



Federal Democratic Republic of Ethiopia,

Ministry of Civil Service & Human Resources Development Ethiopia
Country Office



*Empowered lives.
Resilient nations.*

Advanced Leadership Project: Terminal Evaluation Report

FilmonHadaro Hando (PhD)
(Independent Consultant)

Mobile: 091 6824100 Email: filmon.adaro@aau.edu.et P.O.Box. 12 Code 1035, Addis Ababa

18 December 2017

Contents

ACKNOWLEDGEENTS.....	4
LIST OF ACRONYMS.....	5
EXECUTIVE SUMMARY.....	6
I. INTRODUCTION.....	8
1.1. Background of the ALP.....	8
1.2. Conceptual Model of the Evaluation.....	9
1.3. Methodology.....	10
II. EVALUATION OF ALP RESULTS.....	12
2.1. ALP Design and Management.....	12
2.2. Relevance.....	13
2.3. Effectiveness.....	15
2.4. Efficiency.....	19
2.5. Continuity, Impact & Sustainability of ALP Results.....	22
2.6. Challenges.....	23
III. CONCLUSIONS AND RECOMMENDATIONS.....	24
3.1. Conclusions.....	24
3.1.1. Relevance.....	24
3.1.2. Effectiveness and Efficiency.....	25
3.1.3. Continuity, Impact and Sustainability of ALP Results.....	26
3.2. Recommendations.....	26
3.2.1. Work on Coordination, Partnership Building and Cooperation.....	26
3.2.2. Work on Agenda-based and Purpose-based Collaboration.....	27
3.2.3. Work on Leadership Coaching and Mentoring Events.....	27

3.2.4. Work on Substantive Support and Documentation of Local Best Practice28

Appendices.....29

Appendix 1 Thematic Area and Course Description29

Appendix 2 Design of the ALP Outputs and Strategic Activities30

Appendix 3 Response Summary for Higher Education, Research & Training Institutions30

Appendix 4 Response Summary for Federal, Corporations & Private Sectors32

Appendix 5 Response Summary for Regional Bureaus & Municipality Institutions33

Appendix 6 Terminal Evaluation Checklist.....34

Appendix 7 Summary of the 2012 Need Assessment Report Findings35

Appendix 8 Integration of Assessed Gaps, Training Contents and Sectors35

Appendix 9 Pre-training Need Assessment Report: Issues36

Appendix 10 Leading-and-Managing for Results Model (Analysis Framework)37

Tables

ACKNOWLEDGEMENTS

This evaluation was conducted in short period of 20 working days. In order to accomplish the tasks outlined in the ToR, the consultant was dependent on the cooperation of participants of the training project from federal and regional public institutions, the UNDP Ethiopia office and the Ministry of Civil Service and Human Resource Development. Among these were H.E Adamu Ayana, State Minister, MoPS&HRD, Fisseha Mekonnen, Biniam Habtewold and Berhanu Alemu from the UNDP. Their support helped the consultant to remain focused and objective – both in providing comments and guidance. Mr. Biniam was especially supportive in getting the officials for interview and documents for review. Without this support, getting top-level officials would have been time taking and difficult.

The consultant met with 17 participants of the training from federal top-level leaders (Ministers, State Ministers, Directors and Deputy Directors) and 15 participants from six selected regions (Bureau Heads and Deputy Bureau Heads). Each of the participants gave their frank reflections and shared their own insights with the consultant. This was an essential factor in setting the evaluation on the right track. The consultant believes that the evaluation process was successful in collecting substantive evidence, involving the insights of top-level leaders and ways forward as lessons. The participant institutions are important for Ethiopia's ongoing and rapid-development by implementing the key development and governance programs.



FILMON Hadaro Hando (PhD)
Independent (Certified) Consultant

LIST OF ACRONYMS

ALP	Advanced Leadership Project
ATA	Agricultural Transformation Agency
BoFED	Bureau for Finance and Economic Development
BRICS	Brazil-Russia-India-China-South Africa
CBE	Commercial Bank of Ethiopia
CoC	Chamber of Commerce
CPD	Country Strategy Document
CSP	Country Strategy Paper
CSA	Central Statistical Authority
CSOs	Civil Society Organizations
CSP	Country Strategy Paper
CSR	Civil Service Reform
DAC	Development Aid Council (Group)
ECSU	Ethiopian Civil Service University
EDRI	Ethiopian Development Research Institute
EEPCO	Ethiopian Electric Power Corporation
EMI	Ethiopian Management Institute
ENB	Ethiopian National Bank
ERCA	Ethiopian Revenue & Customs Authority
EPRDF	Ethiopian People's Revolutionary Democratic Front
ESAMI	East and South African Management Institute
ETB	Ethiopian Birr
FAFA	Financial and Administrative Framework Agreement
FDRE	Federal Democratic Republic of Ethiopia
GoE	Government of Ethiopia
GTP	Growth and Transformation Plan I & II
HoPR	House of Peoples' Representative
HRD	Human Resource Development
KIPA	Korean Institute of Public Administration
LKYSP	LEE KUAN YEW SCHOOL OF PUBLIC POLICY),
M&E	Monitoring and Evaluation
MoA	Ministry of Agriculture
MoUDC	Ministry of Urban Development & Construction
MoFA	Ministry of Foreign Affairs
MoFEC	Ministry of Finance and Economic Cooperation
MoFED	Ministry of Finance and Economic Development
Mol	Ministry of Industry
MoPS&HRD	Ministry of Public Service & Human Resource Development
MoT	Ministry of Trade (Ministry of Transport)
MoUs	Memorandum of Understanding
NBE	National Bank of Ethiopia
NGOs	Non-governmental Organizations
NIM	National Implementation Mechanisms
N-SC	North-south Cooperation
OVI	Objectively verifiable indicator
PASDEP	Programme for Accelerated and Sustainable Development to End Poverty
PPP	Public Private Partnership
PRSP	Poverty Reduction Strategy Paper
PMO	Prime Minister's Office
PRSC	Policy Research and Study Center
SNNPR	South Nations Nationalities Peoples Region
S-SC	South-south Cooperation
ToR	Terms of Reference
ToTs	Training of Trainers
UNDAF	United Nations Development Assistance Framework
UNDP	United Nations Development Programme
USD	United States Dollars

EXECUTIVE SUMMARY

“Advanced Leadership Project” is initiated with leadership gap assessment in September 2012. MoPS&HRD implemented ALP from September 2012 – Dec 2016 and the UNDP provided financial and technical support. The objective of the ALP was to improve top-leadership capacity at federal and regional levels to enable the implementation of key development policies of Ethiopia and maintaining the ongoing comprehensive reforms in all sectors to improve public service delivery. The ALP is thus best suited in country key policies, contexts and emerging development issues. The ALP terminal evaluation assessed the achievement of ALP results – the contributions for UNDAF outcomes and GTP pillars – that aims at “building capacity and deepening good governance” while also “improving the capacity of the top leadership” and the fourteen CSR programmes under implementation since 1994. In these broader policy documents, leadership capacity building is key programme component and seen as critical transformative instrument. Informed by Leading-and-managing for results model, the appropriateness of ALP design, its relevance to UNDAF and country key policies, the effectiveness and efficiency was assessed. Based on the data results, the achievements of the ALP are:

1. Training contents and tailor-made executive training modules were designed in seven thematic areas, approved by government and delivered to high-level officials of Ethiopia. Out of the planned 200 top leaders, 125 (62.5%) top leaders were trained and certified on emerging development issues, challenges and opportunities. Out of the trained and certified top-leaders, 14 are females (six from UNDP office). This achievement contributed to UNDAF outcomes areas in gender equity, building leadership capacity to conduct evidence-based planning, implementation, evaluation and decision-making. It exposed top leaders to transformative and emerging issues, challenges and opportunities in development and transformation. This also contributes to UNDP’s role of supporting for evidence-based transformative planning, knowledge brokering & policy research and contributes to outcomes of government policies & capacity building efforts.
2. Two experience-sharing visits were conducted (20%) out of 10 planned. There was no focused and agendabased capacity building (modular) training related high-level experience sharing visits. Even though, highlevel policy debate forums were not conducted, the class sessions served as high-level debate forums and agenda-based experience sharing visits served as field-based practical reflection forum for linking theory and practice. This achievement contributed to UNDP’s role of tapping innovative strategies of capacity building and supporting country efforts; and government efforts of transfer of expertise and customization to working skills and knowledge gaps to enhance result-based service delivery.
3. Three top south training institutions were selected based on the ToR and RFP prepared and approved by the government. This output contributes to UNDAF outcome of establishing south-south cooperation and enhancing local capacity building by mix of modalities and partnerships identified in the UNDP CPD and government’s CSR program outcome component on stakeholder cooperation and collaboration in capacity building. The government CSR program identifies training as key capacity building strategy.
4. The target of preparing instruments and mechanisms of updating top-leaders, coaching and mentoring of emerging leaders by reputable and experienced leaders were conducted in the ALP period. Young emerging leaders have made access to senior ministers, high potential trainers and expertise pool institutions during the 22 sessions conducted. The participants have opportunity for reflection on issues. This achievement contributes to UNDP’s outcomes on creating space and connection for ownership and self-initiatives for capacity building, planning, implementation, evaluation, learning and decision-making.
5. Three MoUs aimed at strengthening south-south cooperation was drafted, approved by government and agreement was signed among the parties to identify content, design tailor-made modules and offer the training for selected top leaders in venues selected (in Ethiopia, Korea and Singapore). The target for northsouth cooperation was not implemented. The former achievement contributed to UNDP’s procedural and system compliance and initiating goal-oriented, result-based and system building cooperation;
6. Regular monitoring and evaluation meetings were conducted, identified challenges, risks and mitigation frameworks. In this process, five reports were produced and risks and risk mitigation is regularly monitored by the Steering Committee of the ALP. This achievement has contributed to UNDP’s monitoring and evaluation frameworks, government GTP’s frameworks and analysis of effects of the intervention. Despite in the previous times, UNDP office has allocated sufficient resources for progress reporting and evaluations.

The key findings of the ALP evaluation are presented below.

1. **Design Appropriateness** – the findings (on whether appropriate activities, actors, frameworks, participants and delivery mode was identified to achieve results in priority areas by sector and objective) are: (a) the ALP design lacked defining national level tools, profiles of training institutions and trainers, and the lessons sought in terms of gaps from the outset. This weakness in design limited the opportunity for agenda and

purpose-based capacity building and cooperation at one hand and the opportunity for conscious focus of training contents, disciplining trainers and training institutions to work in line with national context and achieve the objectives of the training in more transformative manner; and, (b) the design opted for project approach. A program intervention is preferable for issues such as leadership capacity building. Long-term programs create opportunity for building national institutional capacity and long-term intervention by selective experience sharing and twining south-south and north-south cooperation arrangements.

2. **Relevance** of ALP (whether ALP is relevant in terms of target beneficiary, gender inclusion, key country policy and reform context, contributions of outcomes to achievement of objectives and alignment to national priority & contributions to solving gaps identified) are: (a) the contents, approach and mode of delivery implemented by the training institutions selected were relevant to ALP results and objectives. It contributed towards achieving the broader objectives Ethiopia's key policies such as GTP II and the CSR programs. It also contributed towards the UNDP CPD and UNDAF objectives of leadership capacity building for evidence-based planning, implementing, monitoring, and evaluation, learning and decision-making. The outsourcing all of the components of the project minimized the opportunity for capacity building of local institutions and use of alternative local level best practices. (b) selection of training institutions and the approach of delivery was relevant in terms of its appropriateness for adult learners and top leaders as well as integrating theory and practice enriched with hands-on experience. (c) ALP is not placed in relevant organization with mandates of public service leadership capacity building and department to follow-up implementation. It lacked relevant orientation on the purposes; thus, participants were not aware of their individual and organizational obligations ahead of training and visits. (d) the ALP contents did not include relevant development and leadership related topics and contents such as: (a) development planning & management in the context of poverty and contemporary development issues; (b) leadership competences in the context of transformation trap in agrarian-dominated economy; (c) relevant system building and management models such as PRIDE were not included; rather change management was taken.
3. **Effectiveness** of the ALP (whether intended results attained, lessons learnt, assumptions worked and mechanisms align to country context) are: (a) the assumption on the north-south and south-south cooperation worked. ALP effectively initiated and instituted reputable three south-south cooperation as planned. The assumption on the rich hands-on experience of reputable south institutions in designing and offering seven state-of-the-art training for top leaders of Ethiopia has worked. As assumed, the training institutions designed high quality modules, current and emerging contents, approaches and mode of delivery. (b) the assumption on the availability of top leaders for the training sessions worked. About 62.5% of the planned 200 top leaders were trained on emerging issues and certified; top leadership experiencesharing visits were conducted. This enhanced the scope and understanding of top-leaders on development issues. (c) in terms of participation and inclusion, the ALP is effective. The procedures of initiation, design and implementation effectively aligned with government and UNDP frameworks. The training need and the schedules are also effectively managed after MoPS&RD took the initiative. The beneficiaries selected included leaders from several sectors identified by the need assessment report and from diverse positions and levels. The ALP is effectively inclusive. (d) ALP recruited few female participants and that there are few females in the leadership pool of Ethiopia. Though a lot of attempt is made to enhance participation of females at all levels, women in key executive leadership positions are very few (less than 10%). The need assessment report also does not include Women Affairs offices in the public service. In terms of targeting female top leaders as beneficiary, the ALP is fairly less effective. (d) ALP's cooperation did not result in twining arrangements in the north-south and south-south cooperation in terms of sustainable partnership building based on sustainable collaboration frameworks. In this regard, there was not a clearly tasked and responsible institution for taking-over the results and institutionalize the partnerships initiated, the continuation of formal cooperation and maintaining results after the ALP exit. ALP is not effective in putting frameworks for managing and maintaining achievements.
4. **Efficiency** of the ALP (whether the utilization of resources, procedures, cost of delivery, timeliness & responsiveness, optimal participation, use of synergy, process and result management has led to the achievement of the agreed principal results of the ALP) are: (a) the management and resource mobilization initiatives taken by the MoPS&RD were efficient in the use of resources. It complied with agreed procedures in place. In addition, the timing of the ALP and the collaboration arrangements, in line with time available and long delays, are efficiently managed and were responsive to leadership capacity demands of the country and contributions towards implementing key policy interventions. The monitoring and evaluation frameworks in place and the collaboration arrangements designed and implemented have contributed to efficient management of processes and resources. The regular risk monitoring tools have contributed for the achievement of the ALP results. (b) Taking time pressure and the coincidence of the ALP implementation with key renewal movement underway, in which top leadership is engaged, the participation of top leaders is fairly optimal and targeting was relatively inclusive. (c) The outsourcing of all components of the ALP that was made by MoFEC prior to the involvement of MoPS&HRD has led to expensive payments of scarce funding. The complete outsourcing also limited the possibility of using local best practices and capacities; which in the long-run could minimize dependence on foreign institutions and lead to efficient use of local

capacity. In this respect, the ALP has weaknesses in measures of efficiency. In general, the utilization of resources, compliance to procedures, cost of delivery in line with the time pressure, timeliness & responsiveness of the project to MoPS&HRD, in terms of optimal participation, use of synergies, processes and result management contributed to the achievement of the agreed principal results of the ALP.

Therefore, the ALP overall performance was efficient and from the lessons, ALP is effective in all measures (the results vary – some are strong, manifest dedication, use of optimal and resource=saving approach).

The recommendations of the ALP evaluation for MoPS& HRD and the UNDP account the following.

1. **Need for leadership conceptualization:** Any future intervention in leadership capacity building needs to conceptualize top leadership capacity building and modeling leadership change for results. Clarity of choice of implementation timing and continuity of the post-project capacity building, implement networking and partnership building as strategy (means) and objective (end) of institutionalization of leadership capacity building, should focus on leadership program intervention, not an output in itself).
2. **Hosting and continuity of events:** Initiating immediate future cooperation and collaboration to maintain the ALP investments and results requires the institutionalization of ALP results after its exit. The UNDP and government based on the institutional capacity building policies and events of implementation and assignment of institutional obligation for capacity building training, national forums, councils, services, etc. are needed to cultivate emerging leaders. In order to institutionalize outcomes in the post-ALP, effective exist strategy in terms of host institution and the future of tracking and maintaining ALP impacts is needed. There needs to be continuous national level platforms and events for familiarization of national key policies – such as annual issue-focused and purposeful conferences, policy evaluation forums, work on public satisfaction and opinion survey report debates, national leadership summits, national top-leadership forums, etc. Otherwise, there will be limited option to generate policy issues and coach emerging leaders.
3. **Coordination and location of future support:** Substantive coordination and location of future support (conscious selection of focal local and international level capacity building training institutions based on purpose, agenda and milestone results as well as serving as center for grooming young leaders towards center of excellence). This assumes a realignment of technical & financial support to focus on missioncritical coordination and agenda-focused programs.
4. **Re-alignment of attitudes on local capacity – trainers and training institutions:** There must be a realignment of expectations & attitudes over local training institutions to reduce reliance & dependence of foreign training institutions and trainers who often lack knowledge of the local context. Therefore, local training institutions with experience, trainers and thematic concerns must be supported for sustainable leadership capacity building training and research as well as policy support and allocation of incentives.
5. **Support for creating broader and high-level forums:** Initiating dialogue & coaching forums for succession such as national top leadership summit, national leadership forum and national young leadership forum from emerging leaders, national female and youth leadership summit, national forum on policy debate and consensus building, etc. must be initiated and implemented.
6. **Funding for local training and research institutions** sustainable capacity building requires in-country initiatives and work. As indicated in UNDAF outcome component, capacity building requires evidence-based planning, implementation, evaluation, learning and decision-making. In order for this to happen, conscious and focused support for the development of national centers of excellence is required. In this respect, technical and financial support for local institutions may include incentives, competitive policy support programs for funding training institutions in Ethiopia and support for documentation of local best practices at one hand and centers of excellence for training and coaching in Ethiopia.

