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The National Jordanian Commission for Women (JNCW)

The Jordan National Commission for Women (JNCW), a semi-governmental body established in 1992, JNCW aims to promote gender equality and women's empowerment, and to align national legislation with international and regional obligations, the Government of the Hashemite Kingdom of Jordan endorsed the National Strategy for Women in Jordan in early Mar 2020 for the period 2020-2025.

JNCW is central national machinery involved in monitoring Jordan's government commitments in regards to all international commitments, in particular the Beijing Declaration and Platform for Action, the Convention on the Elimination of All Forms of Discrimination against Women (CEDAW) and related national plans, such as the National Plan for the Implementation of Resolution 1325, the Comprehensive National Plan for Human Rights (2016-2025), and the Mashreq Plan for Women's Economic Empowerment (2019-2023).

Strengthening Women in Decision-Making in the Middle East (LEAD)

In the framework of the Special Initiative on Stabilisation in North Africa and the Middle East and through the regional GIZ programme (LEAD), the German Federal Ministry for Economic Cooperation and Development (BMZ) aim strengthening women's political participation in selected communities in Palestine, Jordan and Lebanon. In cooperation with its national partners, LEAD adapts its efforts to develop country-specific strategies and enhancing the following complementary areas:

1. Empowering women in local politics and local governance through trainings and community project funds;
2. Promoting a gender-sensitive environment in local governance through the implementation of recommendations based on gender audits of municipalities;
3. Strengthening gender platforms and networks that coordinate the objectives and activities of all relevant actors, including civil society.

Women Empowered for Leadership (WE4L)

Hivos, in collaboration with its partners, is implementing, a five-year programme (2016-2020) funded by the Dutch Ministry of Foreign Affairs under the Funding Leadership and Opportunities for Women (FLOW). WE4L is implemented in Southern Africa (Malawi, Zambia and Zimbabwe) and the Middle East (Jordan and Lebanon).

WE4L is working towards achieving the following main objectives:

1. More women participate fully and effectively in politics and public administration at sub-national level.
2. Female leaders, linked with women's rights organizations, have more influence on political and societal developments as well as on public opinion.
3. Increased recognition and support from the general public for women in leadership positions.
3. Civic organizations, such as trade unions and political parties, promote full and equal participation of women in leadership positions and demonstrate significant changes in their own policies and practices.

1 Context and Background

In 2017, for the first time in its history, the Hashemite Kingdom of Jordan witnessed decentralization elections. The new amended laws for decentralization and municipalities stated more than 30 technical tasks and responsibilities required to be implemented by local councils. In the same year, women managed to win 32% of the total local administrative councils' seats during the election cycle for the municipality and governorate councils, noting that the majority of these women were recruited through quota.

Due to the fact that gender equality is at the core of The Jordan National Commission for Women's (JNCW) mandate, JNCW took the responsibility of exploring solutions to help improve women's performance in leading elected positions by reducing the gaps of women representation and removing the 'glass ceiling' which prevents them from reaching higher leadership positions along with being sustained and scaled up.

All local administrative councils have elected members with different educational backgrounds as there is no minimum eligibility criteria in that regard. Therefore, elected member of local administrative councils are usually subject to many empowerment capacity-building programs that focus on many stand-alone topics implemented through short-term leadership workshops. However, most of these workshops cover the topics in a traditional and theoretical manner and do not link the concerned knowledge and skills to the roles and responsibilities of members to help them improve their day-to-day performance inside the councils. Consequently, the need for having a comprehensive educational fast leadership program has been initiated to empower female members and improve their participation in decision-making activities inside the councils.

The Network consisted of a total of 115 female members from local, municipal and governorate councils covering nine areas in Jordan. Through the Nashmiyat Network, JNCW assessed the knowledge and experience of female elected members against their identified roles and responsibilities by law. As a result of this assessment, JNCW published a study under the name of "Educational Path", which provided a full analysis of the needs of female elected members of administrative councils and an outline of the existing gaps between the common understanding of the roles of the members and the actual ones determined by law.

