients. Similarly, in March 2015, the average monthly rate of production of devices was only 42 per month, but this is expected to increase as materials become more available with more ICRC engagement.

Overall, the team’s objective was not met; however, the team has taken steps to strengthen management by submitting new job descriptions to the Ministry of Human Resources. The team was involved in the extension of the national insurance coverage of P&O, and working with government and NAPO to open a physical rehabilitation satellite center in each state. As a next step, the team was planning to address staff retention through staff engagement activities and continue monitoring staff satisfaction.

5. World Health Organization. World Report on Disability. [www.who.int/disabilities/world\\_report/2011/report.pdf](http://www.who.int/disabilities/world_report/2011/report.pdf) Published 2011. Accessed September 1, 2015.

6. Sudan Central Bureau of Statistics. Disability Analysis. [http://www.cbs.gov.sd/en/download.php?id=39&file=Chapter\\_10.pdf&count=257](http://www.cbs.gov.sd/en/download.php?id=39&file=Chapter_10.pdf&count=257) Published 2013. Accessed September 1, 2015.

**Table 10. Tanzania Team Field Project**

**Problem Statement**

The attendance of patients for physical rehabilitation services at MOI and CCBRT is low.

**Objective**

Increase new attendance for physical rehabilitation services at MOI and CCBRT by 10% in June 2015

**Root Cause**

Lack of awareness and the perceived cost of physical rehabilitation

**Strategy**

Increase public awareness through media, printed materials, and meetings with key stakeholders

**Accomplishments**

- Distributed 500 IEC fliers
- Organized meetings with key stakeholders to show importance of assistive devices
- TV and radio public service announcements
- Began ambassador program for persons with disabilities

**Next Steps**

- Complete second assessment of attendance at CCBRT and MOI in May 2015
- Reduce cost of P&O materials by waiving import taxes



*Image from IEC brochure.*

The Tanzania SLP team consisted of 4 members from the Ministry of Health and Social Welfare (MoHSW), SHIVYWATA, and the Comprehensive Community Based Rehabilitation Tanzania (CCBRT). The 2008 Tanzania Disability Survey indicated that only 18.5% of persons with disabilities were aware of available medical rehabilitation services.<sup>7</sup> The SLP team noted low attendance of new patients for physical rehabilitation services at Muhimbili Orthopedic Institute (MOI) and CCBRT and aimed to increase new attendance at MOI and CCBRT by 10% by June 2015.

The team’s root cause analysis involved interviews with 82 persons with disabilities to assess perceived barriers to attending the 2 physical rehabilitation facilities. Despite expectations, the team determined that lack of awareness and the perceived cost were the 2 primary root causes.

The strategy selected was a public awareness campaign to raise awareness about rehabilitation services among persons with disabilities. Between Sessions I and II, the team created and began distribution of 500 information, education, communication (IEC) fliers; held meetings with key stakeholders to raise awareness about the importance of assistive devices with MoHSW, MOI, CCBRT, and DPO management teams; began an ambassador program for people with disabilities to raise awareness in Dar es Salaam schools; and worked with local television and radio broadcasters to present public service announcements.

The team planned to complete a second assessment of client attendance at CCBRT and MOI in May 2015. The results of this assessment will inform the team’s next approach to continue to increase attendance. In the meantime, the team has identified another problem: high cost of materials necessary for P&O production. The team has been working on a strategy to reduce the cost of materials by engaging the Medical Stores Department (MSD) and the parliament to waive taxes associated with imported P&O materials.

Furthermore, the team continues to work together and serve as a permanent working group within the Ministry of Health and Social Welfare on disability issues, and this has been incorporated in the memorandum of understanding between SFD and MOHSW.

6. National Bureau of Statistics. 2008 Tanzania Disability Survey. [www.nbs.go.tz/tnada/index.php/catalog/5](http://www.nbs.go.tz/tnada/index.php/catalog/5) Last modified August 27, 2011. Accessed on September 1, 2015.

**Table 11. Zambia Team Field Project**

**Problem Statement**

There are limited national statistics on upper and lower limb amputees in Zambia.

**Objective**

To expand data collected in national statistics for upper and lower limb amputees

**Root Cause**

Inappropriate tools for collecting information on upper and lower limb amputees

**Strategy**

Develop comprehensive data collection tool to be embedded in the HMIS

**Accomplishments**

- Permission to embed data collection tool in HMIS in mid-2015
- Piloted assessment tool in hospitals
- Test for construct validity (at time of evaluation)

**Next Steps**

- Formally embed the data collection tool into the HMIS in mid-2016
- Assist in data capture training
- Assess the collected data after 6 months of use to determine if a comprehensive census is needed

**Patient Assessment Check List**  
**Amputee**

**1. Personal Data**

NAME: \_\_\_\_\_ SEX: \_\_\_\_\_  
 SURNAME: \_\_\_\_\_ PATIENT ID: \_\_\_\_\_  
 ADDRESS: \_\_\_\_\_ PHONE NUMBER: \_\_\_\_\_  
 Date of Birth: \_\_\_\_\_ Married Status: \_\_\_\_\_  
 Sex: \_\_\_\_\_ Occupation: \_\_\_\_\_  
 Highest level of education: \_\_\_\_\_ Educational institution: \_\_\_\_\_  
 Family No.: \_\_\_\_\_ Team: \_\_\_\_\_

**2. Body Structure and Functional Impairment**

Amputation level: \_\_\_\_\_  
 This answer is the best possible

FUNCTIONAL LIMITATION	WALKING			UPPER LIMB		
	None	Some	Severe	None	Some	Severe
1) Pain/Discomfort						
2) Balance						
3) Mobility						
4) Balance						
5) Balance						
6) Balance						
7) Balance						
8) Balance						
9) Balance						
10) Balance						

**3. Functional Limitation**

This section is the best possible

1) Self-care: Are you able to take care of yourself?  Yes  No

2) Mobility: How do amputations affect your mobility?