I. INTRODUCTION

1.1. Background of the ALP

Ministry of Public Service and Human Resources Development implemented the “Advanced Leadership Project”, hereafter the ALP, with financial and technical support of the UNDP Ethiopia office. The objective of the ALP was to improve top leadership capacity at federal and regional executive levels¹ to enable the implementation of key development policies of Ethiopia. The UNDP, in collaboration with MoPS&RD, commissioned this terminal evaluation. The ALP was initiated in 2012 after UNDP, in collaboration with MoFED, commissioned leadership

¹ The ALP targeted ministers, state ministers, agency and corporation directors, regional presidents and city mayors as well as diplomats. These are considered as executive top-level leaders in Ethiopia.

gap assessment. Based on this gap assessment, ALP was designed, implemented and ended in December 2016. This terminal evaluation is planned and executed from 4 November 2017 to 18 December 2017.

The ALP logic is set on contributions of ALP outcomes to the achievement of the 1994 CSR Program, GTP II and UNDAF/CPD objectives on governance capacity building, in which top-leadership capacity building is seen as key instrument. Building leadership capacity is also seen as key objective as well as instrument for implementing other programs. The ALP was initiated on the backdrop of the four GTP II objectives, the eight capacity building and governance components of the GTP II (See GTP II, Chapter seven) and the UNDAF broader governance and capacity building objective target for 2015. On these backgrounds, the rationale of ALP intervention is that its implementation will contribute to the achievement of the UNDAF/CPD broader objectives, the GTP II targets of transformational change and the vision 2025 as well as the CSR program component on top-leadership capacity building. Besides these contribution, ALP implementation is assumed to support government will and efforts of capacity building while enabling the top-leadership to cope with the fast-changing and dynamics context of development issues at national, regional and global levels. In this respect, there is a need to design and implement: (a) systematic, deliberate and tailor-made program of capacity building. (b) use of approaches of learning and experience-sharing on best practices and innovative development solutions. (c) support the government efforts towards building a highly qualified leadership equipped with up-to-date knowledge and strategic leadership competences for maintaining the fast change in the country. In this respect, reputable institutions, applicable contents, state-of-the-art approach of delivery, relevant institutions and top-leaders were identified and recruited based on leadership need assessment report.

The ALP beneficiaries were senior level federal, regional, enterprises, agency and corporation leaders. MoFED, later MoPS&HRD identified the institutions and top-leaders. The ALP management arrangements, the monitoring, evaluation and reporting frameworks helped monitoring risks, mobilizing resources, updating progress and the achievement of its results. In the arrangement, the MoFED and MoPS&HRD implemented the project from government side. The UNDP provided financial and technical support as planned. In this respect progress reports were prepared and submitted to concerned bodies – bi-annual, mid-review and final synthesis reports. ALP identified unavailability of individuals and institutions that pragmatically transfer knowledge and hands-on experience; and inadequate resource for the implementation of innovative and high-impact initiatives. As observed from the project implementation and achievement of results, the first risk was not critical. Because of the technical and financial support from the UNDP – reputable institutions and trainers with hands-on experience were selected and offered the training; except lack of adequate data on Ethiopia. The second risk is evident. There is not a concrete plan (finance and program) from the government and UNDP side, at this moment, after ALP exit. However, from what has been implemented, the ALP is better suited to contribute towards filling the leadership capacity gaps, shaping the execution and achievement of the key policy targets, creating dialogue forums and partnership building. Ethiopia has registered tremendous achievements in transforming its economy, diplomacy and political configurations. Its intervention results in these and global levels are notable and demands leadership to keep these achievements and sustainably maintain the fast-growing economy and social changes. Otherwise, the changes will pose new challenges for the top leadership. ALP as leadership capacity building initiative has contributed towards preparing the top leadership for these new demands and challenges. ALP has expand scope and alternative perspectives towards solving periodic and emerging transformation tarps emanating from the fast-changing Ethiopia's socio-economy and polity².

The terminal evaluation assessed the contribution of ALP in line with the GTP pillars – aiming at “building capacity and deepening good governance” while also “improving the capacity of the top leadership” and the achievement of ALP outcomes using evidence on relevance, effectiveness and efficiency of the interventions . The contribution of ALP to crosscutting concerns such as gender, issues of emerging regions and support governance in Ethiopia. Overall, the ALP achieved its objectives by achieving 62.5% of trainees’ participation, establishment of southsouth cooperation and offering tailor-made executive level courses. The evaluation report is organized as follows. It presents executive summary followed by introruction. The second section presented ALP evaluation results, interpreationand findings. The third part presented conclusion and recommendations.

1.2. Conceptual Model of the Evaluation

The assessment of the leadership capacity-building training outcome was made using leading and managing for results model³. This model is used for assessing the outcomes of leadership capacity building programs, projects

² Transformation traps includes challenges related to maintaining the double-digit fast growth of the economy, continuity of productivity and technology demands in the key sectors, and continuous demand for capable and industrious labour force. Studies show that without continuous and flexible improvements, growth may stagnate at one point.

³ The model employed in this terminal evaluation is informed from several empirical and policy practice related leadership evaluation frameworks that were developed for many years in line with academic and policy exercise fusions. The documents informed the model employed is: (1) Corrigan, Mary Beth, et al. (2005; 2010)Ten Principles for Successful Public/Private

and interventions. It is also used for interpreting leadership capacities built during interventions and how it is integrated to existing capacities, create operational systems, ensure results and further expand continuous learning. Leadership as concept and leadership capacity building as process, in the measures of practitioner's competencies, is a crosscutting issue of leading, management and results. Considering this, the evaluation employed leading and managing for results model (a composite model). This composite model focuses on aspects of participation and ownership of stakeholders. Composite model is a problem-solving framework that starts from simple theory of change model (as relevant, consistent, appropriate, effective, efficient, aligned, participatory and impact-driven intervention results) to crosscutting and complex models of achieving leading people, managing operation and register results. The leading-and-managing for results model is composite because it includes theory of change characteristics and results model having four components of assessment – motivation and satisfaction with participation in initiatives, learning for application action) and results (intended and unintended). This model aligns with recognised technical standards of outcome evaluation. This model therefore links improving work climate & management systems, which in turn leads to improved capacity to respond and adapt to the dynamics in workplace and beyond and register results (improved outcomes) while ensuring adaptive leadership that flexibly fits to the challenges and dynamics confronting public organizations in our time. The overall change in leadership capacity (human and systems) in the public organizations selected for this project is assumed to elevate performance in key policies that are in place for becoming a middle-income country by 2025. Against the outputs, the four dimensions in the model informed the interpretation (appendix 10).

1.3. Methodology

Evaluation Approach: The evaluation mainly adopted qualitative data collection and analysis approaches (document research and key informant interviews). The approach ensured triangulation of evidence and adequate inclusion of participants and stakeholders in the ALP evaluation process. The approach was selected based on its relevance to: (a) Leadership analysis model selected for the evaluation, which focus on motivation, learning, application and results as key components of assessing outcomes in leadership capacity building intervention. These components require qualitative data and matrices of presentation. (b) Because of the urgency and time pressure of the evaluation exercise, extensive surveys are not feasible. (c) Since the respondents are top-leaders, focus group discussions are not possible. Therefore, document research and key informant interview options were selected.

Evaluation Process: The evaluation process began with review of documents. Approaches and methodologies of outcome evaluation for leadership capacity building projects from empirical literature were also reviewed. The expectations of the MoPS&HRD and the UNDP were assessed and agreement on the ToR and Inception Report was reached before conducting detail assessment. After the approval of Inception Report, analysis of secondary evidence was conducted side by side with interview with 17 training participants selected from federal institutions. Preliminary analysis was made on the evidence obtained from document research and narration of interview results at federal levels. This was followed by fieldwork⁴ into six regions. Interview was scheduled and conducted with 15 participants selected from these regions. Interview data constituted primary evidence. This process generated both primary and secondary data sets. Data collected were cleaned, organized, summarized, critically and objectively analysed with verifiable data sets from both sources.

Data Collection and Analysis: The data analysis was made by substantiating evidence on ALP outcomes – from planning process to results. The assessment process, the model used, the data results generated and the findings are evaluated critically. The findings described project results – comparing intended and actual results giving attention to: (1) establish several possible interpretations in line with the evaluation objective it addresses. (2) establish connection to actors and present recommendations in priority. The analytic procedures therefore focused on project results based on key evaluation criteria and assessing for possible alternative interventions. The conclusions from this terminal evaluation exercise was reported in a way that guides future project designing while enabling to make decisions on the results of the current project interventions and lessons learnt. This flow was chosen because it creates a strong link between the findings, conclusions and recommendations. Systematic presentation (triangulation), quality control measures, using meta-data, and field data quality control frameworks

Partnerships. Washington, D.C.: ULI—the Urban Land Institute. (2) Development Guild (2002) Evaluating Outcomes and Impacts: A Scan of 55 Leadership Programmes, W.K. Kellogg Foundation, August, 2002. (3) GVA (2014), Models for Evaluation of the Outcomes of Leadership Development Programmes, Leadership Outcomes Measurement Across Programmes, September 2014. (4) Lynda Tredway and Daphannie Stephens (2012) A Tripartite Framework for Leadership Evaluation, University of California, Berkeley, Graduate School of Education, UC Leadership Connection, USA. (5) Management Sciences for Health (2008) Leadership can be learned, but how is it measured?, Occasional Paper Series 8, 2008. (6) Michael Shriberg and Lindsey MacDonald (2013) Sustainability Leadership Programs: Emerging Goals, Methods & Best Practices, Journal of Sustainability Education, Vol. 5, May 2013. (7) Paul O'Neill (2016) The Leadership Development Evaluation Framework Developing evidence based interventions and creating a learning culture, Triple Loop Learning – Learning about how we learn', East Midlands Leadership Academy, 2016. (8) UNDP (2012) Guidance for Conducting Terminal Evaluations of UNDP Supported Projects, Evaluation Office, 2012.

⁴ Fieldwork was conducted in six regions (selected by SIM and the UNDP); for collecting primary data by interviewing the training participants (including by using email and telephone), project steering committee leader and relevant stakeholders.

maintained the quality of the evaluation. UNDAF quality measurement checklist, assumptions and risk mitigation measures were considered in collecting, summarizing, interpreting and substantiating evidence.

Sampling Procedure and Sample Size: A purposive sampling procedure was used in this evaluation. The justifications for the purposive sampling are: (1) key sectors identified in the need assessment are considered relevant; (b) sample institutions relevance to the modules offered, the respondents' institutional memory over the issues and possibility for institutionalization after ALP exit were considered. (c) Participation of the institutions that implemented the ALP were considered such as in Steering Committee, facilitating the training and experience sharing visits and in providing technical, financial and substantive implementation roles. (d) the ToR focused on selected institutions and they were all included purposively in the sample. About 25.6% of the top-leaders trained and certified were included in the sample and interview schedules. The detail sampling procedure was as follows.

- **Federal Public Service and Training Institutions:** In the ToR, from federal institutions, MoPS&HRD, MoFED, Prime Minister's Office and UNDP were proposed as key institutions for requisite interviews. After reviewing the leadership need assessment reports and the thematic areas considered in module design and delivery, sectors such as MoLS&F, MoUHD, MoF&CC, MoFPA, MoA, MoI and MoT were critical (in terms of sustainability of outcomes after ALP exit). In addition to these federal institutions, higher education, training, research and think tank institutions were seen relevant and included in the sample – these are ECSU, SMI, EKI and PRSC. A total of 17 (6 from research, training and think tanks, 2 from the UNDP and 9 from federal institutions) were interviewed.
- **Federal Regional State Institutions:** In the ToR, Addis Ababa, Dire Dawa, Afar, Amhara, Tigray and Gambella were proposed. Later, the MoPS&HRD proposed SNNPR instead of Amhara region and Beneshangul Gumuz Region instead of Afar region. The justification for the selection of the regions was: (1) need for inclusion of city administrations (Addis Ababa and Dire Dawa); (2) need for inclusion of emerging regions (Gambella and Beneshangul Gumuz). (3) need for inclusion of bigger regions, with relative complexity of leadership concerns (SNNP region) and relative homogeneity and experience (Tigray region). In this respect, 2 respondents each from Dire Dawa, Gambella and Beneshangul Gumuz, 3 from Tigray, SNNPR and Addis Ababa, together, 15 respondents were interviewed.

Interpretation of evidence: This terminal evaluation assessed ALP processes and results; and interpreted the data results by using leading-and-managing for results model along with the standard project evaluation criteria. Using the model and criteria, this terminal evaluation report linked the project results to: (1) relevance to implementing national policies to achieve vision 2025⁵ and contributing to their objectives; (2) effectiveness in achieving ALP results and outcomes evaluated against the baseline; (3) efficiency in resource mobilization and management arrangements; and (4) lessons leading to recommendations. Its interpretation also considered leadership capacity in being equipped with new skills and knowledge, motivation for continuous dialogue, networking and cooperation using working partnerships. The interpretation considered **Meta** and **Direct data** and these data sets generated substantive evidence and verified conclusions as well as triangulated facts – involving cross-validation of various data sets, quality of evidence and sequence of presentation.⁶ This terminal evaluation is conducted per the prescriptions of the ToR from 4 November 2017 to 18 December 2017 and the challenges during the evaluation process were: (1) time constraint besides lack of reliable, authentic and adequate baseline data. (2) timely availability of stakeholders and top-leaders for the requisite interviews. (3) access to top leaders at federal and regional levels required devoting time, long process of telephone calls, appointments and negotiations for the convenience of interview time. These limitations constrained the management of time and submission of the deliverables on time. Due to the challenges related to leadership availability, the evaluation work was rescheduled. Taking time and exerting stretched efforts, dependable information was collected and analysed.

⁵ This is presented in detail by the FDRE National Planning Commission Plan Document (2016) and in the GTP II document produced by the same Institution (2016).

⁶ Purposive sampling method was applied to select representing regions, public organizations at federal and regions and target leaders for interview. The regions for field visit were selected by the UNDP and SIM based on representation of emerging regions, "advanced" regions and city administrations. The individual interviewees from public organizations at federal and regional levels were selected based on prioritization in the gap assessment, duty on systems and HRD. Importance to institutions, gender, sectoral differentiation and from regions were taken into account for individual interviewees.

II. EVALUATION OF ALP RESULTS

2.1. ALP Design and Management

2.1.1. Project Management, Beneficiaries and Coordination

From the project supply side, the ALP activities were appropriate for building top-leadership capacity of transformative thinking and evidence-based planning, implementation, evaluation, learning and decision-making. This achievement is in line with UNDAF broader objectives and government GTP II and CSR program implementation demands. Even though, the need and pre-training assessment lacked key content areas for leadership training in Ethiopia such as development planning, leadership competencies and systems of change tracking, from the demand side, the design and the delivery contributed to continuous improvements in effort (motivation), learning, action and results. Respondents from federal and regional institutions confirmed that the training expanded their scope and perspectives, have shown alternative explanations to what is assumed to be known, familiar and has given applicable skills in their areas of work. According to the participants, the selection of south training institutions, trainers and content were appropriate. The trainers and institutions have command and adequate experiences for top-level leadership training and organizing practical experience sharing visits for adults and leaders except the outsourcing of all components of the training has limited experiences and best practices from Ethiopian context. In term of ALP implementation management, the placement of the project in MoFED and lack of awareness creation for trainees affected the results. Since ALP was not placed in relevant institution with mandates, departments for follow up, schedules delayed and cost incurred during implementation.

The ALP was designed as short-term project, initially facilitated by the MoFEC and later the facilitation role switched to MoPS&HRD for immediate implementation of the activities with technical and financial support from the UNDP. As planned, the ALP benefited top-level leaders from federal, regional and city level institutions. The leaders from higher education and training institution, research and consultancy institutions (quasi-public ones) were also included. Leaders from private sector proxies such as chamber of commerce and business organizations such commercial bank of Ethiopia, Ethiopian Electric Power Authority, corporations and agencies benefited from the training and experience sharing visits. The ALP plan was to train and certify 200 top leaders. However, 125 (62.5%) participated in the training and experience sharing visits. In terms of performance, it can be said low performance. In relation to the long delays and the challenges that have faced the project implementation, this performance, after taken up by the MoPS&HRD, can be seen as success. ALP was relatively inclusive (participants are selected from regions, cities, genders and various positions). The inclusion has implications for leadership succession and coaching from diverse regions, gender and positions (tiers); however, during the field visit, the consultant observed that there is considerable turnover. Some have left government institution and others are demoted that arguably undermined motivation, learning, application and results and sustainability and institution building.