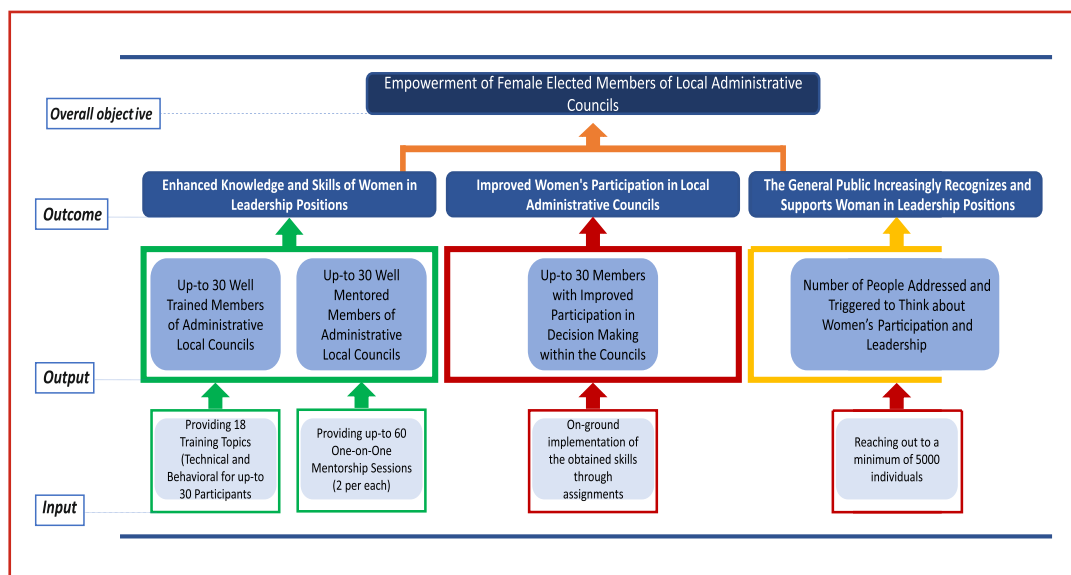
To have a successful implementation of the identified capacity-building solution "Educational Fast Leadership Program for Elected Members in the Local Administrative Councils", JNCW, an Independent National Entity (Semi-Governmental), has created a consortium of entities that can be clustered into 4 categories; 1) National Strategic Partners represented by the Ministry of Local Administration and Cities and Villages Development Bank, 2) Academic Institutions represented by Princess Basma Center in Al Yarmouk University and the Center of Women Studies in Jordan University, 3) Donor agencies represented by Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) and HIVOS with the support of the Dutch Ministry of Foreign Affairs, and 4) Private Sector Entity represented by Better Business, which is a management consulting firm specialized in capacity-building and human capital development established in 2003 (Service Provider).

2 Theory of Change

The Educational Fast Leadership Pilot Program was successfully implemented during the period of November 2019 – June 2020. The program was executed using a methodology tackling both the behavioural and technical aspects that were identified based on the participants' roles and responsibilities aiming to empower women in leadership positions. The impact achieved during the pilot program confirmed the need to recognize it as the first official program of its kind that supports development and increases the level of women's participation in administrative councils in Jordan and the region.

In this section, two theories of change will be addressed; 1) the pilot program specific and 2) the theory of change to be referred to in the future by the adopting entity to ensure its alignment with the national women's strategy.

1) The pilot program targeted the capacity development of 30 female members of local administrative councils across three modules, whilst keeping a margin for dropouts and exclusions between modules to ensure that only committed, aspiring and qualified participants complete the journey and graduate from the program. At the end of the program, a total of 24 participants successfully completed all three modules with noticeable change and improvement on both behavioral and technical capabilities.