3) Balance: How do amputations affect your balance of body?

4) Activities: How do amputations affect your taking part in community life?

**4. Rehabilitation Services**

1) Which service (physiotherapy/OT/other): \_\_\_\_\_ Physiotherapy: \_\_\_\_\_  
 2) Name the facility: \_\_\_\_\_

Draft Assessment Tool

Several of the members of this team had previously worked together in other professional and academic pursuits. This team represented Zambia Italian Orthopaedic Hospital, the Ministry of Health, and the University of Zambia Teaching Hospital.

Despite a high and growing demand for rehabilitation services in Zambia, there are insufficient funds allocated to meet this need. To allow for proper planning and forecasting for products and services, accurate and thorough data is required to illustrate this need. The Zambia team reviewed the Health Management Information System (HMIS) and Central Statistical Offices (CSO) data captured for disabilities, and the team determined that the current tools did not allow for a meaningful collection of useful or accurate information. Based on this, the team set out to create a specific data collection tool to capture necessary information on the P&O needs of people with upper and lower limb amputations. After successfully embedding and evaluating this tool with the other health statistic collection processes, other tools could be added to capture specific information about other disabilities.

To meet this objective, the team worked with a number of stakeholders to better understand what information would be most useful to capture as they built the new assessment tool. Along with the tool, it was also necessary to identify the main governmental entities responsible for collecting national statistics in order to gain buy-in and acceptance. Once that occurred, the team piloted the assessment in 2 local hospitals. At the time of the evaluation, the tool was being tested for construct validity and the team then planned to present it to the CSO in order to embed it into the national system.

The team recognized that the departments affected by this tool would need to be trained on how to note and collect the information in a standardized way and expressed their intent to follow up on the training. Once 6 months of data are available for analysis, the team will reevaluate their objective and strategy.

This project will allow officials and clinicians to know the number of persons with disabilities who have upper or lower limb amputations. This will allow for more informed resource and personnel planning and procurement, not only at the 4 hospitals that currently serve people with amputations but also other national and district hospitals that have the potential to serve these clients.

## **5. SLP Challenges**

Throughout the interviews, respondents highlighted challenges they faced, identified weaknesses in the program, and suggested ways to improve future SLPs in these areas: logistics, curriculum content, field projects, team composition, and challenges specific to the facilitator role.

### **5.1 Language and Program Duration**

Respondents raised the issues of language barriers, program duration, and program follow-up. Generally, respondents favored having diversity of participants and countries at the training. Although, the countries were selected specifically because of their use of English, language barriers were still reported to be a problem for some respondents. Respondents recommended selecting country teams that share a common language or making accommodations for other languages to be spoken and communicated during the training.

Respondents in all countries stated the value of this program and the demand that exists in their countries for similar trainings. Many participants stated that increasing the SLP session length or number of sessions could be beneficial to the learning experience and the outcome of the field projects.

*"...The time allocated was limited... it would have been even... better if experience sharing occasions were added...to learn from those [country teams] who were successful in problem identification and overcoming challenges..."* Participant [Quotation 19]

Variations on this request included having multiple participants or entire teams from the same organization to strengthen internal relationships and provided shared understanding of LMG practices. Other requests were for the training to be extended to other levels of the system, provide continued individual coaching to participants, and to engage these participants to teach the LMG practices to others in a formal setting.

### **5.2 Curriculum Content**

Overall, the respondents were satisfied with the curriculum; however, 2 curriculum content areas were identified (during interviews and on the survey) as being less valuable or needing improvement: gender and disability rights, and the UNCRPD.

The gender curriculum was seen by some respondents to be less relevant or less important than other content areas, in part, because it was not as well integrated into other content areas.

*"...[The SLP instructors] should focus more on getting the LMG curriculum completed, and that [gender] could be a second topic all together. Having it [gender] bolted on, ...seemed a bit of an afterthought or ...that it was a criteria that had to completed..."* Facilitator [Quotation 20]

The disability rights and the UNCRPD content were considered valuable for participant understanding of disability rights and the responsibility of the government to fulfill and protect these rights. According to the survey, 81 percent of respondents reported that they understand the UNCRPD and how it applies to my work (Table 4). While the content helped raise their awareness about the UNCRPD, respondents suggested including more real examples and best practices and introducing the topic of disability mainstreaming.

*"I think the biggest difficulty with the [UN]CRPD was how we can use the [UN]CRPD."* Facilitator [Quotation 21]

### **5.3 Field Project**

The field projects were not without challenges. Common challenges faced by teams included scheduling meetings, limited resources to host team meetings, and the capacity and commitment of individual team members. The lack of budget for meetings affected all teams but was most acutely experienced by teams that were not all based in the same city.<sup>8</sup> Other challenges teams and individuals faced included limited capacity and commitment of individual team members given the diversity in their backgrounds and commitments to other work and projects.

*"Successes? Successes? ...Just getting them physically together, that was a success. Challenges? Getting the team together was a challenge also."* Facilitator [Quotation 22]

### **5.4 Team Composition**

In critiquing the SLP's overall effectiveness, many of the respondents cited participant selection as an area for improvement. Respondents reported that the selection criteria should be strict and that it is important for those selected to be in institutions and roles that allow them to make changes. Furthermore, it was noted that team composition affected team success, with the most diverse teams demonstrating the most progress on their projects as well as developing new and strengthened relationships. Respondents discussed diversity of expertise on the team as well as the institutions represented.

### **5.5 Facilitator Role**

The ICRC facilitators participated and experienced the program along with the participants; however, by design, they were given an additional level of responsibility as facilitators. This created additional learning opportunities as well as new challenges. These challenges included trying to coordinate and guide high-level officials from a variety of institutions and guide their work on the field project while building stronger working relationships that may be able to foster future work. Overall, facilitators were surprised by the amount of time and energy they dedicated to the program. Facilitators requested more advance notice of the program for planning and recruiting participants.