2.1.2. ALP Monitoring, Evaluation and Reorganization

The ALP management arrangement (initiated after long delay) was that it redefined implementation responsibilities within the framework of institutional competencies and coordination of MoPS&HRD. This institution better coordinated training sessions, location, facilities and selection of participants, and the UNDP coordinated the selection of global training institutions, follow up of module design, experience sharing visits, and making sure government approves it. It also facilitated finance and technical supports. The reorganization was made based on progress monitoring, reports and decisive meetings. The reorganization improved coordination and collaboration; clarity of mandates and initiated a purpose-oriented and substantive collaboration between UNDP and MoPS&RD. It also improved areas of future cooperation and trust to initiate and implement collaborative projects. The reorganization helped operational and substantive decisions to be channelled by relevant and mandated body – MoPS&HRD- on the behalf of the government. This process served to ensure financial accountability and compliance (in the framework of both government and UNDP procedures and agreements). In the reorganized arrangements, mandated institution took the responsibility and cooperation framework is defined and known – for allocating duty, resources and documentation. The suggestion here is that choosing a local institution, building centre of excellence and using it as specializing centre of excellence would have been helpful to maintain and institutionalize lessons from the ALP results. The role of this specialized centre of excellence⁷ institution may include among others, the spread-effects of the capacity building initiatives to regional, sectoral and crosscutting issues such as gender. It will also compile and disseminate best policy lessons. There could be a coordinated office arrangement (partnership) among these institutions and the Ministry of Public Service and Human Resource Development. Such arrangements may be useful in designing policies, evaluating results and disseminating policy information while developing ownership over the policies.

⁷ The options for choosing focused and specialized institution for coaching towards center of excellence could be from Addis Ababa University (College of Development Studies – which specializes in regional development, environment, water and

The monitoring of the ALP was made based on baseline, targets, indicators and results. Impact levels measures were not identified; thus, the monitoring reports of ALP do not indicate impacts. The authenticity of the baselines established can be challenged – there are a lot of leadership training initiatives in the country – by government and donors (NGOs). Since top-leadership capacity-building training is not conceptualized and defined from the outset, simple measures of baseline, indicators and targets are debatable. In order to construct meaningful baselines, a matrix on leadership training conducted by various actors and the gaps – which ALP is planning to fill and what leadership training it takes up. In the limit of the current baseline, target, indicators and results, the ALP planned periodic reports. The plan required to produce two semi-annual narrative reports of programme performance per year and one final report at the end of the implementation of the annual plans. In practice, the consultant found that the narrative reports do not exist as planned (twice a year). The bi-annual and annual, including the synthesis and need assessment reports that are available are: Leadership Gap Assessment Report (September 2012). Pre-training Need Assessment Report (2013). Course design Report (2014) and Experience Sharing Travel Report (2014). Post-training & Delivery Report (2016). Post-experience Sharing Report (2016). Final ALP Synthesis Report (2016).

The ALP has a relatively clear results and resources (inputs) plan. Resources were tagged along activities that are geared to achieve key results of the project. The total budget allocated for ALP was USD 5 Million. The first key activity was designing courses, training 200 top-leaders, and organizing 10 experience-sharing visits for 75 top leaders. The budget allocated for this activity was USD 3.5 million (70% of the total ALP funding). The second key activity was organizing 10 dialogue forums on emerging issues for top leaders with the budget of USD 1 million (20% of the total ALP funding). The third activity was establishing north-south & south-south cooperation with the budget of USD 0.25 million (5% of the total ALP funding). The fourth activity was signing agreements with north-south & south-south training institutions recruited with the budget of USD 0.25 million (5% of ALP funding). The financial performance of ALP in total is 90% of the total fund allocated. The training participants have a mixed view on the financial utilization of ALP. About 35% of the participants interviewed confirm that more efficient and sustainable budget utilization could be designed. ALP benefited the available resources in frameworks.

2.2. Relevance

The assessment of relevance is presented in relation to social, economic and political context of the country and the alignment of training themes to the key policies of Ethiopia and the UNDP as well as the achievement of ALP objectives. The relevance to country and UNDP policies was assessed by its alignment and contributions towards broader objectives. Its relevance to achievement of ALP objectives was assessed by contents, approach and mode of delivery implemented by the training institutions selected to the results (target outcomes and outputs) and in the achievement of the objectives in terms of the indicators. The training institutions, profiles and the content of the training was relevant except outsourcing all components that minimized the value-added of south-south collaboration by integrating the context and creating a tasked institution with the responsibility of institutionalization and continuity. The boxes present the alignment of ALP to key UNDP and government policies.

Box 1 Contribution to UNDAF, CPD & UNDP's SP:

The Evaluation conducted systematic assessment of the processes and outcomes of the project on their conformity to overall UNDAF objectives (2010-2016) in Leadership Development and on result orientation broader level outcomes. As presented in the relevance section, the results of the ALP are clearly linked to and are in the thematic component of the UNDAF, CPD and UNDP's SP broader level governance and capacity building outcomes. The results contributed to broader outcomes in these policy documents.

Box 2 Contribution to Ethiopia's Key Policies:

The contributions of these outcomes to Ethiopia's key policies and leadership capacity improvement to beneficiary institutions were also assessed. The data sets that are collected from participants (as target beneficiaries and stakeholders) indicated that the results of the project improved understanding, skills, knowledge and emerging issues as well as improved their motivation to read, synthesise and use for policy decision-making. The training also contributed in looking into emerging paradigms on what works and what do not work as well as why this is so in terms of project design and implementation in Ethiopian context. It exposed participants to lessons and best practices, challenges and realistic recommendations for redressing transformation demands of the country and look transformation traps ahead. In this respect, the ALP results contributed towards building leadership capacity for evidence-based transformation thinking, planning, implementing, evaluation and decision on key policies of the country – in terms of functions and mandates of their specific institutions.

2.2.1. Relevance to Institutional, Political and Economy Context of Ethiopia

The current constitution of Ethiopia is enshrined in a proclamation issued in 1995 by the EPRDF government⁸. It stipulates clearly the importance of accountability, transparency, etc. in service delivery and implies the capacity

⁸ Proclamation No. 1/1995, Proclamation to Pronounce the Coming Into Effect of The Constitution of the Federal Democratic Republic of Ethiopia, Federal NegaritGazeta, Federal Democratic Republic of Ethiopia, 1st year, No.1, Addis Ababa, 21st August, 1995.

of government institutions and the leadership to accomplish it. Institutions such as Ministry of Public Service and Human Resource Development⁹ were established to implement the capacity building objectives enshrined in the Civil Service Reform Programs, building, and availing leadership demands for the implementation of the GTPs and achieving vision 2015. Despite the efforts, government and public service implementation capacity is not built as needed and the demand for leadership capacity is high. In context of rapid changes and demand for evidencebased planning, implementation, monitoring, evaluation and decision-making, leadership is critical. ALP best fits in this context and promoted leadership capacity to implement the contribute towards the outcomes.

The Ethiopian government follows a state-driven development model; In light of this, ALP recruited training institutions and experience sharing visit platforms from South Korea and Singapore. These are south institutions with practice of implementing mega programs and reforms. Skills and knowledge from these contexts are relevant to understand GTP II mega programs and projects. Leadership capacity-building initiatives require medium to long-term intervention in terms of period and thematic focus; because of the dynamic development issues and complex global and local contexts. In this context, programmatic approach is preferred than project intervention. Use of low-cost high returns strategies – such as focusing on home institutions. In this respect, ALP is relevant for initiating agenda and purpose based twining with global centres of excellence, long-term south-south and northsouth partnership and collaboration arrangements. It also contributed for opportunities of fund-raising and program implementation initiatives. In creating these opportunities and outputs such as south-south cooperation, ALP is relevant to UNDAF broader outcomes of partnership building and stakeholder collaboration that supports the ongoing transformation and fast socio-economic growth of the country. It also fits to UNDP CPD (2016 – 2020) output of strengthening south-south cooperation, partnership building and substantive collaboration.

2.2.2. ALP Alignment to National Policy Priorities

The government of Ethiopia is working hard to accelerate policies on major programs; want to build sustainable partnership in implementation, use of synergies from leadership capacity building interventions and enhance substantive coordination and collaboration. The government has demonstrated a commitment to reduce its dependence on external funding of its recurrent costs and mega development budget, including mega projects such as financing the Grand Renaissance Dam, Railways, Sugar Plants, Metal Engineering Projects, Industrial Parks, etc. Government is continuously working on the mobilization of domestic resources. However, In the context of stretched government funding, for mega programs, the financial support from the UNDP was supportive to initiate capacity building training programs such as ALP. The UNDP funds are also flexible and can be allocated by revising optimal strategies from flexibilities that support public sector leadership capacity – which is top priority in the CSR program. The ALP contributed to the capacity to understand emerging issues, effectively design, implement, evaluate and decide on the lessons. In this respect, the ALP is in the national priority of Ethiopia – at federal, regional and local levels. (See the linkages in Table 1 below).

Table 1 Is ALP in line with key national & UNDP priorities?

ALP Outputs	PASDEP	GTPs & CSRs
Advanced Leadership Executive Courses (generic and tailor-made) designed and delivered for high-level officials in Ethiopia	-Build leadership capacity at all levels - Ensure equitable development	-Establish transparent, accountable, efficient & effective governmental financial management system -Build institutional capacity of public sector
Policy dialogue and knowledge sharing fora established on emerging development issues, challenges and opportunities	-Solve conflicts & transform -Enhance capacity (systems) of coordination and collaboration for implementing institutions and their leaders	- Ensure equitable development -Solve conflicts & transform -Enhance capacity (systems) institutions & leaders
Establish South-South and North-South Cooperation on knowledge/ experience Sharing	- Enhance the capacity of policy formulation, implementation, evaluation and decision-making	-Enhance the capacity of policy formulation, implementation, evaluation & decision-making; - Improve capacity of top leaders and institutionalize capacity building
National leadership institutions strengthening their knowledge and competence on policy analysis, formulation and implementation areas		

In the current key national policy priorities such as the GTPs, the PASDEP and the CSR program, ALP priorities conforms to each of these policy documents and is clearly aligned with the priorities of the government. The government is committed to broadening leadership capacity building (both at executive and lower levels) through

⁹ Ministry of Civil Service, Ministry of Capacity Building, etc. are institutions established to implement these objectives before the MoCS&HRD.

state-of-the-art training initiatives, experience sharing and substantive policy dialogue forums as indicated in the CSR programs. Capacity building training, strategic document preparation, improving business processes and performance at organizational, institutional and human competence components are essential part of the CSR program and GTP II initiatives. The ALP achievement would clearly contribute to the achievements of the objectives in the CSR and GTP II of the country. The ALP created opportunities for twinning and transferring skills, knowledge and new paradigms of development policy analysis and inter-and-across-institutional leadership capacity building demands. ALP is well aligned with national priorities and is very relevant to current key national development plans, implementation initiatives and outcomes. The ALP training has improved perspectives on mechanisms, systems and processes of cooperation, partnership and dialogue platforms for top leaders, trainers and reputable south training institutions. The ALP in this respect has triggered a momentum towards an incremental achievement of overall capacity building, motivation for learning and application for results. The training triggered also long-term initiatives for reform leadership and implementation.

From the supply side, the interview results from the participants, the MoPS&HRD and UNDP staff confirms that the contents are relevant. The approach and mode of delivery as well as field visits organized are relevant to inform the contextualization and implementation of key policies of the country. For instance, accelerating economic transformation, accelerating industrial development, building resilient green economy, public private partnership and building competitive economy are relevant topics enshrined in key policy documents of Ethiopia. From the demand side, the interview results of the participants from federal, regional and higher education, training, research and think tank organizations show that in the training and experience sharing sessions, their scope of understanding issues, prioritizing issues and discerning policy issues have expanded. Participants from Ethiopian Civil Service University, Kaizen Institute, Ethiopian Management Institute, Gambella Region and Dire Dawa City Administration, have specifically reported that their perspectives of analyzing issues have changed and they now understand that what they often see as routine is a big policy issue and they have got the skills as to how to apply in their institutional setting. Participants from Ministry of Livestock and Fisheries, and from Ministry of Industry have reported that they have got skills on institutional set up planning and systems and they are working on how to institutionalize in their institution. Therefore, the ALP was relevant in terms of expanding transformative thinking, synthesis, perspectives and practice skills of participants. The cases in the box 3 below show the examples of institutionalization of the ALP results.

Box 3 Cases from Interviews in the Field

Case 1: Participants from Ethiopian Civil Service University are customizing training approaches employed by the trainers and the mode of delivery to their training programs. They oriented experts on this and are working on it. In collaboration with Ministry of Urban and Housing Development, the ECSU are working for instituting centre of excellence: Institute of Urban Development Training – that specialized on ICT-driven green, smart and just cities of the future. They were motivated by their visit to Seoul and Singapore – PPP performed green city and ICT initiatives.

Case 2: Participants from Ethiopian Management Institute are motivated to document best practices in all sectors and plan to use it as training and experience sharing practice as well as debate and issue building platform for top-leaders in key sectors identified by the need assessment document. This is because the trainers and the south training institutions are rich in their local context because they have documented best practices and can offer training from their hands-on experience and the lessons from this is that best practices enrich thinking and reflection on leadership competencies. The institute is also recruiting associate trainers – trainers from ministries, private sector, etc. with rich experience. It aims to become centre of excellence in practical and evidence-based training; with ownership of key Ethiopian policies.

Case 3: After the visit to Seoul River, Water and Sewerage Control Platform, Traffic control centre, participants from Gambella have changed their thinking, perspectives on local tourism and urban beautification. Participants from Dire Dawa have changed their thinking on use of ICT in service delivery and public satisfaction as well as consensus building on Public Private Partnerships. Therefore, they are working to convince their colleagues at the top leadership level, created platforms for discussion and working to assess opportunities in their institutions.

The participants expanded the way they think, analyze and prioritize – and have come to the understanding that emerging and dynamic problems of development in the key sectors at federal and regional levels require real best practices and contextualization. The perspectives and paradigms on agriculture, urban development and industrial transformation changed their attitudes and scope of envisioning development in the context of poverty and resource scarcity challenges. Therefore, the training and experience sharing visits as well as the south-south cooperation established were relevant (personally and at institutional levels).

2.3. Effectiveness

The assessment of intervention results (overall and specific outcomes), assessment of results by tracking changes observed after ALP implementation and presentation of analysis in the framework of the aggregate achievements under ALP are categorized under four thematic outputs: (1) courses (generic and tailor-made)

designed and delivered for high-level leaders in Ethiopia. (2) policy dialogue and knowledge sharing fora established on emerging issues, challenges and opportunities of Ethiopia. (3) South-South and North-South Cooperation on knowledge and experience sharing established; and (4) national leadership institutions in policy analysis, formulation and implementation knowledge and competence established. For each of these categories, a baseline, target and indicators were identified. The summary of the achievements of the ALP (intended outputs & actual results) in line with participants views as follows. On output 1, participants believed that the tailor-made contents presented were applicable, rich and focused on key policy areas. Participants believed that benefited from all the seven modules that were prepared and delivered. On output 2, participants believed that class sessions were opportunities to reflect, debate and build consensus on high level policy and institutional level practice concerns among diverse groups and developed clarity on issues though no specific debate forum was established. On output 3, participants believed that the experience sharing visits created opportunities for top leaders to reflect on applicable policy initiatives in their respective institutions.

2.3.1. Achievement of Outputs and Outcomes

The Table 3 below presents the ALP results (from the baseline and the targets with the indicators identified. The outputs and the achievements of the targets below contribute to the UNDAF intended outcomes as well as the Country program results and resource framework: "by 2015, capacities of national, local and community institutions strengthened for evidence-based planning. Implementation, monitoring and evaluation, leadership and decision-making. Applicable key result area assumed was that governance and capacity development improved and activities implemented in partnership. The improvement in the governance and capacity building will lead to outcomes were assumed to improve level of satisfaction of communities in provision of public services, participatory evidence-based development planning, implementation, monitoring, evaluation and decision-making. The outputs of ALP clearly contribute towards the achievement of UNDAF outcomes.

Table 3 ALP Baselines, Targets, Indicators and Results

Outputs	Baseline	Indicators	Targets	Results
Output 1 – Advanced leadership executive generic/tailored on new developmental paradigms designed & delivered for high level officials in Ethiopia	No tailor-made leadership training programme exists for the government officials	Number of senior government officials trained, mentored applying new knowledge for development transformation Knowledge & skilled on leadership competency enhanced	200 trained in emerging development challenges, opportunities & transformational leadership programme, & also coached & mentored by reputable leaders 20 thematic sessions on emerging development issues, challenges & opportunities organized	7 tailor-made modules designed & delivered 125 top-leaders trained & certified 14 female top-leaders benefited Above 20 top leaders from emerging regions benefited No thematic session organized; but class sessions served as discussion fora on issue
Output 2 – Policy dialogue & knowledge sharing fora established on emerging developmental issues, challenges & opportunities	No high-level platform available to senior government officials to exchange knowledge on emerging development issues & opportunities	High-level knowledge sharing platform established & carried out at least twice a year	20 thematic experience sharing sessions on emerging development issues, challenges & opportunities organized 10 policy dialogue fora organized	Except class sessions served as high-level debate and reflection forums no dialogue fora organized - Two thematic experience sharing visits organized in south-south cooperation arrangement
Output 3 – the south-south & north-south cooperation on advanced leadership programme signed & implemented	No specific south-south & north-south cooperation signed on advanced leadership programme	South-south and north-south cooperation on advanced leadership programme signed & implemented	comprehensive south-south & north-south cooperation agreement on selected areas signed among relevant institutions 10 experience sharing with counterparts organized under the south-south cooperation	- South-south cooperation established with three south institutions - No north-south cooperation established with north institution - Comprehensive agreement of cooperation signed with south training institutions - No north-south cooperation established and signed.