The change in the participants' knowledge and behaviour was measured using the following tools:

No.	Indicator	Actual	Actual Verification
1	Increase in knowledge after completing the pilot training program 20%	41%	Pre and post assessment results ¹
2	Percentage of women successfully applying the acquired techniques into their work 80%	83%	- Implementation of assignments ² - Feedback from the one-on-one mentorship sessions ³
3	Percentage of participants providing solid ideas for development plans through submitting the assignments for associated topics 20%	23%	Percentage of assignments with scoring of very good and excellent only in the following topics: - Theory of Change. - Needs Assessment. - Campaigns. - Finance for Non-Finance 1 and 2.

As illustrated in the table above, the achieved results exceeded the target for each of the 3 indicators, especially the results of the first indicator “Increase in Knowledge” where the actual result of 41% achieved was double the target of 20%.

Part of the ongoing flexible program development and adaptable project management approach was the continuous improvement on the design. This was accomplished through collecting feedback and identifying the level of participants' satisfaction, the gained benefit and learning by use of an evaluation form. The evaluation was one of the key project management activities conducted after each training and mentorship session. The average participants' satisfaction rate, with the overall training component of the program, was 94%; and the average satisfaction rate with the mentorship sessions was 98%.

Further examination of the participants' areas of improvement was also conducted. The project team used two primary data collection methods; 1) A survey, which was filled by the 24 participants who have successfully completed all three modules, and 2) key informant interviews which were conducted with a total of 6 participants, 2 steering committee members, 4 representatives, 2 donors, and 1 program implementor, to ensure taking input on the achieved program from different layers of stakeholders. Although none of the methods included direct questions suggesting options for identifying areas of improvement, in order not to limit the participants answers, many of them outlined the below areas by answering open-ended questions:

A. Self-confidence:

over 54% of the participants reported that they previously suffered from low self-confidence due to their limited knowledge in certain areas along with being in a male dominant environment which prevented them from conducting some of their roles. Throughout the program implementation, the participants were equipped with the needed knowledge and skills, which increased their level of self-confidence and enabled them to conduct their roles more efficiently and effectively.

Khawla Al Bustanji: "My participation in this program helped me build my self-confidence and become an influential leader to my team members".

B. Knowledge and skills;

96% of the participants reported acquiring new knowledge and skills that they have been able to use in their day-to-day roles; and accordingly increase their participation level as active and reliable members of local administrative councils by practicing more professional communication approaches, being trustworthy team players, and providing knowledge-based inputs.

Hend Al Shrouki: "gaining new knowledge, skills and experience helped make positive changes and improve my role within the council by using more structured and knowledge-based

C. Hierarchy of procedures understanding;

67% of participants reported that their understanding of the procedures related to the topics covered and their associated hierarchy in the local administrative councils has been improved, which positively affected their participation and performance inside these councils.

Afaf Al Msafer: "The program has enabled me to have the ability to align my participation within the councils with the policies and procedures outlined in the law to build a stronger case and increase its validity".

D. Participation in decision making;

33% of participants reported improved participation in decision-making, which was identified as a result of the practical implementation of the obtained knowledge through the assignments (e.g. assessing the need, putting a monitoring and evaluation plan in place as well as developing entrepreneurial campaigns, etc.) and the received individual feedback for improvement.

Afaf Al Tamimi: "The program helped me not only to increase my participation level in decision-making within the council but also in building a solid point of view through conducting research, collecting feedback, and prioritizing the public welfare prior to jumping into conclusions".

The achieved result exceeded the expectations of a 20% target, as per the pilot program's monitoring and evaluation plan, despite of 1) the short period of the outcome measuring, 2) the timing of the conducted program which took place at the end of the election cycle, and 3) the COVID-19 pandemic that affected the world in March 2020.

The program also aimed to increase the general public's recognition and support of women in leadership positions by triggering the public to think about women's participation and leadership. As part of working on achieving this outcome, the project team conducted a full media coverage of all Educational Fast Leadership Program's activities, events, achievements and key messages through press releases and social media platforms.