*'It was a lot of work. It's not something that falls in your plate and you have to clearly say this to everybody. Then we benefitted from it...'* Facilitator [Quotation 23]

Although most ICRC facilitators participated in a 2-day orientation before the start of the program,<sup>9</sup> it was also suggested that the time for facilitator orientation and training be expanded.

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7. The Zambia team had participants located in Livingstone and Lusaka. The Ethiopia team had participants located in 6 different regions.

8. Due to planned staff turnover, not all were able to attend the facilitator orientation in May 2013.

## **6. Evaluation Limitations**

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Though participants and facilitators were satisfied with their overall SLP experience and most participated in the evaluation of the program, there were limitations in data collection. Of the 28 SLP participants and facilitators, only 21 completed the core competency survey at all 3 time points (pre, post, and follow-up). Greater participation could have enabled a stronger comparison of changes in country-specific responses. In addition, challenges such as outdated email addresses and slow Internet access prevented greater participation in the follow-up survey. On the field project reviews, all of the teams had ongoing work at the time of the follow-up, and, therefore, the survey, interviews, and follow-up visits could not fully capture the final result or impact of their respective projects. Lastly, unlike previous SLP evaluations, in which participants were selected from single institutions, this evaluation did not attempt to capture peer assessments of performance change. Because SLP participants and facilitators were selected from several different institutions, identifying a comparable peer and obtaining approval to conduct performance reviews would have been prohibitive.

## **7. Recommendations for Future SLPs**

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This evaluation will be used to inform future program development, adaptation for future SLP implementations within the LMG Project, and other future leadership development efforts. Based on this evaluation, below are several recommendations for consideration during development of future iterations of the SLP include:

**Enabling adequate time for participant selection to achieve desired team composition**—Participant selection in a team-based training program is both critical to the success of the team and difficult to orchestrate. Providing facilitators with sufficient notice and time for selection could allow for desired representation. In addition, getting high-level buy-in from stakeholder institutions during participant selection fosters the success and stability of the teams.

**Encouraging teams to engage participants from different sectors, institutions, and professional backgrounds, for a diverse composition**—The teams enrolled in this SLP shared common priorities and challenges, but they represented different institutions, sectors, and professional backgrounds. This was a noteworthy challenge, but overall added to the richness of the course discussion as well as the experience of the field projects. This cross-sectoral engagement fosters new working relationships and networks that can sustain after the program concludes.

**Strengthening orientation and training for program facilitators** The facilitators participate and experience the program along with the participants; however, they are given an additional level of responsibility as facilitators, which draws additional challenges. Strengthening the facilitator orientation before the program and providing additional training for facilitators throughout the program may help the entire team accomplish more on the field project and foster strong networks.

**Seeking existing online networks to encourage greater program connectivity and accountability**—Teams sometimes hastily completed the field project assignment in order to meet a deadline or SLP session. Other opportunities to create sustained accountability and ownership of the field project should be introduced. For example, the LeaderNet platform could be used as an online network for sharing, learning, and collaboration related to the field projects.

**Improving integration and delivery of the gender curriculum**—The gender content of this SLP was highlighted as a weakness in the curriculum. Thus there is an opportunity to improve this curriculum to match the professional level and experience of the SLP participants and engage them more meaningfully. This content could be more integrated throughout the curriculum for more gender-inclusive leadership, management, and governance.

**Identifying opportunities for participants' continued professional development**—There were resounding requests for follow-up training and future SLPs in order to expand the leadership development opportunity to other audiences. This included future programs for this group, training additional participants from their organizations, and future programs in their country for other audiences.

**Continued close consideration and preparation for appropriate accommodations**—The SLP programs for all audiences should carefully consider language and other accessibility barriers during the preparation, planning, and monitoring of all sessions and provide appropriate accommodations as necessary.

## **8. Conclusion**

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The SLP was designed to strengthen leadership, management, and governance practices among high-level decision makers working in the field of physical rehabilitation and disability rights. The evaluation of this SLP found: The SLP format and structure was well-tailored to meet the professional development needs of participants and facilitators. Participants and facilitators applied LMG practices in their work settings as well as on the field project. The SLP fostered important professional networks and relationships among government, civil society, and practitioners. The SLP field project was a critical program component—fostering team learning and catalyzing new activities. Furthermore, this evaluation illustrates both evidence and examples of respondents showing improvement in all 21 self-assessed core competencies; application of the LMG Project leadership, management, and governance practices (86%); and an increased understanding and prioritization of disability rights and the UNCRPD (81%). In addition, both facilitators and participants experienced strengthened networks and relationships (95%) that already have supported additional work to strengthen the enabling environments in these countries.

This was the first multi-country team-based SLP with a focus on physical rehabilitation and disability rights. The participating ICRC staff and countries were very satisfied with the program and the learning and opportunities it offered and have strongly recommended that the program be expanded to other audiences. In 2015-2016, two additional SLPs launched with ICRC; five country teams in Southeast Asia and six country teams in Francophone Africa with the objective of strengthening the enabling environments for physical rehabilitation and disability rights. Lessons from this report and evaluation will be integrated into the implementation and evaluation of those programs.

## 8. Appendices

### Appendix A: East Africa Regional Senior Leadership Program Participants

This list below includes the names of the SLP participants and facilitators from August 2013 to May 2014 and their job titles and organizations at that time. This list does not represent the participants who were interviewed for this evaluation report.