Output 1 – Tailored Executive Courses designed and delivered: Output 1 – the baseline for output 1 was that there is no tailor-made leadership training programme exists for the government officials. The indicators for this output were number of senior government officials trained, mentored applying new knowledge for development transformation, knowledge & skilled on leadership competency enhanced. The targets were that 200 trained in emerging development challenges, opportunities & transformational leadership programme, & also coached & mentored by reputable leaders and 20 thematic sessions on emerging development issues, challenges & opportunities organized. The achievement of the results are as follows: 125 top leaders trained and certified (62.5%) and 7 thematic modules offered in 22 sessions in Ethiopia and outside the thematic sessions are performed above plan. From the supply side, the trainees' selection from institutions identified as key sector and beneficiary in the need assessment improved effectiveness of the approach and mode of the course delivery. From the demand side, respondents agreed that in the decentralized federal framework, the selection of participants from federal institutions, regional institutions, city administrations and key municipalities such as Hawassa, Mekele, Bahir Dar and Adama improved the effectiveness of transfer of knowledge and new perspectives to all tiers in the government structure. It improved the understanding, connections and platforms of discussion. Their exposure to tailored courses, discussions and institutional affiliations being created as well as the experience and knowledge sharing visits improved their networks for cooperation and familiarized with federal, regional and local level policy issues. Participants from private sector proxy organizations and corporation leaders also improved their understanding, connections and platforms. The course design and delivery therefore were effective in achieving the intended objectives in the thematic areas as confirmed by the respondents.

Output 2 - Policy dialogue and knowledge sharing fora organized: For output 2, the baseline is that no high-level platform was available to senior government officials to exchange knowledge on emerging development issues & opportunities so far. The indicator is High-level knowledge sharing platform established & carried out at least twice a year. The targets identified were 20 thematic experience sharing sessions on emerging development issues, challenges & opportunities organized and 10 policy dialogue fora organized. The results in this category are that 2 high level visit (100%), 2 high level experience sharing visits via south-south cooperation (20%) and no debate forum is organized as planned. The ALP mode of delivery included field visits, workshops and debates in class and sessions in Ethiopia and abroad. The respondents agreed that forums enabled them to internalize the training materials, emerging issues, opportunities and challenges. Respondents were exposed to empirical, practical and contextual lessons. The supply side assumption is that the forums may bring considerable change in leadership capacity at diverse levels – as well as capacities of participant institutions. Separate debate was not organized but the trainees have used the sessions as debate and consensus building forum on emerging development issues. The participatory class sessions, practice-based field visits and course activities designed were effectively implemented (per the existing modalities). The ALP training has effectively served the implementation of activities as planned and the sessions have served as space for debate and discussion. Organizing focused and purpose-based debate forum will improve effectiveness of activities of capacity building training in the medium and long-terms.

Output 3 - Establishing south-south and north-south cooperation based on agreed frameworks: For output three, the baseline was that there is no specific south-south & north-south cooperation signed on advanced leadership program. The indicator is comprehensive south-south & north-south cooperation agreement on selected areas signed among relevant institutions and 10 experience sharing with counterparts organized under the south-south cooperation. The result is that three south-south cooperation were established with training institutions from Korea, Singapore and Tanzania. No north institution was identified and cooperation established. The ALP initiated South-South cooperation as planned. Three south-south cooperation were established with training institutions from Korea, Singapore and Tanzania; however, from the plan, the north-south cooperation was not established.

Output 4 – Agreement drafted, approved and signed:

For output four, the baseline was that there was no specific south-south & north-south cooperation signed on advanced leadership program. The indicator was that south-south and north-south cooperation on advanced leadership program signed & implemented and comprehensive south-south & north-south cooperation agreement on selected areas signed among relevant institutions. The 10 experience sharing with counterparts organized under the south-south cooperation. The result here is that three south-south cooperation agreements were signed with three south institutions. Agreement was drafted, approved by government and signed with the three south-south institutions for cooperation – for designing tailor made modules on thematic issues and delivering training, top level experience sharing and field visits to Korea and Singapore.

In the ALP results and resources framework, the effective implementation of the activities contributed to the achievement of the ALP objectives, UNDAF and government key policy objectives as indicated in Table 2 (from views of the supply side) and in Table 3 (from data collected from reports and interviews with the supply side). The participants' assessment shows that their insights of emerging issues improved as well as their motivation to read and practice improved. It contributed to objectives of UNDAF. Key sectors of transformation identified in the need assessment benefited and capacities of top leaders for implementing sectoral policies and plans improved. Knowledge sharing visits conducted but not as planned. Dialogue fora not organized. Multi-stakeholder fora not established. Mechanisms of updating and timely response tools not designed and in place. Beneficiaries participated

in many of the processes of design and implementation. Management and process issues in design, implementation, monitoring and evaluation were coordinated and supported by MoFED (later MoCS&HRD) and the UNDP. Monitoring and evaluation meetings were conducted and systematic and evidence-based progress reports were produced. Risks to implementation were monitored regularly and mitigation modalities were undertaken. The risks assumed were the unavailability of individuals and institutions that would programmatically transfer knowledge and hands-on experience and inadequate resource for the implementation of innovative and high quality initiatives after the training. However, MoPS&HRD coordinated the training sessions, selection of beneficiaries and venues for training in manner that was appropriate for top leaders and adult trainers. The UNDP recruited training centers, technical and financial support per NIM framework as well as reputable institutions and trainers that were able to transfer applicable knowledge and skills. The monitoring and evaluation reports, meetings and solutions were given for tackling the challenges. In this process, five reports were produced and submitted, the risks assumed were managed properly, and this has contributed to the achievement of results.

2.3.2. ALP Strengthening Capacity of National Institutions

The outputs of the activities here are assumed to strengthen the capacity of national leadership institutions (sectoral knowledge and competence) in policy analysis, formulation and implementation. Such objective is also in the outcome areas of Ethiopia's Key Policies such as GTPs and the UNDP's CPD. It is premature to conclude whether the competencies are improved and to what extent, however, changes (improvements) are evident in skills and knowledge of participants – trainees are exposed to new perspectives. The fieldwork (interview) results, in the appendices 3, 4 and 5, show that the participants are motivated and working to apply in their respective organizations back in work and expanded their understanding about policies and emerging transformation issues. The interview sessions proved this qualitatively. ALP is assumed to serve as a springboard for policy dialogue, promotion of new ideas, updating leaders with up-to-date knowledge, skills and competences, building skills of designing mechanisms and instruments of integrating emerging issues, challenges and opportunities at one hand and shaping frameworks of coaching and mentoring succession of lower leaders by reputable top-level on the other hand. Although the use of the ALP as a springboard for policy dialogue is not implemented as planned, ALP has a number of outputs in this area. The dialogue forums began during gap assessment, training content and material design, delivery and assessment, field visits and experience sharing venues. These are of considerable policy importance for Ethiopia. The participants, in this respect, confirmed that class sessions as debate forums and up-to-date training conducted by the reputable institutions and trainers generated substantive dialogue issues, networking of wide array of stakeholders and top leaders from various tiers of government and functions expanding opportunities for participants. However, planned and focused debate forums for interested donors, academic institutions, policy research centres, private sectors, community-based groups and government institutions could have improved understanding, cooperation and as well as follow up of issues for institutionalization initiatives. Establishing a more effective and substantive coordination and mechanisms besides the existing administrative and financial coordination mechanisms of the ALP may be needed. In this respect, the effectiveness of ALP in meeting this objective is relatively weak.

2.3.3. ALP Results on Crosscutting Issues

The ALP design and implementation was both participatory and inclusive – in the sense that senior level leaders, female leaders, leaders from emerging regions and leaders from all sectors identified in the need assessment report participated and benefited from the training and experience sharing visits.

Gender Concerns and Promoting Capacities of Female Leaders: from the supply side, the ALP promoted gender concerns, relatively. Top female leaders (available) from public institutions participated in the ALP training; though, no female top leaders participated in the top-level experience sharing visits and travels to South Korea and Singapore. About 14 out of the 125 trainers were female top leaders (six were from the UNDP office). The participation of female leaders in this capacity building training was low and well below the national affirmative policy participation of females in any initiative in the country. The policy demands that 30% of participants in any initiative must be females. In the future projects design to include females requires: (1) A gender sensitivity and the compliance with enforcing 30% government benchmark of female participation ensured. (2) Women's issues are taken into account at the policy-making level through the representation of senior female leaders in each top executive levels in all layers ensured. (3) Gender sensitive policy documents including gender strategies, gender sensitive communication strategies, performance-auditing manuals and guidelines that take into special account the needs of women and gender sensitivity and separate training for female top leaders of target institutions is needed. (4) Success of ensuring women participation in leadership positions must best be measured by tracking the number of women who are served by the ALP, making data available on this and conducting periodic evaluation and accountability mechanisms to further quantify success, which in this regard is needed and disaggregate data as well. In this respect, a gender audit is needed in view to assessing the effectiveness with which gender has been mainstreamed in leadership capacity building projects in general and a project such as ALP needs to have (which it lacks now). In this respect also: (a) A performance measurement framework, with fully integrated gender mainstreaming criteria and the collection of gender-disaggregated monitoring data needed.

(b) Targeted training for leadership/management in guiding and supporting gender mainstreaming is needed. (c) Systems of stakeholder consultation, particularly with female stakeholders, to inform the strategic planning and monitoring of each targeted institution is required. (d) New leadership development policies with clearly defined gender provisions that are linked to strategies and the strategic vision for the target institutions, as a whole is needed. (e) Gender issues are fully integrated into reform processes to ensure that gender concerns are addressed in top leadership capacity building future interventions. The interview results from the participants, from the demand side, confirmed that the participation of women was relatively fair in terms of the available female leaders in the top-leadership pool in the public service of Ethiopia. In addition, the project design has not considered the sectors in which women leaders are relatively available such as women affairs ministry, etc. In the future leadership capacity building project design requires gender mainstreaming and focus on conscious promotion of gender concerns from design to implementation and evaluation. However, the training participants interviewed reported the participation of female leaders as achievement 11.2% of the participants are females even though the net top-female leaders from public sector is only 6.4% (others are from UNDP office).

Promoting Top-leaders from emerging regions and building governance capacity of local government: out of the 125 participants, above 50% are from regional, municipal and local level top leaders. The key sectors at regional, municipal and local levels included in the beneficiary list – as participants of training sessions, south-south experience sharing visits and top-level visits. In this process, the top-leaders from sub national levels expanded their exposure, networking, access to emerging issues and lifting their perspectives. This shows that ALP has improved the capacity of sub national government institutions – which will improve the governance capacity and the delivery of services to the satisfaction of people – this result contributes to the UNDP objective category of building capacity for serving the public at local levels. Regarding the capacity of emerging regions, about five each from the regions benefited from the training, field visits and experience sharing. From the demand side, the interview with participants confirmed that the capacities of participants have improved.

Box 4 Cases from Interviews in the Field (Regions)

Case 1: A participant from Gambella is working on initiative to transform and benefit Baro River Course – an opportunity untapped so far and looking for development possibilities – designing recreation and utilization mapping. The ALP activity that triggered this idea was the lessons from the context of Seoul River in South Korea. The experience-sharing visit to Seoul River was that a wastewater in the past was transformed to recreation and tourism venue. Planning and implementing on the vision on Seoul River took several efforts of public orientation, consensus building and creating ownership in implementation.

Case 2: Participant from Addis Ababa are looking for possibilities of public awareness creation and public private partnership options such as in Urban Renewal Program; Urban Beautification and Cleaning; etc. The participants believe that by conducting efforts such as lessons on long-term consensus building initiatives, creating a working public private partnership frameworks and assessing public satisfaction surveys and analysis reports is learnt from Korea and Singapore. The respondents believe that such process in the future will institute forums leading to Public Private Partnerships and ensure the development of dynamic and transformed leaders for our time and the complexities of the future of urban transformation in Ethiopia.

Case 3: Participant from Dire Dawa is working on supporting and promoting SMEs as basis for industrialization. The participant believes that by supporting SMEs properly, and learning from Singapore and South Korea, the lesson is applicable to Dire Dawa.

The cases above indicate that the ALP triggered motivation – satisfaction with visits and lessons – initiative for learning and practice and working to apply (from learning and action) and the intended and unintended results are natural outcomes and further motivate envisioning. This interpretation is informed by leading and managing from results framework of leadership capacity building programming and project management.

2.4. Efficiency

In this section, the evaluation criteria of efficiency attempted to address the following issues: evaluated the relative efficiency of UNDP interventions in terms of the timeliness and cost incurred (human and financial resources) in the intervention. Whether ALP contributed to the intended outcomes in the achievement of results, how, “why” and “what” steps may be learnt to inform improved future interventions were evaluated here. The efficiency specifically assessed the delivery of the intervention outcomes in line with the gaps identified in the need

assessment report, cost of the intervention as compared to outputs and system building processes and the results in the limit of the resources. The timeliness and responsiveness of the training to the participants and institutions involved in the project as beneficiaries was also evaluated; taking into account: what modalities the project applied and what implication did the application of these modalities have for efficiency? The reports from the UNDP office indicated that:

- The total budget of the ALP was 5 million USD;
- The fee for KIPA to design 3 module, contents and conduct training session was 794168USD;
- The fee for LKYPP to design 3 module, contents and conduct training session was 58600USD;
- The fee for ESAMI to design module, contents and conduct training session was 16965 USD;
- The remaining finance was utilized per the approval of the government and in compliance with UNDP rules and regulations.

For instance, with the ALP might have opted for more participation of local institutions and trainers in some thematic areas and could have initiated long-term program funding. Interview results from the demand side however confirmed that the budget utilization was efficient in line with the profiles of trainers and institutions, the timeliness of the training, the experience sharing visits organized and the networking initiated with north-and-south and south-south organizations. The interview results from the MoPS&HRD and UNDP staff confirm that the budget was utilized provided the nature of the ALP– it is not implemented as designed. An institution, which has no mandate, implemented it and specific department did not follow-up the implementation until it was switched to MoPS&HRD.

2.4.1. Project Management and Resource Mobilization

Project management and resource mobilization initiatives taken by the MoPS&RD were appropriate for efficient use of resources, time and collaboration arrangements. Despite the delay, low participation in the training (62.5%) and weak performance in terms of expected and intended outputs, the mobilization of allocated resources and the quality of trainers, institutions and facilities has improved the achievement of the intended outputs in the resource limit and was efficient. The MoPS&HRD and UNDP efficiently mobilized their capacity by exerting extra efforts and dedication by the project coordination staff and the leadership. In terms of the time pressure and delays, the ALP results are encouraging and are lessons for furthering efficient cooperation. The MoPS&HRD and UNDP effectively coordinated and emerged as good partners for efficient execution of such projects in time pressure.

All components of the ALP were outsourced to outsider foreign institution having no adequate knowledge and best practice information from Ethiopia, which was not a good strategy and implementation. The training and content design was outsourced. The training curriculum was also outsourced. In principle, outsourcing curriculum and content design leads to inefficient use of resources, analysis of assumptions and the combined effect of these to outputs. Curriculum design is a local initiative. Some of the inefficiency manifested include: (a) the value of local experience and best practice was assumed less important. (b) the existing local experts and institutions in the thematic area were given less attention – the design did not consider local capacity building from the outset. (c) the outsourcing led to high cost of scarce funds available. (d) the partnership, collaboration & twinning arrangements were not efficient & sustainable from the outset. (e) there was no clear responsibility for taking-over the results and continue formal local cooperation. (f) the value-adding capacity of local institutions and trainers were lost and perceived capacity building in collaborating with institutions of international reputation was also lost. (g) the possibility of using the funds for programmatic intervention was lost due to design as project. Despite these gaps, the MoPS&HRD reviewed and approved the documents, which improved quality and gave local taste.

2.4.2. Compliance to Existing Frameworks

The project was assumed to be implemented under National Implementation Mechanism (NIM framework in terms of beneficiaries from the project). However, in practice, the financial analysis of the project by expenditure component demonstrates that emphasis was given for international training experts and training institutions. Except the need assessment by national consultant, all activities were outsourced to external institutions and experts. In terms of sustainability and optimum use of scarce financial resources, the independent consultant believes it was not efficient in the best use of funds. The cost of training extremely varies by institutions in location – from Africa, ESAMI, was contracted 11 times less from the institutions from Korea and Singapore. Local experts have comparative advantage for contextualization than the foreign institutions. Twinning design might have served the use of local contexts and can be taken comparative advantages for training institutions in the cooperation.

The procurement of international institutions was “justified” by the supply side. The project heavily relied on international expertise and services (in all components), including curriculum. The unit costs involved is considerably high. For instance, the training institutions from Korea and Singapore received 1,380,168USD for designing and offering training on six modules each for 5 days. This could have funded more than ten-year training program if it were in local institutions. A 32,986,015.00, thirty two million nine hundred eighty six thousand and fifteen Ethiopian Birr is very big and could have funded multi-year research, training and consultancy program

in Ethiopia. The total expenditures on international visits and training fees over the lifetime of ALP constituted huge part of the expenditures. This rendered the project to be more cost-inefficient. The ALP is given too low value for money in terms of results achieved and activities performed. For instance, the performance of ALP in training and certifying top-leaders (the key activity of ALP) was 62.5%. The emphasis of supply side on international training institutions is an illustration of ineffective use of national capacities (institutional and human expertise) of local institutions and experts. It relatively lacks a view to maximising national ownership and capacity building, the facilitation capacities of national expertise, except for coordination role of the MoCS&HRD and MoFEC. Such problems could have been solved during the project design phase:

- Developing an exhaustive list of best practices and institutional centers on the thematic areas, among national institutions, experts and locations for best practice visits;
- Extensive list of twining possibilities and labour division frameworks in course design, offering, debate forum facilitation, instrument and mechanisms design, facilitation of debate forums, etc.,;
- Possibility of working on programmatic and center of excellence building at local institutions – such as policy and climate resilient economic development in Addis Ababa University, leadership, governance and urban development in Ethiopian Civil Service University, management in Ethiopian Management Institute, etc.

A clearer understanding of the actual breakdown of expenditures in line with components of the project outputs is not vivid. For instance, expenditures on training, experience sharing and debate forums are not separately documented and most of the broad categories of expense such as poverty reduction, crisis prevention and recovery, etc. do not seem to link with ALP activities, outputs and objectives areas unless we stretch association beyond concrete and evidence-based justification. An exit cost for institutionalization is not known as well as finance for long-term program of leadership capacity building – either with twining arrangement or intentions for local piloting frameworks. The government commitment to take up after the ALP and the frameworks of such commitment is not clear; which could have seen as an exit plan for institutionalization of ALP results.

2.4.3. Timeliness and Responsiveness

Applying National Implementation Mechanism was highly responsive to the needs of contexts. The MoPS&HRD planned activities within the broad objectives of the government policies and UNDP program component areas. Therefore, the activities financed by the ALP contributed to the expected outcomes of the project. The ALP was responsive to GTP II and CSR programs under implementation since 1994. Reviewing the activities in general, it can indeed be said that overall they were in line with the objectives of the project. The UNDP's system of technical support was also responsive and timely since there is no established and identified capacity to manage and facilitate activities such as recruitment of international experts and institutions, effecting fees, etc. There were considerable delays experienced in conducting the training as scheduled; but after the MoPS&HRD, the performance and the facilitation was improved. Despite flaws, the ALP was responsive and timely project.

2.4.4. Management Arrangements and Effects on Results

The question as to “what effect did the management arrangements have on efficiency” is also assessed.

- **Finance and preparedness:** Several of the interviewed suggested that the cost of contracting foreign institutions is high. If such training interventions do not build local capacities, training demands of the country cannot be fulfilled. On the other hand, local institutions need to build their administrative capacity and arrangements to manage project funds, recruitment of international reputable institutions and establishing networking. Adequate preparedness and institutional arrangement from the government side to reduce costs from inefficiencies needed.
- **Checks and control:** The systems introduced had improved checks and control by allowing stricter administration and financial procedures. This served to ensure compliance with government and UNDP agreed rules and regulations. This enhanced understanding and foundations for further cooperation frameworks and requirements of compliance among stakeholders (UNDP, MoPS&HRD & beneficiaries);
- **Usefulness for filling capacity gaps and flexibility requirements:** The processes followed by the UNDP and the taking of financial and technical backstopping by the UNDP was probably necessary during the period that the new capacities are created in the respective government offices to recruit international level competent institutions of training and effect the payment was not as such there. The capacity for coordinating the design of state of the art modules, south-south and north-south cooperation initiated visits is not created so far. There is also a benefit of scale economy in facilitating funds, logistics and technique in one place. However, initiatives for capacity building to take up the implementation of activities beyond ALP were needed; but such initiative was not in place.
- **Familiarization and substantive cooperation:** Until the new collaborations initiated with south-south and north-south institutions were familiarised, with processes and procedures, probably the current arrangement is efficient way-out. However, there should be an exit strategy – how capacity building initiatives graduate

institutions to take-over the functions and where the future focal institution of coordination is placed. In this respect, lack of efficient location or co-location options reduced efficiency of ALP.

The interview results from the participants, the MoPS&HRD and UNDP staffs confirm that ALP arrangements and the effect of such arrangement over the implementation of activities and the results of the project manifests the following lessons on inefficiency. (1) the project was located in place with no mandate to implement capacity building function and this reduced results leading to considerable delays in performance and inefficient use of funds. (2) the mismatch of mandate, department to plan, implement, evaluate and follow up the ALP implementation as scheduled manifesting terrible delays, undisciplined to schedule and activity implementation. Because of this, the results have been below the intended such as 62.5% trained and certified. A reasonable ALP result was observed and activities implemented after it is placed in the MoPS&HRD; this institution has mandates and department to follow up the implementation. In terms of the delays and the logistics issues, ALP is efficient and its arrangements have enabled the achievement ALP results observed.

2.5. Continuity, Impact & Sustainability of ALP Results

In this section, issues related with design and continuity (in terms of their implications to impact and sustainability) is assessed and evaluated. The questions answered in this assessment are whether leadership capacity that has been created is sustainable beyond the duration of UNDP project of assistance, sustainability of the results achieved at outcome level and measures that are taken to ensure smooth transitions are in place. The analysis is made on the use of local institutions and expertise, funding and implementation frameworks and the institutionalization of procedures promoted by the ALP. The appropriateness of ALP design, collaboration and partnership frameworks were evaluated. The management issues and alignments to UNDP procedures and requirements, alignment to existing human & systemic frameworks of institutions, continuity of the capacity created in target institution by the training, assessment of collaboration, partnerships among stakeholders', performance of institutions, tools and instruments, shortcoming and quest for new capacity needs were assessed.

2.5.1. Fund Allocation and Government Commitment

In order to reduce dependence on external funding and external capacities for training and experience-sharing as well as policy debate instruments, mechanisms and updating platforms, government allocates program funding for leadership capacity building - building centres of excellence in key thematic areas. The government allocates program funding aimed at cultivating high-level training and capacity building institutions in Ethiopia; especially higher education and research institutions. The current government priorities are building implementation capacity for ensuring service delivery and public satisfaction at all levels. Since government funds are rule-driven and not flexible, UNDP administered funds, on the other hand, have arrangements in place for the regular review of expenditures and requirements while revision and flexible approval of funds in different periods of the budget year. This flexibility sometimes seems to affect the efficient use of scarce funding. For instance, printing and publication is not an output category of the ALP; yet this is huge expense category in the financial report. The sustainability of capacity building systems and expertise is undermined from the nature of the implementation of the ALP project: (a) issues of institutionalization of systems built by creating partnerships, division of roles, delivering results and the use of UNDP's comparative strengths as perceived by the partners to local capacity. (b) issues of leadership capacity building by designing instruments and mechanisms of updating, coaching & mentoring by reputable leaders with periodic assessment of issues and practices, instituting working systems, identification of reputable leaders and tracking changes made after periodic measurement of these practices. (c) the management and collaboration tools in place such as working systems of collaboration, use of synergy, tools for periodic measurement and reporting on changes tracked in the process are not clear.

2.5.2. Partnerships and Substantive Cooperation

The ALP constitutes an important and very interesting experiment in partnership that includes UNDP (as donor), north and south policy research and training institutions from Tanzania, South Korea and Singapore and public institutions from Ethiopia. The different administrative levels of the state and its federations and key institutions for maintaining Ethiopia's fast-growing economy and the demand for reform leadership at all levels requires partnership building. It is a project that aims at building partnership and experimentation between north-south and south-south research and training institutions that is complex and puts together a wide array of experiences and approaches to participation and substantive coordination. The ALP initiated partnership from South-south and North-south institutions. It took initiative of delicate issues – top-level leadership capacity building and taking up emerging issues, challenges and opportunities of development, policy dialogue and debate. For the most part a considerable amount has been achieved under the ALP despite these complexities handling top-level leadership issues. All of the participant institutions have been established and institutionalised within the political and institutional fabric of the FDRE and have gained substantial credibility in the eyes of the beneficiaries (above 75% of the trainees appreciate). The presence and professional services and role were extended at the national and increasingly at the sub-national level (for instance agriculture, industry, civil service, etc.). The partnerships built to most part improved the important roles played by participants and their institutions, the achievements of the ALP, foundations laid for further collaborations and lessons for accelerating more collaborations in the future, lessons

for incremental improvement and sustainable engagement in capacity building, lessons for initiating adjustments to partnership management. There is a possibility for importance of better utilising and exploiting the inherent value added of international collaboration in an effective way in support of national priorities and adapting them effectively to Ethiopian conditions. There is a need to focus on core achievements of the ALP in terms of institutionalization. The understanding of the broad policy issues involved and an ability to retain the confidence of all parties concerned in the partnership management must be clear and sustainable in the long - run. This could be done by keeping the flow of information in regular and consistent basis. Ensuring that capacity concerns of leaders at all levels and along with all development actors are addressed rapidly and in a manner that is understood and accepted by all concerned is essential as well. In this respect, periodic meetings on issues, reports on activities and evaluation of evidences have helped the possibilities for consensus building and helped implement the activities in collaboration. However, what next for this to continue is not clear and in place.

2.5.3. Management Issues and Governance

The structure of governance and management procedure of the project has had value-added in terms of cost and bureaucracy. The interviews with participants and leaders suggest that the principal value added of the ALP structure is administrative and not substantive. It could be channelled by local training institution that could be coached and mentored as centre of excellence and building home capacity for the future. The structure has resulted in reduced transaction costs and unified efforts of reporting and decision-making but has limited impact on local capacity building in its current governance. UNDP is an independent, multilateral body that is considered independent, has a strong relationship with government especially in the context of sensitive projects. Rather than funding so many institutions, increasing transaction costs, reports from various institutions, the arrangement in one ministry (MoPS&HRD) was beneficial for the ALP. This was a departure from the need assessment, which was summarized for nine sectoral ministries. It has relatively transparent and systematic procedures and has strong and relatively transparent administrative procedures and reporting requirements for collaborating with partners. This can be effected in the form of the Financial and Administrative Framework Agreement (FAFA). UNDP is flexible and reliable organization in managing funds. It has a system that, in line with DAC principles, supports priorities of target institutions, maximises national ownership, empower institutions to implement their own projects based on annual and quarterly work plans and is flexible enough to accommodate changes in short term priorities and plans. The UNDP was more flexible and realistic about operational realities than government, which is less flexible with its allocations and operation can often be stack by stringent government financial rules. This helped the recruitment processes and the signing of agreements with north and south organizations and processing payments of the training. The respondents from the field, interviewees, reported that maybe from the management arrangements and governance structures, the facilitation, venues and training sessions were excellent. The services (logistics, fees and programme arrangements) were also excellent.

The ALP attempted to apply DAC principles despite shortcomings in actual implementation. In terms of ownership, the project allowed national coordinating institution to identify priorities, design activities, recruit beneficiaries and manage in line with the funds. In this respect, the national institution owned ALP in design, implementation and evaluations. In terms of alignment, the project applied a single common framework for managing, implementing and monitoring and in favour of a single common approach based on UNDP's rules and regulations, under NIM. In this respect, also parties based on agreed principles made appropriate checks and control. In terms of harmonization, the Steering Committee and UNDP were using the venue to establish common positions and to agree on policies, report progress, monitor risks regularly and designed mitigation mechanisms. In terms of managing results, its results were managed through the establishment of an outcome and impactbased framework of indicators for the measurement of trends. The achievement of ALP was tracked from the baseline at the outset of implementation to the present. In terms of mutual accountability, the monitoring of activities, outputs and expenditures was justifiably good. In this respect, the ALP substantially increased commitment of parties. An improved outcome-based monitoring mechanism, increased frequency of narrative reporting and more detail reporting in financial expenses is expected. Equally importantly, through better communication of expectations, perspectives and plans, the consultant, based on interview results and the review of all of the documentation, grades the ALP's achievement as good. The interview results from the participants confirmed that the performance of the project, from the angle of available time and the national renewal context in which the project was implemented, the outputs are encouraging. The better coordination improved performance and implementation of activities in a short period. Within the pressure of cost, the results are encouraging.

2.6. Challenges

The interview participants from the regions, especially SNNPR, Oromia, Tigray and Addis Ababa have the feeling that there is huge demand for training in Ethiopia – in line with the fast changing Ethiopian socio-economy and relatively new direction of development policy Ethiopia is pursuing, reliance on foreign institution is unsustainable and expensive. In this context, there are concerns as follows: (a) integration of the training content, approach and mode does not include local context. Though the institution and trainers are rich in international perspectives and facts (figures), they have limited knowledge of the Ethiopian context and have limited examples to enrich the

training contents, approach and mode of delivery. In addition, the integration between the theory, strategic planning, institutional development and policy practice (application) were not perfectly matching to Ethiopian context. (b) demand for training is huge at all levels. With the total budget of USD 5 million, which is equivalent to 120, 000,000 (one hundred twenty million Birr), the project trained 125 leaders. In terms of outreach and expansion, the opportunities for optimum use of resources are there if local institutions participated. This budget could have financed long years of program for institutional capacity building as well as human capability expansion – in which leadership development can be a component. In terms of financing in this way in the future, it will be wastage of resources, reduction in opportunity results and deviating attention from local capacity building options to more dependence on foreign institutions and trainers. And finally, (c) looking for institutions and trainers with rich experiences from the north is relatively simple. Searching for local institutions and trainers provided the lack of information and documentation, is difficult for project facilitators and managing institutions. In terms of sustainable capacity building, the latter option is critical.

Challenge of short-term projects such as ALP is its exit options. In many cases, if projects do not include exit strategies, to sustain their outcome (impacts) and maintain benefits beyond the project time is problematic. In such cases, three issues are lessons to learn from ALP implementation results: (a) lack of long-term program approach is better for targeting complex issues such as leadership (in multi-layer structures of government such as Ethiopia). (b) lack of essential issues in maintaining ownership and duty-bound targeting, for instance, focus on domestic institutions for tapping local insider's expertise and twining for effective transfer and customization of international comparative best experiences. (c) lack of motivation to allocate domestic resource mobilization and commitment of policy makers to carry over for reducing dependence on foreign funding and institutional support. In this respect, this project gave little attention to domestic long-term framework and institutionalization of capacity building training. In terms of these considerations, in any next project of leadership capacity building, more outreach to regions and middle level leaders, more focus on diverse national level training institutions and greater focus on twining arrangements with global institutions is needed. While recruiting global institutions, concrete criteria are needed to relate centre of excellence and fit to context and timeliness of training themes in Ethiopia. This is critical in the success of the project as well as the applicability of the skills, knowledge and a competency in which institutionalization and coaching drives local excellence. Relatively, lack of exhaustive list of local institutional capacity and experience along with matrix with north institutions of excellence affected informed and effective decision-making and efficient resource allocations as well as training.

III. CONCLUSIONS AND RECOMMENDATIONS

3.1. Conclusions

The consultant conducted background survey of meta-data, ALP document review, interviews with participants and the project staffs at the MoPS&HRD and UNDP. The review and direct evaluation data was collected based on the standard project evaluation criteria and checklists. The data results were analyzed using leading-andmanaging for results model – which is current analytical model for leadership capacity building projects evaluation. Despite the unavailability and long stays for appointment with leaders (participants) in the training, adequate primary and secondary data was collected. The primary data and interview results were used to triangulate and cross-validate the secondary data and the conclusions made from the findings and lessons. The conclusions below are categorized into the main outputs (results) of the ALP intervention. The first section presents conclusions on course design, content, approach, mode of delivery and assessments (for experience sharing visits as well as class training sessions). The second part presents conclusions on the dialogue forums, mechanisms and instruments designed and in place for updating top leaders on emerging issues, challenges, opportunities and decision-making. The third part presents conclusions on north-south and south-south collaborations, networking and partnership building. The fourth part presents conclusions on resource mobilization, schedule and management. The final part presents conclusions on issues of institutionalization after the ALP exit.

Future similar leadership capacity building training project requires conceptualizing top leadership capacity building and modeling change, preparation for effective training and experience sharing visits, capacity Building in Service Delivery Chain, implementation timing and the post-project capacity building, networking and partnership building as strategy and objective, not output in itself and institutional capacity building policies needed for training institutions.

3.1.1. Relevance

1. Course design and delivery: In terms of relevance, the contents, approach, mode of delivery and assessment align to key policies, need assessment reports and experiential learning. However, outsourcing all the training and experience sharing visit components to external institution has minimized the inclusion of Ethiopian

contexts, participants took the training as individual benefits, and the results are not institutionalized. Contents and insights that include list of experiences and best practices from Ethiopia lacked because the trainers and institutions selected do not have examples from Ethiopia. National trainers and training institutions were not identified in the gap and pre-training assessments. The approach therefore was not a give-and-take as leadership training session but has become mainstream classroom. Key content areas for leadership training in Ethiopia such as development planning, leadership competencies and operationalization of national capacity needs of Ethiopia were not included. It lacked Ethiopia's transformation traps in terms of the demands for effective leadership and institutions. The contents related to commitment in self-direction, transformational learning, planning for transformation niches and openness culture building for substantive dialogue is not included. ,

2. Dialogue forums, updating leaders and coaching: There was a need for conscious and focused debate forum as well as coaching, updating and supporting by mechanisms on attitude change, differentiation systems, work on public satisfaction, balanced soft-and-hard skills training, resource priority and purposeful need assessments. Such platforms and interventions in the long-run will institute local context, improve field-based learning approaches and capacity building for local institutions. Such approaches will help adult learners to synthesize thinking, reflect with long memory and enhance the visions for change. This was not critically presented.