<b>Name</b>	<b>Title and Organization</b>	<b>Country Team</b>
Alene Matsentu	Ministry of Labor and Social Affairs	Ethiopia
Abo Osama Abdalla Mohamed Taktook	General Secretary, NCPD	Sudan
Bahaa Eldin Eltayeb Alyan Osman	Training coordinator, NAPO	Sudan
Bahiru Tekle	Oromia Bureau of Labor and Social Affairs	Ethiopia
Cleto Mweemba	Chief Physiotherapist, Ministry of Health	Zambia
Dr. Martha Banda-Chalwe	Lecturer, University of Zambia School of Medicine	Zambia
Gamal Gad Mohamed Abdalla	Deputy Director, National Authority for Prosthetics and Orthotics	Sudan
Heshe Lemma	Tigray Bureau of Labor and Social Affairs	Ethiopia
Ismail Elsharif Eldau Hassan	Director of provincial orthopaedic centres and outreach program, National Authority for Prosthetics and Orthotics	Sudan
Josephine Lyengi	Assistant Commissioner, Ministry of Social Welfare	Tanzania
Keltum Ashenafi	Beneshangul Bureau of Labor and Social Affairs	Ethiopia
Lawreance Cassidy	National Prosthetics & Orthotics Officer, Ministry of Health	Zambia
Manal Mohamed Osman Ahmed	Human Resource and Training Consultant to the Minister, Ministry of Welfare and Social Security	Sudan
Margaret Mhando	Director, Curative Department at Ministry of Health	Tanzania
Novatus Rukwago	Executive Director, SHIVYAWATA	Tanzania
Patrick Mwila	Department Manager, Zambia Italian Orthotics Hospital	Zambia
Peter Douglas Phiri	Lecturer/Researcher, Department of Physiotherapy University of Zambia	Zambia
Salma Ahmed Ali Geneif	Disability Focal Point, Disarmament, Demobilization & Reintegration Commission	Sudan
Sarah Nyayong	Gambella Bureau of Labor and Social Affairs	Ethiopia
Sr. Margaret Mweshi	Director, Zambia Italian Orthotics Hospital	Zambia
Tamaly Lutufyo	Director of Alliances & Advocacy, CCBRT (Comprehensive Community Based Rehabilitation in Tanzania)	Tanzania
Teshome Tadesse	SNNPR Bureau of Labor and Social Affairs	Ethiopia
Tilksew Yitayal	Amhara Bureau of Labor and Social Affairs	Ethiopia
<b>Facilitators Names</b>	<b>Organization and Title</b>	<b>Country Team</b>
Akililu Thomas	Christian Blind Mission	Ethiopia
Jozef Nagels	Special Fund for the Disabled	Tanzania Zambia
Miguel Fernandes	ICRC, Physical Rehabilitation Program	Ethiopia
Philip Morgan	ICRC, Physical Rehabilitation Program	Sudan
Vincent Kaduma	Special Fund for the Disabled	Tanzania
Zeon de Wet	Special Fund for the Disabled	Zambia

## LMG Senior Leadership Program – ICRC Draft Curriculum-November 2014

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### **Background**

The Senior Leadership Program (SLP) is a team-based leadership development program that equips senior decision makers with the skills to address key system problems with evidence-based strategies, effective management, and accountable governance. The SLP has been adapted to a regional model working with teams selected by the International Committee of the Red Cross (ICRC). The multidisciplinary teams will develop skills to strengthen the enabling environment for physical rehabilitation and disability rights in accordance with the United Nations Convention on the Rights of Persons with Disabilities (UNCRPD).

### **Format**

The program will convene 4 to 5 country teams for 3 classroom sessions across a 9-month period. Between sessions, participants conduct a field project addressing a specific health system problem with their respective team and while receiving program mentorship. Upon successful completion, participants will receive a Yale University School of Public Health certificate in *Advanced Training in Health Leadership, Management, and Governance* as well as a certificate of completion for *Human Rights and the Convention on the Rights of Persons with Disabilities Seminar Series* from the Leadership, Management and Governance Project.

Program delivery will include:

- Interactive lectures and presentations
- Team-based field projects
- Facilitated work sessions
- Roundtable, panel, and group discussions

### **Learning objectives**

The objective of this program is to strengthen the leadership, management, and governance capacity of high-level decision makers as individuals and groups in order to address challenges and achieve results. Skills are attained through exposure to both academic and practical perspectives on key leadership, management, and governance issues in health, by working in and across groups, and implementation of a team-based field project that focuses on a current priority health issue in the region and/or country. By the end of the course, participants will have developed or strengthened the skills required to:

- Perform a strategic assessment of needs, resources, and constraints across sectors;
- Conduct strategic problem solving to address key challenges in disability and physical rehabilitation services;
- Obtain and apply data to guide and evaluate strategic responses to key health problems;
- Employ fair and transparent decision making and enable accountable, gender- and vulnerable population-responsive governance;
- Lead diverse groups to achieve objectives; and
- Deliver professional presentations for high-level audiences.

## Session Descriptions

### Session I

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*Goal: Introduce core development areas of SLP program – leadership, management, and governance; to develop relationships among and between teams; foster a sense of community; and motivate teamwork within and among teams. Session I builds the core competencies that teams need to conduct the field assignment.*

#### Day 1

##### **Program Introduction**

Objective(s): To introduce participants to the purpose and format of the program.

Description: This session will welcome participants and provide an overview of the program, including format, goals, and program support.

##### **Building a Community**

Objective(s): To develop group relationships and share/set expectations for groups and community.

Description: This session will introduce program participants to each other as individuals, as members of a senior leadership program, and as a community of problem solvers. Since learning within the SLP happens at all 3 levels (individual, team, and community), this first session begins the process of building relationships between individuals as well as between groups.

##### **Self-Assessment for Professional Development**

Objective(s): To provide an introduction to concepts of self-assessment and professional development.

Description: Participants will work with the instructor to complete and return a self-assessment with core-competencies on leadership, management, and governance.

##### **Human Rights and the UNCRPD**

Objective(s): To provide participants with an overview of the legal frameworks and principles of disability rights and to demonstrate to participants how to approach their SLP field projects through a disability-rights lens.

Description: An international disability rights lawyer will present the key principles, legal framework, articles, rights and obligations within the United Nations Convention on the Rights for Persons with Disabilities

##### **Field Assignment Introduction**

Objective(s): To review field assignment expectations and deliverables.

Description: Presentation and discussion of the field assignment expectations, deliverables, and timeline throughout the SLP.

##### **Strategic Problem Solving: Problem and Objective**

Objective(s): To provide an overview of strategic problem solving methodology. To help participants understand and employ processes and tools to define a problem and set an objective.

Description: This session will focus on defining the problem, considering scope and audience, and setting a SMART objective.

##### **Work Session 1: Teams prepare for morning presentations**

Objective(s): To allow idea sharing and revision of problem statement and objective.

Description: Teams will be allowed to work in groups to review the proposed problem statement and objective. The ICRC facilitators will guide the discussion, and instructors will be available for questions and technical support.

## Day 2

### ***Team Presentations: Problem and Objective***

Objective(s): To introduce all teams in the SLP community to each other's focus area.

Description: This session provides an opportunity for teams to introduce their selected health system focus area, including the specific problem they will address and the objective(s) they set out to achieve as a team to the larger SLP community. Following each team's presentation, participants, facilitators, and instructors will have the opportunity to ask questions, share experiences, and provide feedback to other teams.

### ***Strategic Problem Solving: Root Cause Analysis***

Objective(s): To prepare teams to successfully conduct a root cause analysis.

Description: The session will introduce different approaches to root cause analysis and demonstrate how a root cause analysis informs strategy development.

### ***Work Session 2: Teams begin root cause analysis***

Objective(s): To allow teams to discuss in details all aspects of potential causes of the selected problem statements.

Description: Teams will be given time with ICRC facilitators and instructors to begin discussion on the root cause analysis, including developing a plan for completing the root cause analysis before Session 2.

### ***Leadership: Working Across Groups***

Objective(s): To introduce participants to the concept of representational groups, how to engage different group identities, and how to help them work together effectively and communicate productively.

Description: This session will focus on intergroup relations and the special demands that come with "representing" a group (function, profession, agency, gender, state, organization). Teams work together to explore the group identities that are represented among their own members and determine the ways in which those identities might impact the project work that the team plans to do together.

## Day 3

### ***Strategic Problem Solving: Identification and Selection of Strategic Alternatives***

Objective(s): To equip teams to employ the process of enumerating strategic alternatives.

Description: This session will focus on identifying possible strategies and will introduce various approaches of assessing strategy alternatives and selecting among them.

### ***Work Session 3: Teams complete root cause analysis***

Objective(s): To ensure all teams have made satisfactory progress on their root cause analysis plan and to work on exploring strategic alternatives to address their problem.

Description: Teams will be given time to complete the root cause analysis and strategy selection activity of field assignment before presentations on Day 4.

### ***Governance: Cultivating Accountability***

Objective(s): To explore the practice of "cultivating accountability," as it applies to all levels of a system and all aspects of participants' professional responsibilities. To introduce the accountability exercise that will be conducted as part of the field project.

Description: In this session, teams will identify the ways in which they will collectively be held accountable to the following groups: (1) to their project stakeholders (people/organizations impacted by project work), (2) to their project team, and (3) to themselves. Their assignment for the February session is to put together a plan for determining whether they are being sufficiently accountable to these stakeholders throughout the team project work.

#### ***Work Session 4: Accountability plan and presentation preparation***

Objective(s): To allow participants time with facilitators and instructors to prepare accountability plans and final PowerPoint Presentations for Day 4.

Description: Participants meet in their assigned workspaces with facilitators and instructors to prepare presentations that include implementation and monitoring and evaluation.

#### Day 4

##### ***Identifying and Engaging Stakeholders***

Objective(s): To introduce the process of mapping and engaging various stakeholders.

Description: This session will focus on the process of mapping and engaging different stakeholders. Participants will discuss advantages, opportunities, and challenges related to the mapping and engaging of stakeholders in strategic planning. Teams will participate in an exercise to identify the stakeholder groups represented within their own project teams in order to prepare for the stakeholder mapping exercise they will conduct as part of their field assignment.

##### ***Gender in Leadership***

Objective(s): To increase awareness of the role of women in leadership and the challenges they face.

Description: This session will begin with a presentation of evidence on the important role of women as both users of and practitioners within the health system. Participants will then be led through a gender analysis exercise in teams, followed by a roundtable discussion of results across teams.

##### ***Cross-Country Dialogue***

Objective(s): To promote cross-country learning and network building among participants.

Description: Instructors develop cross-country discussion groups around topics of interest raised by participants. Instructors and participants are involved in discussions.

##### ***Team Presentations: Root Cause and Accountability Plans***

Objective(s): To ensure all teams have made satisfactory progress on developing their strategies and accountability plans.

Description: Each team provides a short presentation on their team's identified strategy and accountability plan. Following presentations, participants, facilitators, and instructors will have the opportunity to ask questions, share experiences, and provide feedback to other teams.

##### ***Taking the Week With You***

Objective(s): To reflect on personal development throughout Session I of the SLP.

Description: Participants will reflect on what they have learned during Session I of the program and what they plan to take with them.

##### ***Session I Review and Next Steps***

Objective(s): To strategize, in teams, on the work to be done in the Field Assignment, establish a process for making progress on the activities assigned, set expectations and milestones, and clarify roles. Teams will also be asked to establish a process for maintaining healthy intragroup relationships.