3. North south and south-south collaboration and partnership building: The conclusion below is presented on north-south and south-south collaborations, networking and partnership building. The first issue in this section is that cooperation was established as intended with trainers, institutions and among participants, which initiated motivation and communication platforms. The cooperation established is not based on a defined partnership building strategy, framework and policy. Strategies and frameworks are required in the form of twinning arrangements. There are a lot of capacities for this in the country – starting from grassroots level capacities and training institutions in various themes. Second, in the area of collaboration work, a purposeful and agenda based local training, research, consultancy and think-tank policy for institutional capacity building in public service delivery (values and disciplines along with skills, knowledge and competencies) may be established. This policy will guide tracking and promotion of joint training programs, systematic documentation of best practices and shaping policy and training agenda in the area. In the long-run, its mandate may be challenged by the changes in attitude of reliance on foreign best practices and establishment of a give-and-take frameworks – for local and global best practices in training programs of Ethiopia. The third issue in this sub section is specific to leadership training and capacity building. Before a project is designed and implemented in the area of top-leadership capacity-building, there is a need to conceptualize top leadership capacity building and the modeling of change in capacity building. In the ALP project, it is not clear what constitutes top leadership capacity building nor it is clear whether top leadership capacity building training is related to position and function or quality of the level of training. A comprehensive conceptualization of top-leadership needs to guide the specific capacity building training one is planning and the collaboration frameworks need to take these issues into account. The quality and purpose of the training as well as the levels of functions to be taken up after the training are both useful to design training projects. If these issues are operationalized, we can measure what constitutes change in capacity and how a specific training can achieve such goals and how collaborations can be established among different stakeholders with purpose and relevant agenda set. Therefore, a leadership capacity-building project must be based on defined leadership design model – with components such as motivation, learning, application and results – and how to manage systems and the human resources towards the outputs in each category of the chosen leadership development model components.

3.1.2. Effectiveness and Efficiency

4. Resource mobilization, schedule and management: This part presents conclusions on issues of resource mobilization, schedule and management. In terms of the objectives of the project, capacity building needs participation and inclusion, timing and schedule, and initiating cooperation in line with frameworks, rules and regulations. In this respect, schedules are violated. Timing overlapped with national renewal movement. Adequate leaders did not participate as planned and gender inclusion was not taken into account – 14 females participated – out of these, six were from UNDP office. However, the project management initiatives taken by the MoPS&RD were appropriate for efficient use of resources, time and collaboration arrangements. The partnership, collaboration and twinning arrangements were not efficient from the outset and there was no clear responsibility for taking-over the results, continue formal local cooperation. The value-adding capacity of local institutions and trainers were lost, perceived capacity building in collaborating with institutions of international reputation was also lost, and the possibility of using the funds for programmatic intervention was lost due to flawed design.

5. Need for continuous national level platforms and events: Ethiopia does not have essential forums such as: (a) National Forum of Human Resources Development Council – this conceptualizes leadership development as part of human resources development of the country. Since HRD development is a cross-sectoral issue as well as an issue of succession from lower levels of practitioner expert leaders to higher executive and

legislative leaders. This needs to assume periodic national level forum. (b) Incentive and competitive policy support programs – Ethiopia does not have national program on resourcing, coordination and follow up of best minds and practitioners in public service. Public institutions (including higher education, training and consultancy) whether they deliver or not, live forever and get funded as though it is charity. There must be a public service and specialized institutions networks on thematic focus, competitive funding and rewards for institutions of excellence. Such intervention requires a national body that is selected from the CSOs, public service institutions, private sector and citizens for identifying and rewards excellent centers.(c) 7. Institutionalization of national service – in many countries, national service is a mandatory citizen obligation to show hoboos, talents, etc. for the nation. For instance, there can be a National Youth Service, National Pastoralist Community Service, National Agricultural Extension Service, etc. Such interventions and initiatives will enhance community services, cultivate emerging leaders, public service talents and also transformations in diverse demands of the community – leading to citizen motivation, learning, application, results and rewarding.

6. Concerns of ALP Exit: Institutionalization: The final part presents conclusions on issues of institutionalization after the ALP exit. The concerns of design and implementation the consultant raised across the ALP components was the issue of institutionalization of the capacities built (post-project capacity). As it was seen in the analysis section, post-project issues were not properly assessed and the possibilities of placing projects in appropriate institutions with mandates is essential in this respect. ALP was inappropriately placed in the MoFEC and this has led to confusions on proper exit of ALP and the strategies to maintain the lessons including the collaboration and partnership continuity. ALP was not implemented by its schedule and resources; per its objective and result lines. There wasn't a responsible person to follow up and organize the post-ALP implementation of the capacities built. This also resulted in improper timing of the project implementation and the low participation of leaders in the training. The critical outputs such as debate forums, mechanisms and instruments of updating leaders and coaching by reputable leaders were lost because of the problems of proper placing and follow up. The other issue in the exit is the proper institutionalization of forums in key thematic and leadership concerns.

3.1.3. Continuity, Impact and Sustainability of ALP Results

7. Impact, Continuity and sustainability: The leadership capacities built and continuity of the outcomes of investments and the measures in pace to ensure smooth transitions is questioned. Participants in few institutions are institutionalizing the lessons such as in ECSU, EKI and EMI from training institutions; Gambella and Dire Dawa from regions; and ministry of trade and ministry of livestock and fisheries. In these institutions, the continuity of the ALP results is maintained and there is possibility for sustainable impact in human and system capacity building in these institutions. The cooperation established with south training institutions and agreements as frameworks are opportunities for sustainability – few participants have established contacts after the training. However, no data is available on government commitment to allocate funds for continuity of the ALP results – in terms of expanding training for more leaders, sectors and thematic areas. The existing trust built between MoPS&HRD and UNDP, based on defined frameworks has the opportunity to expand and build more agenda-focused and sustainable forums in the areas of leadership capacity building. There are more issues of cooperation – such as in areas of establishing annual leadership summits (sustainable event and venue of agenda setting), national leadership policy forum (sustainable event and venue for policy setting and coaching emerging leaders), etc.

8. Challenges and concerns for consideration: The application of DAC principles is also a contribution to sustainable ownership and harmonization options to work. The ALP implementation has improved learning of institutions on implementation of projects – improving quality work and results after delays, time pressure and alignment of cooperation frameworks among implementing institutions. In terms of design, program approach of intervention, ownership and duty-bound targeting of local institutions and enhancing motivation to allocate domestic resources and increase commitment of policy makers to carry over for reducing dependence on foreign funding and institutional support are challenges for further consideration.

3.2. Recommendations

3.2.1. Work on Coordination, Partnership Building and Cooperation

1. Future cooperation and collaboration: In consideration of the achievements attained in the ALP implementation, and to maintain previous investment results, considering renewing and reorienting the top leadership capacity building support to key sectors should continue. It should be designed in the manner that consolidates sustainability of capacities built, continue to expand outreach to middle level leaders and inclusion of more leaders from emerging regions and females.

2. Future leadership capacity building support: a clear conceptualization of top leadership training, promotion of synergies and focus on strategic, purposeful and agenda-based training approach and activities that are geared to strengthening the core competencies and mandates of the collaborating and benefitting parties in the process is needed. A program approach of capacity building intervention is preferable than short term project for leadership. Future program support, if any, must uphold the principles of focus on building the foundation for progressive results in capacity building (such as support to local training institutions by twinning arrangements), reduce dependency on foreign institutions and look for value-added of international cooperation. Value-adding external cooperation is required – a departure from the current view of looking best practice outside Ethiopia and extreme dependence on external best practices, north institutions and funding to initiatives aimed at institutional memory, documentation and best practice synthesis from Ethiopia. In this respect, twinning and setting institutional arrangement leading to center of excellence is needed.

3. Substantive coordination and co-location: Coordination arrangements for future support to key sectors should focus on substantive exchanges that reinforce the independence of institutions, operational collaboration and agenda-focused coordination over a long-term program. A distinct location in local training institutions as lead coordination body and a conscious effort of funding and specialized support should be initiated for such institution. Training institutions such as College of Development Studies and Public Administration (Addis Ababa University), Leadership and Good Governance (Ethiopian Civil Service University), system building and holistic management (Ethiopian Management Institute), etc. might be taken as options for further analysis. Such initiatives require support for human resource and finance capacity to reduce the burden of substantive coordination. MoPS&HRD would, of course, continue to serve as the coordinating house from the policy making institution. The assumption is that there will be co-location arrangement (policy decision issues at the MoPS&HRD, capacity gap research, alternative design and training at preferable and focused higher education institutions, and technical and financial support at the UNDP). This might develop in the long-run a domestic center of excellence and design and support of programs leading to such home capacity building for sustainability, coordination, resource mobilization, best practice sharing and framework setting centers on key transformation issues of the country.

3.2.2. Work on Agenda-based and Purpose-based Collaboration

4. Realigning UNDP's technical and financial support role: UNDP should continue its support to give the technical and financial supports needed. The UNDP should continue with its current modality of NIM, focus on mission-critical functions and strengthen coordination but with more focus on national training institutions capacity building on agenda-based and purpose-oriented programs.

5. Coordination around milestone results: In order to build sustainable local training institutions, the design of any future programme should specify from the outset the key outputs that are expected to have a major impact on national and sub-national policies and their implementation in a defined time framework. National capacity building outputs must constitute key milestones in the implementation of the collaborative programs and should be organized in a manner to generate broad stakeholder participation around them in a systematic manner. Such platforms can initiate dialogues, serve as periodic platform, support to policy decisions and policy-making and should be viewed as an integral part of establishing acceptance for funding, reputation and emerge as centers of excellence and conduct research, consultancy and publication of policy briefing papers for supporting institutional memory. Local training institutions must be capacitated to facilitate dialogue and create space for national and international partners – leading to defined annual forums.

6. Institutionalization & ALP exit: The issue of institutionalization of the capacities built (post-project capacity) is a concern. The possibilities of placing projects in appropriate institutions with mandates, a responsible department to follow up and document post-ALP results (outcomes) is necessary. ALP exit strategy to maintain the lessons including the collaboration and partnership continuity is not clear. During ALP implementation, critical outputs such as organizing debate forums, mechanisms and instruments of updating leaders and coaching by reputable leaders were lost because of the problems of proper placing and follow up. MoPS&HRD, by allocating adequate resource, has to take-over this responsibility and implement plans for instituting ALP outcomes.

3.2.3. Work on Leadership Coaching and Mentoring Events

7. Institutionalization of national level annual events and forums: Many countries and institutions have distinct forums and events for enhancing human resources capacity development building and system modernization in the public service. For instance, leadership is conceptualized as part of human resources development of the country. Since HRD development is a cross-sectoral issue as well as an issue of succession from lower levels of practitioner-expert leaders to higher executive and legislative leaders. This needs to assume periodic national level forum. In this respect;

- UNDP can initiate and support on programs of annual national top-leadership summit, national top-leadership conference and national top-leadership forums – in which experience sharing, debates on key leadership

issues, consensus building, etc. can be practiced. Also leaders from different level get the opportunity to contact reputable experts and personalities, coaches and mentors. A grouping and twining arrangements can be designed in such initiatives to effectively measure the value-added of such interventions;

- MoPS&HRD can initiate and support Nationals Human Resources Council – from various stakeholders, citizens, communities, etc. and deliberate on key values of human resource in the public service, business companies, etc. and work towards building the overall human resource capacity of diverse segments in the society. Such forums will serve the identification of emerging leaders in various fields and give the executive to plan succession, coaching and mentoring towards taking public and personal roles. This forum will also initiate collaboration of leaders from various levels – expert leaders, public practitioner leaders, middle level leaders, high level leaders, top executive leaders and the citizens in one venue on agenda and purpose.

8. Institutionalization of national service – this recommendation refers to the government institutions such as MoPS&HRD. In many countries, national service is a mandatory citizen obligation to show talents, build public service values, teambuilding, problem-solving intervention, strategy setting, etc. for personal and national benefits. For instance, there can be a National Youth Service, National Pastoralist Community Service, National Agricultural Extension Service, etc. Such interventions and initiatives will enhance community services, cultivate emerging leaders, public service talents and transformations in diverse demands of the community – leading to citizen motivation, learning, application and results. This is rewarding and ever motivating as talents emerge and make a difference in social transformation.

9. Dialogue forums and coaching: The dialogue forums, mechanisms and instruments are in place for updating top leaders on emerging issues, challenges, opportunities and decision-making. There was a need for conscious and focused debate forum as well as coaching, updating and supporting by mechanisms on attitude change, differentiation systems, and work for public satisfaction, balanced soft-and-hard skills training, resource priority and purposeful need assessments. Such platforms and interventions in the long-run will institute local context, improve field-based learning approaches and capacity building for local institutions as well as become a human resource pool from which experts and trainers with hands-on experience can be identified and recruited. Such approaches will help and give opportunity to adult learners to synthesize thinking, reflect with long memory and enhance the visions for change in-group, as individuals and across sectors.

10. Support to leaders from emerging regions and females: Gender mainstreaming in future programs must be an imperative. A conscious support to leaders from emerging regions and other crosscutting and crossinstitutional concerns must be included, if there will be a new phase. In this respect, a gender audit is needed in view to assessing the effectiveness with which gender has been mainstreamed in leadership capacity building projects in general and a project such as ALP needs to have (which it lacks now). In this respect also: (a) A performance measurement framework, with fully integrated gender mainstreaming criteria and the collection of gender-disaggregated monitoring data needed. (b) Targeted training for leadership/management in guiding and supporting gender mainstreaming is needed. (c) Systems of stakeholder consultation, particularly with female stakeholders, to inform the strategic planning and monitoring of each targeted institution is required. (d) New leadership development policies with clearly defined gender provisions that are linked to strategies and the strategic vision for the target institutions, as a whole is needed. (e) Gender issues are fully integrated into reform processes to ensure that gender concerns are addressed in top leadership capacity building future interventions.

3.2.4. Work on Substantive Support and Documentation of Local Best Practice

11. Realignment of expectations and attitudes over local training institutions: All key partners need to accept that change of the type envisaged to be successful, must have a long timeframe based on incremental but steady change in capacities (from the side of the policy makers as well as local training institutions). Expectation of equating national institutions with north institutions of long-term reputation does not help filling the key gaps of local institutions. It rather maintains dependency and expensive engagements for Ethiopia. In this respect, in programmatic support approach, a planned long-time and several program alternatives such as local training institutions capacity building, local best practice and experience documentation project, top leadership capacity building project, middle-level leadership capacity building project, emerging leaders coaching and mentoring program, etc. must be initiated and assigned to a local training institution.

12. Coordinating body for incentives and competitive policy support for higher training institutions of excellence in Ethiopia: Incentives and policy support is not competitive for training institutions as well as public service institutions in Ethiopia. Ethiopia does not have national program on resourcing, coordination and follow up of best minds and practitioners in public service. Public institutions (including higher education, training and consultancy) whether they deliver or not, live forever and are funded. There must be a public service and specialized institutions networks on thematic focus, competitive funding and rewards for institutions of excellence. Such intervention requires a national body that is selected from the CSOs, public service institutions, private sector and citizens for identifying and rewarding excellent centers, experts, researchers, publishers, etc. as well as institutions that work for public interests, internationalization and mediation.

13. Documentation of local best practices and possible centers of excellence for training and public service capacity building – in order to plan experience-sharing visits as well as recruit reputed training institutions from outside, national levels achievements, best practices and gaps need to be identified and presented in a form matrix that shows short, medium and long-term intervention demands. It also needs to locate the training and capacity building demands of the country and strategies as to how it could be linked with dynamics in the country, in the globe and demands of building center of excellence in Ethiopia – in terms of experience-based training. This recommendation assumes that training demand of the nation is massive and recruiting foreign institutions is expensive, unsustainable and creates dependence on unsubstantiated foreign best practices; which sometimes are not possible to immediately transform into practice. It is also useful to prioritize national program and agenda on resourcing, coordination, follow up and agenda setting. Because of the lack of such frameworks, best minds and practitioners do not join training institutions as well as the public service. Experience-sharing travels are often funded without detail relevance, orientation, preparation and strategies of institutionalization. The goal of building specialized institutions based on thematic focus was not possible in this was and public funding has to be allocated based on competitive and result-based reward frameworks. The same is for individual workers in the institutions. Differentiation systems are needed for selecting excellence and avail resources for results. In this process, networking will be agenda-based and focused; synergy for initiating, implementing and managing transformation can be optimized. This is what leading-and-managing for results model of leadership capacity building promotes.

Appendices

Appendix 1 Thematic Area and Course Description

Thematic Area	Course	Description: Courses are designed and offered
Planned Module Lot 1): Accelerating eco. development & transformation	Planned Courses: Accelerating: <ul style="list-style-type: none"> • Macroeconomic policy & program • Agricultural development & transformation • Industrial development& transformation 	The courses were designed & offered for five days in three sessions in Ethiopia by LKYPP. Participant rating was above 4.5 from 5 points.
Planned Module (Lot 2): External sector management & export competitiveness	Planned Courses: <ul style="list-style-type: none"> • Trade and export competitiveness • External sector management • Value chain negotiations 	The courses were designed & offered in five days in one session in Ethiopia by ESAMI. Participant rating was above 4.5 from 5 points.
Planned Module (Lot 3): Public sector management	Planned Courses: Developing and improving <ul style="list-style-type: none"> • Revenue administration& robust systems • Expenditure management& budgeting 	The courses were designed and offered in five days for 24 participants in Ethiopia by KIPA. Participant rating was above 4.5 from 5 points.
Planned Module Lot 4): Public Service and policy management	Planned Courses: <ul style="list-style-type: none"> • Policy analysis and decision- making; • Models of planning & implementation; • Development M&E systems 	The courses were designed and offered in four days by KIPA in Ethiopia. Participant rating was above 4.5 from 5 points.
Planned Module (Lot 5): Trade & economic diplomacy training	Planned Courses: <ul style="list-style-type: none"> • Not conducted; • No offer received 	The courses were designed & offered for 25 participants by KIPA in Ethiopia. Participant rating was above 4.5 from 5 points..
Planned Module (Lot 6): Urban & Regional development strategies & planning approaches	Planned Courses: Strategies & approaches <ul style="list-style-type: none"> • Comprehensive urban development; • Leadership of Megaprojects • Infrastructures, services & environment 	The courses were designed & offered for five days for 25 participants in Ethiopia and experience sharing visit to Korea by KIPA. The participants were satisfied with above 4.5 rating from 5 points.
Planned Module (Lot 7): Public Private Partnerships	Planned Courses: <ul style="list-style-type: none"> • Complexities in public sector management • PPP Modelling; Case, Energy Sector • Developing PPP in urban service delivery 	The courses were designed & offered for five days for 25 participants with experience sharing visit to Korea by KIPA. Participant rating was above 4.5 from 5 points..
Planned Module (Lot 8): Climate Resilience Green growth development	Planned Courses: <ul style="list-style-type: none"> • Sustainability, growth, markets & policy • Environment cost-benefit analysis • Markets for natural capital; collective Action • Farmers & payment for climate services • PPP in environmental protection • Strategy for a Sustainable Future 	The courses were designed and offered for two days seminar (two times a year) in one session for 65 participants in Ethiopia by LKYPP. However, in terms participants, it was far below planned in the training and experience sharing visits. The participants were satisfied with above 4.5 rating from 5 points.

Appendix 2 Design of the ALP Outputs and Strategic Activities

Description	Strategic Activities
Output 1: Advanced leadership executive courses designed and delivered for high level officials in Ethiopia	<ul style="list-style-type: none"> • Offer cutting edge knowledge in economic, social, environmental & governance sectors in the GTP; • Collaboration with local and foreign institutions, offer tailor-made courses to respond to local context; • Ownership building of local institutions to coordinate, identify and prioritize topics (MoFED; MoFA & MoCS&HRD) for economic transformation from the start of the project; • Design complementary analytical frameworks and best practices in development transformation.
Outputs 2: Policy dialogue & knowledge sharing fora established space & carried out on emerging issues	<ul style="list-style-type: none"> • Multi-stakeholder dialogue platform on emerging change issues at global, regional & national levels <ul style="list-style-type: none"> □ Policy implications of such dialogue established for Ethiopia • Facilitate dialogue among key stakeholders in Ethiopia – government, CSOs and private sector on key emerging issues, their impact and innovative solutions for Ethiopia on timely basis • Mapping partnership agreements, responsibilities and contributions to specific deliverables and a monitoring mechanism that forms the basis for dialogue platforms
Output 3: South-South & North-South cooperation on knowledge & expertise sharing established	<ul style="list-style-type: none"> • Offer international best practices and experiences in the form of exchange visits • Subject or issue specific exchange fora for keeping the knowledge sharing and stay up-to-date in global, regional and national development dynamism • Experiential learning and to transfer hands-on knowledge through transformative processes in the recent past by well-known cases such as South Korea and BRICS • Proactive prioritization to respond to the emerging developmental challenges and opportunities
Output 4: Partnership agreements signed with national and global top level training institutions	<ul style="list-style-type: none"> • Provide up-to-date intelligence, analysis of key global & national economic growth, trade, investment, environmental & social trends supporting responsive & dynamic policy context <ul style="list-style-type: none"> □ Strength national capacity for functions • Integrate with Institute of Leadership & Good Governance Capacity Building training at the ECSU • Deliver tailor-made program for middle-level leaders to strengthen their leadership competencies.

Appendix 3 Response Summary for Higher Education, Research & Training Institutions

Evaluation Criteria	Evaluation Categories	Description of Interviewees Responses on Outcomes	Remarks of Interviewees
Appropriateness of Design & Process of Preparation	North trainers & institution selected	□ Trainers & institutions with appropriate profiles, reputation, policy memory & hands-on experience from countries appropriate to learn directions of transformation selected	□ It will be useful if local trainers and institutions twined with the north ones.
	Training location, facilities & delivery mode	□ Location and facility of the training was appropriate for top leaders and the arrangement gave space for synthesis and analysis on policy and self-reflection. It was organized – with examples, facts & figures but not from Ethiopia.	□ No comment. Except one interviewee, who said it was expensive and wasteful.
	Design for adult training & field visits	□ Training contains full package of routines, policy issues, experiential insights, field visits and discussion on issues that led to self-reflection and synthesis of own context.	□ No comment except the lack of local experiences and best practices
	Field visits	□ Served to expand learning, scope and thinking over policy design and practice.	□ Applicable localized learning recommended.
Relevance of contents	Networking, partnership & cooperation	□ North south and the south-south link establishment was relevant to access rich trainers, resources, contents and field visits and lesson on relevance of program approach to leadership capacity building.	□ The design lacked institutionalization initiatives; lacked twinning arrangements for take up.
	Modules to needs	□ Modules designed are relevant to both micro and macro-level policy issues.	□ Not customized to GTPs; to build new competencies
	Triggering institutional set up and training programs design	□ It was relevant to higher education, research and training institutions to think of institutional set ups and program design on public policy; especially, evidencebased institutional memory centers and hands-on experience of trainers, agenda setting and purpose while integrating new demands and concerns in development dynamics.	□ Respondents were sceptic about Singaporean & Korean experience relevant to Ethiopia; contexts have changed & new demands emerging.

	Training sessions relevance from cases observed	<p>□ Participants from few institutions are working to institutionalize the lessons from the training and experience sharing visits. Case 1: ECSU is establishing an Urban Training Institute in collaboration with MoU&HD - goal-focused cooperation for results. Case 2: Participants are individually taking up initiatives – Gambella (Baro Tourism) and Kaizen Institute (delivery mode) & Industry Ministry (institutional set up along programs) and EMI (documentation of best practices to support training).</p>	<p>□ If the training contents were customized to specific context of institutions, more cases of taking up the institutionalization initiatives could have been evident.</p>
Gaps in design and implementation	The ALP is a project	Leadership capacity building is a long-term endeavor. Project approach can contribute but is not appropriate approach to adopt from the start – both for training and public institutions.	ALP should have adopted program approach from the outset. It has to design longterm program for local training capacity building as well.
	Duplication of efforts and 'waste' of synergy	Use of synergies and local capacities were not established habit in project design. There is no project or program that works on top leadership capacity building in Ethiopia. ALP can be a starter. However, ALP needs to assess duplications of effort & resourcing. By developing a simple matrix of capacities and programs, ALP could have benefited from initiating local cooperation, synergy, efficiency, appropriate design and delivery methods.	ALP did not define what top leadership capacity building is and wat capacities exist in the country. Yet we can begin such intervention with North institutions, consciously utilizing local institutional capacity and strengthening local level partnership building is necessary. The North institutions should only fill gaps in an established local matrix.
Lessons for way forward	Clarity of responsibility for institutionalization	Clarity on responsibility for institutionalization & dissemination of documented and synthesized memory was not included in the ALP design.	The problem is related with the placing of the ALP – in line with mandates.
	No search for local capacity, profiles and best practices and consolidated report on local capacities	Training institutions and profiles in the country are not assessed and capacity-building options of such training institutions were not designed from the outset for sustainability. This would have enhanced partnership building options and sustainability of after the training.	Local capacities in the country in the area of model green villages, agronomic and water management practices available. For sustainable training demand, north institutions cannot be an option – need attitude in this respect by top leaders.
	Policy dialogue forums and institutionalization	Defined institution and expert were not tasked to take mandates and responsibilities of institutionalization. There is no initiative in place for sustainable local capacity building.	Due to lack of exit strategy for continuity of the outcomes, from the government and UNDP
Evaluation Criteria	Evaluation Categories	Description of Interviewees Responses on Outcomes	Remarks of Interviewees
	n for continuity		side, the results will not sustain after ALP.
	Cooperation, partnership and networking	Domestic, south-south and north-south cooperation was assumed after the ALP. Due to lack of conscious continuity frameworks, not coordination, partnership & networking was maintained; nor initiated after the closing.	There was no framework and adequate level of awareness creation on continuity of the results of ALP – in terms of networking & partnership building among institutions.
Recommendations	Continuity from the outcomes of ALP as foundation in Ethiopia;	Continuity of the ALP results need platforms in place to collaborate, initiate dialogue, design mechanisms and instruments of updating top leaders on goal-oriented agenda, institutionalization and continuous scanning of the future and context for transformation.	Platforms of continuity of initiatives and culture of institutions to take up such initiatives proactively is necessary
	Use ALP as springboard for building excellent training and issue mapping institutions in Ethiopia	Using ALP results as springboard to develop local training institutions is required. An apex training institution with forums on emerging issues, thinking, initiate motivation for implementation, mobilization & scanning new reach, documentation & building coaching & mentoring center is needed.	An institution tasked with the responsibilities and mandates of top leadership capacity building, resource mobilization, documentation, and reward systems on differentiation is necessary.

Appendix 4 Response Summary for Federal, Corporations & Private Sectors

Evaluation Criteria	Evaluation Categories	Description of Interviewees Responses on Outcomes	Remarks of Interviewees
Appropriateness of Design & Process of Preparation	Selection in profile that meet the assumptions of giving excellent training	The profile, training approach and delivery of contents by the trainers were rich in global perspectives and data. The facility, venue, organization and reception were motivating for adult & top leaders, which initiated experience-sharing motivation, familiarization and refreshment; also useful to achieve the objectives of and target results of the training. The north training institutions selected have rich profiles and policy training experience.	This training could be taken as a starter; however, such design (reliance on north institutions) does not serve the continuous and huge training demand of Ethiopian fast development and dynamics trends. Local institutional capacity building program is needed; otherwise, reliance on north institutions is expensive and unsustainable.
	North institutions selected	The cases and field visit approach focused on policy issues, constraints, opportunities, and real time transformation policy practices useful for top policy leaders. Countries from which the cases selected give insights on developmental state direction.	Trainees learnt about how development occurred from poverty to prosperity and how training institution for public sector capacity building takes up these lessons. However, the context of development has changed.
	Training design	Training design facilitated ways of learning on organizing dialogue fora, mechanisms & instruments to update top leaders. It shows options to be taken up by local institutions participated and lessons to capacitate institutions on such issues.	The design lacked issues from Ethiopia and practical case sessions from Ethiopia. Therefore, it was more of theoretical and empirical level exposure, which needs another training to contextualize in practice.
Relevance	Contents to policy	Contents align to policy (GTPs and CSRs). Contents link development policy analysis and design from practice, leading development policy process and implementation from practice. The field site visit – institutions & development results – also gave insights to initiate debate on comparative issues of transformation & informing ways forward. The contents were relevant in meeting ALP objectives and contributing to broader policies and contexts.	Contents are relevant but needs contextualization to Ethiopia
	Training contents to the needs	Alignment of training contents to leadership capacity building needs was rich. Contents link rural and urban holistic development, were consistent, applicable, action-research type and the flow from one-step of the content delivery to the next enriched practice-based and applicable insights.	Aligned to need assessment on 2012; but not updated. The need assessment report lacks issues such as gender and lower level capacity building and succession issues.
	Contents to participants expectations	Contents helped participants to think of their policy areas, their own experience of implementing it in the canvas of Korean and Singaporean experiential policy practices, outcomes, tracking & management.	Participants are satisfied with the contents designed and delivered. However, their expectations on Ethiopian and local issues were not included in the contents.
Evaluation Criteria	Evaluation Categories	Description of Interviewees Responses on Outcomes	Remarks of Interviewees
Gaps in design and implementation	ALP strengthened by program approach for continuity and long-term impact	Leadership is a crosscutting issue that requires long-term program concern for intervention. Long-term training, coaching, mentoring & tracking changes & planning is needed to institutionalize capacity building, develop hands-on training approach & design mechanisms and instruments to update leaders – from policy practice results not from conceptual contents.	Demand program approach and focus on local capacity building.
	Twining institutions for integrating local context	No institution is defined with mandates and milestones to take up initiative for ways forward and institutionalization of the lessons of the training. There is no plan in place to take project outcomes as springboard & foundation.	Exit strategy should include plans for institutionalization of project results.
Lessons for way forward	Building institutional and trainer profiles	Lessons on how to build strong institutions, institutional set up & systems were useful for Ethiopian training institutions. Working for institutional memory, hands-on experience, documentation and agenda-based and goal-oriented training is needed to update policy-makers in policy contents, application, results and continuous change.	A plan should be in place for building strong institution, set up & systems in a center.

	Outreach and expansion	Work for outreach and expansion to lower level tiers of leadership is needed including management members and experts at all tiers of government beyond op few leaders.	Programs & funding needed for ToTs training.
	Conceptualizing problemsolving and consensus building in practice	Conceptualization of problem-solving policies and their alignment to leadership capacity building is necessary. This may include mechanisms and instruments, platforms, work systems, sharing lessons, implementing, tracing and documenting	Leadership capacity of Ethiopian current context needs conceptualization
	Work from what is gained to what should be for Ethiopia	Develop skills for catching up and institutionalizing capacities and systems from effective utilization of existing to the use of experiences, best lessons and capacities from north institutions; need for contextualization.	Define leadership competencies and identify centers of excellence in them
	Stating the outcomes from the outset	Reflections on the training contents, sessions and approach need continuous platforms & centers – a conscious local training institution building is required. Hosting institutions for such projects should be training centers.	Platforms of reflection should be organized periodically.
	Gaps in terms of maintaining lesson objectives and using in our context	Local training institutions are not active participants and diverse in line with thematic areas. Local twining arrangement for comparative insight & evidence (applicable) will lead to local, contextual, build information and institutionalize memory and defining approach and delivery of such training.	Any capacity building program should actively engage local training institutions.
Recommendations	Need for language of training & module materials	There is a need for localized training and organizing local training institutions – in content, language of instruction and contextual data. Meeting training demands at middle & grassroots level tiers of government require training in local language and simple mode, content & methods.	A specialized & independent local training institution needed; equipped & financed.
	Need for operationalization of the experiential lessons	Experiential lessons in class are relevant for their context but the fact that it is relevant to the leadership style and Ethiopia's key policies must be redefined. Singaporeans and Koreans today are not agrarian economies – Ethiopia is. Operationalization in time and developmental demand context should be balanced with desire for development, as in Ethiopia today.	Contextualizing lessons in time and changing demands needed; training should not only focus on desires.

Appendix 5 Response Summary for Regional Bureaus & Municipality Institutions

Evaluation Criteria	Evaluation Categories	Description of Interviewees Responses on Outcomes	Remarks of Interviewees
Appropriateness of Design & Process of Preparation	Approach	Training mode of presentation and trainers are rich researchers, practitioners & academicians with command on the subject. The training approach is different from our country institutions and trainers and is based on hands-on experience to share. Thus, appropriate training institutions and trainers were selected.	Lacked Ethiopian context and examples in the sessions
	Field visits organized	Experience in infrastructure development policy plan& implementation was useful to initiate planning, design, construction, maintenance & management. It policy as full package designed for long-term use with periodic review and reflection.	Lacked Ethiopian best practices for visit and reflection
Relevance	Best practices	Best practices are relevant and prepared for the training & experience sharing visits. There was no organized documentation of the best practices for initiating work based on lessons per their context and duties in our work place.	No organized and documented list of best practices exist
	Content selection	Contents relevant to policy since the presentation relates to our policies. However, what we can do at present and in the future	Contextualization plan and initiative
Evaluation Criteria	Evaluation Categories	Description of Interviewees Responses on Outcomes	Remarks of Interviewees
		should be carefully identified. A contextualization & implementation planning is needed. Example of Seoul Rivers, Traffic and Water Control Centers are useful for our current interventions such as urban renewal, introduction of ICT in service delivery and public satisfaction monitoring and evaluation.	is not in place.
Lessons learnt	Internal (domestic and institutional) capacity building	Policy process and comprehensiveness of policy packages, training and tracking institutionalization in excellence, tracking transfer of experience, memory, documentation and dissemination and imitating debate forums for enriching developmental learning for leaders are	Institutionalization of ways forward not designed and punt in place to take up

		lessons for domestic institutions to grow as center of excellence	lessons.
	Defined duty for apex institution	Apex institution is necessary for taking up initiatives, forums; follow up mechanisms and instruments, synthesis, documentation and expanding reach platforms for PPPs frameworks & participation. ;	No institution identified and provided with tasks.
	Program approach & ALP gaps	Program approach is preferable to leadership capacity building, aligning to government program budgeting and funding frameworks.	Top leadership not conceptualized for purpose of training
Recommendations	Design longterm program with several sectoral projects	In addition to program approach, building focused center of excellence requires designing and working on several sectoral projects with program resourcing, program implementation and intervention capacity building, and staffing with rich and hands-on experienced trainers and policy planners.	Program approach preferable for future such intervention
	Linking higher education and policy institutions	Twining arrangements are needed in long-term capacity building interventions – between training institutions and public organizations, local training institutions with North and South reputable training institutions, and funding piloting of research results.	Twining research, training and policy practice institutions needed
	Specializing institutions of excellence with sectoral focus	Supporting think-tank and policymaking bodies in identifying policy issues, supporting to specialize in research, opinion assessment, and international and regional political economy trend analysis is required. Specialized training centers need to look for alternative policy proposals, debate forums and insights, mobilization of widerange of internal & public debates among actors and documenting results by all parties in development & democratization processes.	Support for conscious capacity building of specialized institutions & think tanks needed.