Team Field Assignment:

1. Complete root cause analysis and identify a priority root cause due before session.
2. Assess the landscape and map stakeholders.
3. Meet with DPO or PWD and other key stakeholders.
4. Select a strategy for implementation.
5. Prepare a 15-minute presentation for Session II.

## Session II

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*Goal: To foster teams' development of implementation and evaluation plans and address any group relationship challenges that may hinder progress and commitment.*

### Day 1

#### ***Reestablishing a Learning Community***

Objective(s): To reestablish team commitment both to each other and to the strategic objectives they have identified.

Description: This session will be devoted to reestablishing the SLP community: individuals coming together as teams to learn with and from each other.

#### ***Leadership: Team Roles and Dynamics***

Objective(s): To help teams think about behavior, team roles, and how these impact working as a team.

Description: Lecture on team roles and communication styles. Each participant completes a quiz, revealing their conflict style.

#### ***Team Presentations: Selected Strategies***

Objective(s): To give teams an opportunity to share their own selected strategies and learn about the work of the other teams.

Description: This session provides an opportunity for teams to present their selected strategies with the SLP community. Following presentations participants, facilitators, and instructors will have the opportunity to ask questions, share experiences, and provide feedback to other teams.

#### ***Reflections on Team Presentations***

Objective(s): To allow teams to ask questions, share experiences, and provide feedback to other teams on presentation content.

Description: Instructors will provide specific feedback to teams on their field assignment progress and presentation styles.

#### ***Work Session 1: Refinement of SPS work***

Objective(s): To catalyze knowledge exchange and synthesis of lessons learned across team members.

Description: Participants use a provided PowerPoint template to consolidate all the data collected and experiences shared by team members. They will prepare to share this presentation on Day 2.

#### ***Governance: Setting Shared Direction and Stewarding Resources***

Objective(s): To explore the "setting shared direction" and "stewarding resources" practices of the LMG Model of Effective Governance Practices; understand the implications of sound management and ethical leadership practices in health governance.

Description: In this session, participants will explore common concepts of leadership and management and how the two are different. This module will also explore key organizational management activities, including effective and efficient use of human, financial, and technical resources, underscoring the role that each has in good governance.

### Day 2

#### ***Leadership and Followership***

Objective(s): To examine the idea that leadership is a relational phenomenon and will explore the implication of this perspective for those in leadership and followership roles.

Description: This session provides participants an opportunity to review and discuss leadership as a relationship with those we hope lead. The session provides examples of leadership and followership relations as well as how these roles affect our work and professional lives.

### ***Strategic Problem Solving: Implementation and Addressing Resistance***

Objective(s): To develop a comprehensive implementation plan to achieve selected strategy.

Description: This session will introduce a framework for developing implementation plans to carry out a selected strategy. Participants will consider key factors for successful implementation and will analyze common causes of implementation failure. In this session, participants will learn the essential tools and techniques for addressing the sources of resistance that might arise in the course of strategy implementation.

### ***Work Session 2: Implementation***

Objective(s): To allow time for teams to discuss and use implementation lessons in their assignment plan.

Description: Participants review implementation lessons and decide how the strategy will be implemented in order to reach the team's objective.

### ***Good Governance Case Study***

Objective(s): To consolidate learnings on all good governance principles and provide an opportunity for practical application.

Description: In this session, teams will be given a case study to discuss together and decide if and how the participants in each are demonstrating the 4 good governance principles: "cultivating accountability," "engaging stakeholders," "setting shared direction," and "stewarding resources." They will then share their insights and recommendations with the rest of the teams.

## Day 3

### ***Strategic Problem Solving: Evaluation and Scale-Up***

Objective(s): To develop a comprehensive evaluation plan and indicators to assess implementation and results of the project; to introduce participants to the concept of scale up.

Description: This session will provide a framework for developing an evaluation plan to enable participants to monitor progress of implementation. This will include criteria for assessing the quality of an evaluation plan. This session will identify key challenges in producing and using data and intelligence. Participants will learn to leverage alternative forms of data and approaches to data collection. This session discuss scaling up innovations.

### ***Work Session 3: Teams prepare presentations on implementation and evaluation development***

Objective(s): To prepare participants to share their ongoing implementation and evaluation plans.

Description: Participants use a provided PowerPoint template to prepare a presentation on their implementation and evaluation plans in development.

### ***Gender in Leadership***

Objective(s): To provide a venue for delegates to discuss the impact different project strategies may have on gender.

Description: Small group discussion on prompts, during which participants reflect on how gender dynamics affect their work.

### ***Work Session 4: Presentation preparation***

Objective(s): To allow participants time with facilitators and instructors to prepare final PowerPoint presentations.

Description: Participants meet in their assigned workspaces with facilitators and instructors to prepare presentations that include implementation and monitoring and evaluation.

#### Day 4

##### **Change Management**

Objective(s): To introduce a structured approach to transitioning individuals, teams, and organizations from a current state to a desired future state.

Description: Review of change management and change resistance, with interactive discussion and small group work.

##### **Team Presentations: Implementation and Evaluation Plans**

Objective(s): To provide teams with an opportunity to share and receive community feedback on their implementation and evaluation plans.

Description: Each team shares a presentation of implementation and evaluation plans thus far, followed by discussion. Following presentations, participants, facilitators, and instructors will have the opportunity to ask questions, share experiences, and provide feedback to other teams.

##### **Session II Review, Next Steps, and Evaluation**

Description: Teams reflect on the lessons learned from the program and what they plan to take with them in order to prepare for the field assignment and 6-month evaluation.

#### Team Field Assignment:

1. Implement strategic plans and monitor progress.
2. Check-in assignment due after 2 months.
3. Poster presentation due 2 weeks before Session III.
4. Delegates complete post-program self-assessment online before Session III.
5. Prepare 15-minute team presentations of results to be shared in Session III.

#### **Session III**

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*Goal: To promote cross-group learning through presentation and feedback of implementation experiences and results. This is achieved through team presentations of achievements and lessons learned, followed by facilitated discussion and reflection.*

#### Day 1

##### **Team Presentations: Implementation and Evaluation of Strategies**

Objective(s): To give teams an opportunity to exchange experiences and results.

Description: Teams will present the progress, challenges, and experiences in addressing their original health system problem. Following presentations, participants, facilitators, and instructors will have the opportunity to ask questions, share experiences, and provide feedback to other teams.

##### **Field Visit**

Objective(s): To provide opportunity to explore applications of governance principles.

Description: Field visit or panel is prepared for participants to explore the practical applications of governance among regulatory bodies, policy makers, ministries, or service providers. Development of this session is dependent on local resources and relationships.

## Day 2

### **Exploring Organization Culture**

Objective(s): To understand basic concept of organizational culture and be able to identify artifact of organizational culture in the work environment.

Description: *Lecture and discussion on understanding organizational culture and how it impacts performance and work.*

### **Self-Assessment Review**

Objective(s): To reflect on personal growth throughout program.

Description: Presentation of self-assessment strategies and norms. Delegates receive copies of their pre- and post-program core competency self-assessment in a labeled envelope and are given prompts to reflect and discuss.

### **Taking the Program With You**

Objective(s): To reflect on personal development throughout the SLP.

Description: Participants will reflect on what they have learned throughout the program and what they plan to take with them.

### **Next Steps**

Description: Teams are reminded that the work with the field project should not stop now that the SLP is over. Discussion of ways to maintain accountability among individuals, teams, and the learning community. Summary of the 6-month program evaluation is provided so teams will be prepared for evaluation site visits.

### **Poster Session**

Objective(s): To provide cross-country teams the opportunity to learn more about other team projects and provide support. To provide delegates opportunity for interpersonal discussion and defense of their project.

Description: Each team produces a poster that is put on display in the conference room for 45 minutes. Delegates are instructed that one team member should stay with the poster while others circulate and ask follow-up question on team projects.

### **Graduation Procedures**

Objective: To celebrate the accomplishments of the participants, teams, and ICRC facilitators.

Description: Public graduation program with presentation of certificates and addresses from local and international partners.

### Team Field Assignment:

1. Teams are preparing for evaluation visit after 6 months.
2. SLP team to follow up with teams periodically.

**ICRC SLP Participant Interview Guidelines**

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The interview is intended to capture the participants' work performance and any changes over the past year, particularly as it relates to leadership, management, and governance as a result of participation in the SLP.

**Interviewer:** Do you have any questions about the interview or the consent form? (Answers questions regarding the purpose of the interview and the consent form.)

*Participant signs consent form.*

**[Turn on recording device]**

**Section 1. Program Overview**

1. Tell me about your current role with [Organization Name].
2. How has your work performance changed since completing the SLP?
3. What SLP topics do you find helpful for your work?  
Prompt: How was [concept] helpful? What about this topic was useful? What was the result?
4. What SLP topics did you **not** find helpful for your work?  
Prompt: Topics that were not used? Not valuable? Did not change your thinking?

5. At the end of the SLP, how prepared did you feel to adopt SLP tools/lessons into your work?

*According to response mark the most appropriate box.*

<sup>1</sup> Very prepared      <sup>2</sup> Somewhat prepared      <sup>3</sup> Not prepared      <sup>4</sup> Unprepared      <sup>5</sup> Very unprepared

Prompt: Please explain.

6. How have you shared what you learned from the SLP with coworkers?  
Prompt: For example?
7. Other than the field project, how have you used lessons from the SLP to address a specific challenge in your work?  
Prompts: Which concepts? How did it help? For example?

**Section 2.** The next 3 questions ask specifically about the SLP project team of which you were a part.

8. Please, tell me briefly about your team's field project

Prompt: Do you feel the team selected the right project focus given team composition? Was it the right focus/topic? Was it successful?

9. Tell me about your experience working on the SLP project team.  
Prompt: Distribution of work? Learning from working together? Challenges? Lessons learned from experience or peers?

10. How did this experience change the way you work on other team projects?  
Prompt: Your role? Your expectations?

**Section 3.** The next 3 questions ask specifically about changes in your work regarding leadership, management, and governance skills.

11. How has your **leadership** changed since participating in the SLP?  
Prompts: Can you give a specific example? Please explain. Why?

12. How has your **management** changed since participating in the SLP?  
Prompts: Can you give a specific example? Please explain. Why?

13. How has your **governance** changed since participating in the SLP?  
Prompts: Can you give a specific example? Please explain. Why?

14. The SLP included discussion of the UNCRPD. How have you applied the Convention in your work?  
Prompt: Why? What are the barriers?

15. How have you engaged in the promotion of rights for persons with disabilities in your work?  
Prompt: For example? Why? What are the barriers?

**Interviewer:** That was the final question. Our goal for this interview was to learn about your experience and learning in the program and evaluate the impact of the SLP for participants. Is there anything else I should have asked you to better understand your experience or the impact of the SLP on your professional development or your work?

**Interviewer:** Thank you very much for taking the time to speak with me today. Your interview will help us better understand how to improve the SLP for future participants. Thank you.

**[Turn off recording device]**

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## **Appendix D: Facilitator Interview Guide**

### **ICRC Facilitator Interview Guidelines**

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The interview is intended to capture the participants' work performance, any changes over the past year, particularly as it relates to leadership, management, and governance as a result of participation in the SLP, and ICRC capacity to lead and facilitate team projects.

**Interviewer:** Do you have any questions about the interview or the consent form? (Answers questions regarding the purpose of the interview and the consent form.)

Participant signs consent form.

**[Turn on recording device]**

#### Section 1. Participant experience

1. How has your work changed since completing the SLP?

2. What topics of the SLP did you find helpful for your work?

Prompt: How was [topic] helpful? What was the result?