Appendix 6 Terminal Evaluation Checklist

Measurement Criteria and Analysis Checklist	Thematic Training Modules Administered	Analysis and Interpretation
<p>Design: whether appropriate activities, actors, frameworks, participants and delivery mode selection relevant to results in priority areas by sector.</p> <p>Relevance: whether relevant to beneficiary targeting, inclusion, socioeconomic policy and reform context, contributions of outcomes to achieve objectives, alignment to national priority & contributions to solving gaps identified.</p> <p>Effectiveness: whether intended results attained, lessons learnt, assumptions worked, etc. and whether mechanisms align to country context, efforts, adaptive leadership processes observed</p> <p>Efficiency: whether the utilization of resources, procedures, cost of delivery, timeliness & responsiveness, optimal participation, use of synergy, process</p>	<p>1Accelerating economic development & transformation</p> <p>2External sector management and export competitiveness</p> <p>3Climate resilient green growth development</p> <p>4Public service and policy management</p> <p>6Public sector management</p> <p>7Public Private Partnership</p> <p>8Urban & regional development strategies & planning approaches</p>	<p>Appropriate design: The deign process, activities, beneficiary and partner selection, mode of delivery; issues delivered were appropriate for the intended outputs achieved; federal and regional, diverse levels of leaders participated (by position & sector).</p> <p>Relevance: The training contents were relevant to participants, sectoral gaps and aligned to key policies and CSR programs of the country, the UNDP & to emerging issues, etc. The training project is relevant to beneficiaries, frameworks, and solving gaps as identified.</p> <p>Effectiveness: the intended results - designing generic & tailored courses, delivering with state-of-the-art approach & assessment, partnership building & working under agreed frameworks of government and the UNDP, alignment to country context were broadly attained as assumed. Agreed processes were used. Monitoring and evaluation processes enabled result management. ALP was side lined, dialogue forum not organized& topleaders pre-occupied with renewal processes and.</p> <p>Efficiency: The training was timely and responsive in terms of gaps identified. Participation is not optimal except diversity of participants. Implementation delayed and results achieved are relatively low; as compared to the planned.</p>
Measurement Criteria and Analysis Checklist	Thematic Training Modules Administered	Analysis and Interpretation

and result management has led to the achievement of the agreed principal results.		Resource use is not optimal. However, quality results were achieved due to risk monitoring & mitigation; using M&E frameworks put in place.
---	--	---

Appendix 7 Summary of the 2012 Need Assessment Report Findings

Sector Identified for Support	ALP Design and Implementation Results on Gaps Identified, Proposed Mode of Delivery and Beneficiary Institution
Agriculture Sector	<ul style="list-style-type: none"> • Agriculture: The gaps identified were included in the materials as intended. • Delivery: delivered in integrated course, experience sharing & workshops as intended. • Beneficiary: institutions & leaders proposed benefited.
Trade Sector	<ul style="list-style-type: none"> • Trade: not separately delivered; but included as cross-sectional content. • Delivery: The mode of delivery was not implemented as well. • Beneficiary: the training was not conducted; no beneficiary benefitted.
Industry Sector	<ul style="list-style-type: none"> • Needs identified: modules were delivered on this sector themes as intended. • Delivery: courses, experience sharing & practical exercise included as intended. • Beneficiary: The beneficiaries participated and benefited as intended.
Finance and Economic Development Sector	<ul style="list-style-type: none"> • Needs identified: the topics proposed here are included in the modules as intended. • Delivery: methods proposed were used as intended. • Beneficiary: the leaders from these selected institutions participated as intended.
Foreign Affairs Sector & Prime Minister's Office	<ul style="list-style-type: none"> • Needs identified: except as cross-cutting issues in other modules, these gaps were not included. The themes require preparing and arranging training session on its own. • Delivery: except, as part of other sessions, this gap was not addressed as intended. • Beneficiary: Except as part of other sessions, beneficiaries not included as intended.
Civil Service & Human Resources Development Sector	<ul style="list-style-type: none"> • Gap identified: implemented as intended. • Delivery: delivered in course format and experience sharing as intended. • Beneficiary: Most beneficiary institutions are not included as intended.
Federal Affairs Sector	<ul style="list-style-type: none"> • Gap identified: is not fully implemented as intended. • Delivery: delivered in course format and experience sharing as intended. • Beneficiary: Most beneficiary institutions are not included as intended.
EEPCO, Water Resources Sector	<ul style="list-style-type: none"> • Gap identified: not implemented as intended. • Delivery: not delivered as intended. • Beneficiary: since not conducted, the beneficiary institutions not included as intended.
Cross-institutional Sectoral Sector	<ul style="list-style-type: none"> • Gap identified: implemented as intended integrated to other sessions. • Delivery: delivered in course formats and experience sharing platforms as intended. • Beneficiary: Most beneficiary institutions are included as intended since in one or the other, the topics are covered.

Appendix 8 Integration of Assessed Gaps, Training Contents and Sectors

Components	Key Areas of Interventions	Beneficiaries
Component 1: Advanced Leadership Executive Courses (generic and tailor-made) designed and delivered for high-level officials in Ethiopia.	<u>Agriculture:</u> Accelerating agricultural transformation	MoA, ATA, MoT, MoFED, CoC, Regional Bureaus & presidents, PMO, NBE
	<u>Trade:</u> Advanced Competency on trade negotiation; <u>International Trade policy analysis and synchronization with national context</u>	MoT, MoFA, PMO, MoFED and , & its subordinates, ECoC, NBE, Mol, MoA, and regional presidents,
	<u>Industry:</u> Advanced paradigms on industrial policy, industry policy implementation and management tools, Industrialist's development on market competitiveness, diversity and coverage of industrial goods	Mol, MoFED, NBE, MoT, MoA, EDRI and private sector, PMO, ATA,
	<u>Finance and Economic Development:</u> Emerging Paradigms on development economy; leadership on economic performance; Development Policy Analysis and Evaluation; Program budgeting; Effective Public Finance Management and tax administration	MoFED, MoA, MoT, Mol, MoFA, Regional Presidents and BoFEDs, PMO, ERCA, NBE
	<u>Decentralization, Conflict Resolution, etc.:</u> Conflict management and resolution within decentralized governance and diversity.	All regions and MFA, Law Enforcement Bodies, PMO
	<u>Foreign Affairs:</u> Enhance diplomatic consulate's economic diplomacy competency	All regions and MFA, Law Enforcement Bodies, PMO
	<u>Energy and Water:</u> Enhance leadership and managerial capacity on quality project implementation	All Selected and others, Office of the Prime Minister

	Cross-institutional needs: Integrated Result based Management, Change Management, PPP & Climate Change Adaption & Mitigation Strategies	CSA, NBE AG, HR, PMO; Offices of the four Regional Presidents
Components	Key Areas of Interventions	Beneficiaries
Component 2: Policy dialogue and knowledge sharing fora established on emerging development issues, challenges and opportunities:	Agriculture: Accelerating agricultural transformation	MoA, ATA, MoT, MoFED, CoC, Regions, PMO, NBE
	Trade: Awareness Raising	MoT, ATA, HoPR, ERCA, MoFED, ECoC, NBE, Associations, PMO etc.
	Finance and Economic Development: Exposure on Effective Public Finance Management, Harnessing and Administration of Development Financing and Exposure to effective tax administration	All sectors selected, PMO, MoFED, ERCA, MoT, Mol, ENB
	Cross-institutional needs: Establish Learning Interface with capable academic institutions and professional associations	MoT, EEA, MoFED, AAU, ECoC, NBE, PMO
Component 3: establishing South-South and North-South Cooperation on knowledge/ experience Sharing	Agriculture: Small holder agriculture commercialization, development of market infrastructure, market for agribusiness centres,	MoA, ATA, MoT, MoFED, CoC, NBE Regions, PMO
	Trade: Establish Private Sector Academy	MoT, Mol, MoA&MoFED, PMO
	Industry: Advanced paradigms on industrial policy, implementation and management tools market competitiveness, diversity, industrial goods	Mol, ATA, MoFED, NBE, MoT, EDRI and private sector, PMO
	Finance and Economic Development: analytical needs of the leadership on economic performance information and Institutionalization of program budgeting	All sectors selected including the HR, MoFA, MoFED, PMO
	Civil Service: Change Management	All at federal and regional level, PMO
	Federal Affairs: Decentralization, Conflict Resolution: Income distribution at decentralized economy	MoFA, MoFED, CSA, ERCA, regional BoFEDs, PMO, regional presidents
	Foreign Affairs: Understanding developmental state and leadership within changing national and international dynamics	PMO, Civil service, MoFED, MoFA,
Component 4: National leadership institutions strengthening their knowledge and competence on policy analysis, formulation and implementation areas	Support to the signing and implementation of the partnership agreement with national and international institutions	PMO, ECSU, MoFED, MoFA, MoPS&HRD
	Carry out critical policy analysis and draw recommendations with international and/or national academic institutions	PMO, ECSU, MoFED, MoFA, MoPS&HRD
	Establish partnership between national and international academic institutions	PMO, ECSU, MoFED, MoFA, MoPS&HRD
	Establish Foreign Service Institution	PMO, ECSU, MoFED, MoFA, MoPS&HRD

Appendix 9 Pre-training Need Assessment Report: Issues

Lot 1 – Accelerating Economic Growth and Transformation	Training on accelerating economic growth and transformation was delivered by LKYSPP for five days. The module covered economics of development, political economy of development, accelerating agricultural and industrial transformation and accelerating Ethiopian economic development. It considered the role of agriculture in GTP II and industrial policy in agrarian economy. Participants rating were 4.5 points out of 5.
LOT 7: Public Private Partnership	Training on public private partnership was delivered by LKYSPP. It is aimed to equip senior government officials with the concepts, principles, best practices and relevant examples on PPP from Africa, Asia and beyond. It focused on PPP relevance and initiation in Ethiopia, Africa/Asia/. The examples of a working PPP and PPP-driven development cases from Singapore were visited. Seven trainees participated.
Lot 8 – Climate Resilient and Green Growth	Training on climate resilient and green growth was delivered by LKYSPP. It is aimed to equip senior government officials with the concepts, principles, best practices and relevant examples on natural capital damage reduction and elimination in the context of climate change to ensure sustainable development. It familiarized top leaders with closed-loop production systems for Climate Resilient Green Economy development. Participants rated the relevance above 4 points from 5 points.
LOT 3: Public Sector Management	The training on public sector management was delivered by KIPA for five days. It focused on revenue administration, developing robust local revenue systems, enhancing public expenditure management and budgeting and the budgetary process in a federal state. Participants rated the relevance above 4 points.
LOT 4: Public Service and Policy Management	The training on public sector management was delivered by KIPA. It focused on public policy decision making, development planning models, implementation and monitoring systems and development policy analysis and evaluation. Interactive and discussion-based teaching methodology was employed. It was offered in 6 sessions and two seminars in two days. Issues from GTP I and GTP II were discussed.

LOT 6: Urban & Regional Development Strategies & Planning Approaches	The training on public sector management was delivered by KIPA for five days. It focused on developing diverse manufacturing sector, heavy and high-tech industries, managing several mega projects and climate change and environmental threats and Climate Resilient Green Economy. It took also the cases of green growth strategy in Korea and its lessons to Ethiopia. The training was offered for 3 sessions in five days.
Lot 2: External Sector Management and Export Competitiveness	The training on external sector management and export competitiveness was delivered by ESAMI for five days. It focused on dynamic policy environment, new knowledges and best practices. The success and failure cases in Africa, South East Asia and Latin America, value chain in creating cost, quality and price competitiveness and negotiating trade and development agreements were included.
	The training is offered

Appendix 10 Leading-and-Managing for Results Model (Analysis Framework)

In the framework leadership is seen as a process and result in which capacities are built in steps – from motivation to learning, learning to action and then to results evident in new skills and systems of operations. In this process, capacity is built – human, system and organizational – leading to the assumption that there will be improved planning, implementation, monitoring, evaluation and decision-making. Achieving these improvements is in the objective component of the UNDP & key government policy priorities as well as ALP results and targets.

The issues in the process and result category in the framework were assessed within accepted standard criteria of outcome evaluation, in particular within the framework of the Ethiopia's national development plans, country strategy paper and UNDAF's pillar of strengthening leadership capacity. UNDP's contribution was also analysed in terms of effective achievement of the ALP objectives in Ethiopia (as knowledge house and expertise pool). The analysis was based on assessing documents, observing and measuring the intended outcomes as stipulated in project document using the evaluative questions pertinent to the criteria.¹⁰The analysis report was presented based on evidence on key dimensions of leadership (as reported in the Need Assessment Report of 2012). The dimensions include: (1) passion and motivation to scan new territories; (2) initiate learning, influence and action forums; and, (3) apply to scale-up & institutionalize new lessons; (4) achieve results in priority areas. The views of the participants¹¹consulted via interview were used for triangulating evidence on these dimensions in support of document research results. The evaluation checklists that were designed to evaluate the dimensions, concerning ALP and the leadership mapping (observing from regions) and analysis of the impacts of the ALP implemented involved. The design process, activities, beneficiary and partner selection, mode of delivery; issues delivered were appropriate for the intended outputs achieved; federal and regional, diverse levels of leaders participated (by position & sector).The training contents were relevant to participants, sectoral gaps and aligned to key policies and CSR programs of the country, the UNDP & to emerging issues, etc. The training project is relevant to beneficiaries, frameworks, and solving gaps as identified. The intended results - designing generic & tailored courses, delivering with state-of-the-art approach & assessment, partnership building & working under agreed frameworks of government and the UNDP, alignment to country context were broadly attained as assumed. Agreed processes were used. Monitoring and evaluation processes enabled result management. ALP was side lined, dialogue forum not organized & top-leaders pre-occupied with renewal processes. The training was timely and responsive in terms of gaps identified. Participation is not optimal except diversity of participants. Implementation delayed and results achieved are relatively low; as compared to the planned. Resource use is not optimal. However, quality results were achieved due to risk monitoring & mitigation; using M&E frameworks put in place.

The design of the instruments and mechanisms for updating top leaders on emerging issues, continuous coaching and mentoring by reputable leaders were not implemented as planned in the ALP document. The ALP was a short-term five year initiative (which is implemented in less than a year) while leadership development, coaching and mentoring is a long-term endeavour. In this respect, ALP lacks issues of succession (participants should have included experts and advisers with high calibres, field of specialization and international exposures). ALP also does not have a post-training tracing framework on the achievement of the overall effects of the training in terms of institutionalization of results that is expected to be in place after the training. In its design, there is no institution that is clearly tasked with this component. The inappropriate placement of ALP in an institution that does not have

¹⁰ The standard outcome evaluation criteria included in this evaluation work are relevance, effectiveness, efficiency, design (impact), partnerships built, management and collaborations tools employed from need assessment to the implementation of the ALP initiatives.

¹¹ The beneficiary stakeholders consulted for this terminal evaluation included government organizations, except the institutions selected to deliver the training. A full list of stakeholders that is taken from the UNDP and MoPSaHRD Advanced Leadership Project Synthesis Report (December 2016) is presented as appendix. Based on insights from the need assessment report and the consolidated synthesis report of the ALDP implemented, selected leaders (12 from six regions and 13 from federal institutions) were selected as sample on the basis of criteria of being in the key sector and participation in key training content modules) were consulted and interview was conducted during the evaluation.

Assessment Steps (Levels)	Key Conclusion & assessment reflections	Key Question Items of cascading to institutional setting
Level 1: Analysis of learner's reaction, motivation & satisfaction	Interpretation of what worked and what did not work in the design, assumptions and participant targeting, targets by established indicators are evident from	<p>Questioning the participants reflection on:</p> <ul style="list-style-type: none"> The learning process, relevance to their jobs and mission, new information (skill, knowledge, paradigm, etc. generic and contextual), on success, recommendations, lessons from the process; The improvement of program structure, contents, facilitation, materials & learning environment is evaluated in line with intention
Level 2: Analysis of the further mapping of learning initiatives (In consolidating, teambuilding, communication & motivation to apply)	Interpretation of what outcomes and personal changes for application are evident from reflections	<p>Questioning the participants reflection on:</p> <ul style="list-style-type: none"> What is learnt, which of the desired knowledge and skills seen as gap are gained in performing their job; Whether participants know what they are supposed to with the new lessons they learnt, how to apply the new lessons they learnt and have built the motivation and confidence about applying what they learnt.
Level 3: Analysis of application & implication for continuity and institutionalization	Interpretation of and find what is applied as project results and how this will continue to institutionalize in the organization	<p>Questioning the participants reflections on:</p> <ul style="list-style-type: none"> How effectively are participants applying what they learned, whether there is noticeable & measurable changes in performance; Whether there is change in performance, new knowledge & skills manifesting individually and institutionally; Whether the barriers to or promoters of lesson application in the workplace are identified after the training; Whether support areas for work environment, work culture & on-the-job support are in place for application of new lessons.
Level 4: Analysis of results impact in line with system and human development continuity & institutionalization)	Interpretation of measures in place within existing systems of performance and result measurement	<p>Questioning the participants reflections on:</p> <ul style="list-style-type: none"> Impact measure is attributed to the ALP, data and documentation on the impact measures; and estimate of pre-&-post-learning performance assessment; Estimate of timeframe of impact measures to ALP as evident in workplace performance, and record of tangible results of the learning process (reduced cost, increased efficiency, improved quality, increased effectiveness, etc.).

mandates in the ALP objective areas and a tasked department for follow up has contributed this lack of institutionalization and timely implementation of the ALP. Therefore, issues that could lead to the sustainability of the ALP outcomes are not treated properly in the project design