3. What SLP topics did you **not** find helpful for your work?

Prompt: Something that you have not applied?

4. At the end of the SLP, how prepared did you feel to adopt SLP tools/lessons into your work?

*According to response mark the most appropriate box.*

<sup>1</sup> Very prepared      <sup>2</sup> Somewhat prepared      <sup>3</sup> Not prepared      <sup>4</sup> Unprepared      <sup>5</sup> Very unprepared

Prompt: Please explain.

16. How have you shared what you learned from the SLP with coworkers?

Prompt: For example?

#### **Section 2.** The next 3 questions ask specifically about your SLP project team.

5. Tell me briefly about the field project.

Prompt: Do you feel the team selected the right project focus given team composition? Was it the right focus/topic? Was it successful?

6. Tell me about your experience working on the SLP project team.

Prompt: challenges, lessons learned?

7. Did any of the skills you gained from working on the project transfer to any team-based work that you may do currently?

Prompt: Such as? For example?

8. How has your relationship with participants and their organizations changed?

9. Has this program led to the development of other projects/collaboration with these participants/organizations?

Prompt: Are you still meeting with the team? Has new work started since Session III?

10. The SLP includes discussion of the UNCRPD. How have you used this in your work?

**Interviewer:** That was the final question. Our goal for this interview was to learn about your experience and evaluate the impact of the SLP on the facilitators and participants. Is there anything else I should have asked you to better understand your experience as a facilitator, the impact of the SLP on ICRC, or the delegates who participated?

Thank you very much for taking the time to speak with me today. Your interview will help us better understand how the SLP can be improved for future participants. Thank you.

**[Turn off recording device]**

## **Appendix E: ICRC Director Interview Guide**

### **ICRC Interview Guidelines**

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The interview is intended to capture the change in ICRC facilitator work performance, ICRC's partnership with local organizations, particularly as it relates to leadership, management, and governance as a result of ICRC participation in the SLP.

**Interviewer:** Do you have any questions about the interview or the consent form? (Answers questions regarding the purpose of the interview and the consent form.)

Participant signs consent form.

**[Turn on recording device]**

#### Section 1. Participant Experience

1. Tell me about the ICRC partnership with the LMG program.  
Prompt: How did the program come about? What outcomes did you anticipate?
2. Tell me about the ICRC staff who participated in the SLP.
3. What changes did you see in the ICRC staff who participated in the SLP?
4. Tell me about any relationship changes you have observed between the ICRC staff and local organizations since the SLP.  
Prompt: New projects? New collaborations? Increased stakeholder engagement or accountability?
5. Each of the country teams completed a field assignment. Tell me the result, if any, of the projects.  
Prompt: Were they successful? Was there any change in disability and PR service provision?
6. Has this program led to the development of other projects/collaborations with these participants/local organizations?  
Prompt: Has new work started since Session III?
7. The SLP includes discussion about the UNCRPD. How have you seen this training used by the ICRC facilitators?

Prompt: Participants?

**Interviewer:** That was the final question. Our goal for this interview was to learn about your experience of the program and evaluate the impact of the SLP for participants. Is there anything else I should have asked you to better understand your experience and evaluation of the SLP?

Thank you very much for taking the time to speak with me today. Your interview will help us better understand how to improve the SLP for future participants and partners. Thank you.

**[Turn off recording device]**

## Appendix F: Survey and Self-Assessment

### Program Evaluation and Self-Assessment Survey

*This survey is an essential part of the SLP evaluation. Results from this survey will be anonymous and will be used to strengthen future Senior Leadership Programs. The survey includes 2 sections: (1) an evaluation of the SLP training and (2) a self-assessment of core competencies of the program.*

#### Senior Leadership Program Evaluation

		<i>Strongly disagree</i>	<i>Somewhat disagree</i>	<i>Somewhat agree</i>	<i>Strongly agree</i>	<i>No opinion</i>
		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
1	Participating in the SLP was a good use of my time.					
2	The program prepared me for the leadership, management, and governance challenges I face at work.					
3	Following the SLP, I am better able to apply leadership skills and techniques.					
4	The field project was an important component of the program for further developing my leadership, management, and governance skills.					
5	The program included sufficient practical examples.					
7	I developed a stronger professional network through the SLP.					
8	The SLP has encouraged me to consider gender dynamics in my professional setting.					
10	Based on my overall experience, I am very satisfied with the SLP.					
11	I understand the UN Convention on the Rights of People with Disabilities and how it applies to my work.					

What aspects of the SLP were most valuable to you?
What aspect of the SLP did you find least valuable?
What materials (handouts, presentations, readings) have you used since completing the SLP?
What areas of the SLP do you wish had been expanded?

## Core Competency Self-Assessment

Please mark the appropriate response to indicate the changes, if any, in the following areas of leadership, management, and governance since participating in the Senior Leadership Program.

### How confident are you in the following areas?

(1 represents "Not at all confident" and 5 represents "extremely confident.")

		1	2	3	4	5
1	Identifying and engaging stakeholders					
2	Proactively seeking input from others					
3	Creating a platform for equal participation					
4	Encouraging collaboration					
5	Practicing openness and transparency					
6	Being accountable to stakeholders					
7	Managing resources effectively and efficiently					
8	Building alliances					
9	Solving problems strategically					
10	Setting clear objectives					
11	Conducting a root cause analysis					
12	Implementing a strategic work plan					
13	Obtaining and applying data to inform decision making					
14	Evaluating the impact of decisions on beneficiaries					
15	Leading diverse groups					
16	Delivering professional presentations for high-level audiences					
17	Creating a common vision for my organization					
18	Being responsive to concerns					
19	Advocating for change					
20	Resolving conflict					
21	Considering women and vulnerable populations in decision making					