Furthermore, the following is the Theory of Change framework that has been developed in-line with the Jordanian National Women's Strategy as an inspiration to be referred to in the future by the adopting entity:

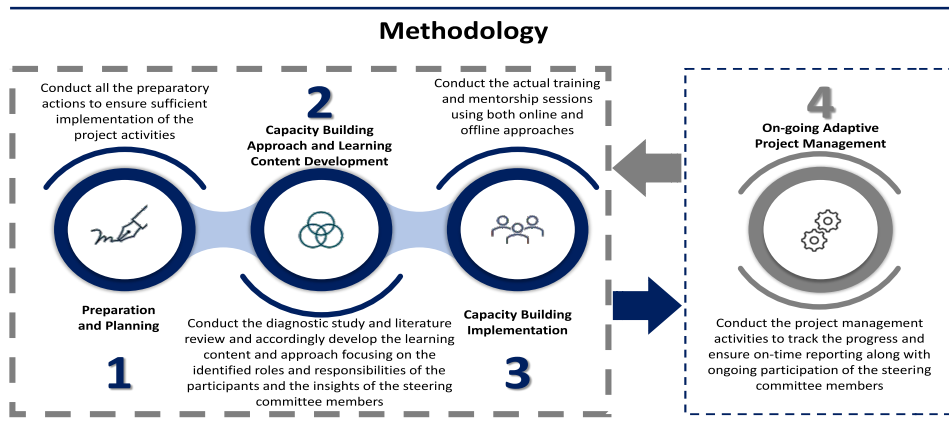
Strategys Vision	To contribute to the Jordanian National Women Strategy's objective "Women and girls are able to access their human, economic and political rights to freely participate and lead in a society free from gender-based discrimination"
Impact:	Empowerment of female elected members of local administrative councils
Outcome level 1	More women have equal opportunities to participate and lead in the public life and the labor market
Intermediate Outcome 1	Increased women's access to leadership positions in the public and political sectors, without discrimination
Intermediate Outcome 2	Enhanced work opportunities for women in the public and political sectors, and work environment that is free from discrimination based on gender
Output 1	Raised standards of training contents and credibility of the Educational Fast Leadership Program certification
Output 2	Strengthened coordination and harmonization among stakeholders
Output 3	Increased recognition and support from the general public for women in leadership positions

The outcomes of any work conducted as part of the Educational Fast Leadership Program needs to contribute to achieving the indicators set under the National Women Strategy in Jordan (2020- 2025). Therefore, and although the future adopting entity has the right to amend the Theory of Change to reflect its own vision, the overall identified objective and impact of the program shall remain the same.

3 Methodology and Implementation

The Educational Fast Leadership Program methodology is an adaptive methodology and is subject for continuous change and improvement using evidence-based approach (e.g. the adopting entity might incorporate changes to the current methodology based on successes and lessons learned obtained during the implementation of future Educational Fast Leadership Programs).

The following is an illustration of the Educational Fast Leadership Program methodology consisting of 4 complementary and interrelated phases:



3.1 Preparation and Planning Phase

During the “Preparation and Planning Phase”, the project team will be required to ensure the preparation and the development of the following:

-**Budget plan:** the project team needs to identify the needed budget to carry out all the associated activities of each Educational Fast Leadership program during the preparation and planning phase, along with highlighting three main budget areas; 1) Admin/ Personnel Cost not to exceed 20% of the budget, based on previous learnings, 2) Operations and Logistics (e.g. implementing partner/ service provider, experts, venues, printing, transportation, etc.) and 3) Overhead Cost (around 5 – 7% of the budget (e.g. office rent, office supplies, etc.).

-**Implementation plan:** to ensure having a structured approach, each similar Educational Leadership Program design needs to start with creating an implementation plan to outline all deliverables, activities that fall under each deliverable, expected timeline, and responsibilities distribution. The following is an example of a proposed template:

	No.	Task Name	Duration (days)	Progress	Responsibility		Activity Dates	
					BB	JNCW	Starting Dates	Ending Dates
Main Deliverables	Preparation and Planning Phase							
	Project Alignment Stage							
	1.1	Develop a comprehensive Implementation Plan	15	75%	Lead	Validation	13/10/2019	31/10/2019
	1.2	Develop a Monitoring and Evaluation Plan	15	70%	Lead	Validation	13/10/2019	31/10/2019
	1.3	Develop an Inception Report	20	50%	Lead	Validation	13/10/2019	7/11/2019
	1.4	Steering Commity Composition	8	50%	Lead	Validation	15/10/2019	24/10/2019
	1.5	Project Kick-off	8	25%	Lead	Validation	21/10/2019	3/11/2019
	Outreach and Targeting Stage							
	2.1	Targeting Mechanism Development	7	63%	Lead	Validation	21/10/2019	29/10/2019
	Activities per Deliverable	2.1.1	Identify the eligibility criteria	2	100%	Lead	Validation	21/10/2019
2.1.2		Identify the selection criteria and the weight of each item	2	100%	Lead	Validation	21/10/2019	22/10/2019
2.1.3		Identify the selection process	1	100%	Lead	Validation	23/10/2019	24/10/2019
2.1.4		Develop the first draft of the Targeting Mechanism	2	100%	Lead	Validation	23/10/2019	24/10/2019
2.1.5		Send out the Targeting Mechanism for JNCW and the Steering Committee for review	1	100%	Lead	Validation	24/10/2019	24/10/2019
2.1.6		Targeting Mechanism to be reviewed by JNCW and the Steering Committee	2	0%	-	Lead	24/10/2019	27/10/2019
2.1.7		Incorporate the received comments	2	0%	Lead	Validation	28/10/2019	29/10/2019
2.1.8		Validate the proposed Targeting Mechanism by JNCW and the Steering Committee	1	0%	-	Lead	29/10/2019	29/10/2019
2.3		Develop an Application form	19	38%	Lead	Validation	21/10/2019	14/11/2019

Outreach and Targeting: Transparency was one of the main Educational Fast Leadership Program values. The targeting and selection mechanism for each capacity building program must be completely transparent. The following outlines the targeting and application process that guarantees such transparency and guides the way for Outreach and Targeting:

1. Identify the targeted segment.

2. Review, amend, and or create an application form that shall include all the needed information for the participants to have a full understanding of the opportunity and the associated requirements, including but not limited to the following:

- Overall program overview.
- Eligibility criteria.
- Required documents.
- Disqualification points.
- Selection criteria (scoring).
- Instructions and deadline.
- Training Modules with projected dates.
- Contact information for inquiries.
- Personal information (Required).
- Professional experience (Required).
- Roles and responsibilities (Required).

3. Announce the opportunity and the application form using offline and online methods.

- a) Offline method: announce the opportunity by distributing posters and flyers in the targeted areas as well as conducting outreach meetings, especially in remote areas, to introduce the opportunity, the application process, and the selection process along with having application process support field representatives to help interested participants in filling application forms (if needed).
- b) Online method: announce the opportunity through official websites, social media platforms, (The Nashmiyat Network), as well as official online groups (e.g. WhatsApp groups) along with sharing an online link for the application form.

4. Selection of participants: The following list suggests a pathway to be adopted for selecting participants for future programs to be implemented. The listing constitutes processes that were undertaken in the selection phase of the implemented Fast Leadership program, in addition to others that will guarantee effective participants' selection.

- Collaborate with Non-Governmental Organisations (NGOs) and Ministry of Local Administration (MOLA) to avoid repetition in the selected applicants and reach out to new groups of potential beneficiaries.

- Ensure an equal representation of participants on both levels; geographical level and council type level (governorate, municipality, and local) unless the concerned program is targeting one council type only.

- Ensure a suitable representation of both genders among selected participants; 90% of female and 10% of male elected members.

- Review and score the screened applications based on the following identified criteria and their weights:

- The applicant's understanding of their roles and responsibilities and their ability to relate them to the identified program topics (40%).
- Previous experience and trainings to give the selection committee a better understanding of the applicant's background, achievements, and level of participation in other capacity building programs to help prioritize first-time winners (10%).
- The applicant's targeted capacity building objectives (30%).
- Ability to commit to all the identified program activities' dates and timings (20%).
- Present the results of the filtration (scores) to the steering committee and conduct the final

5. Next Module Eligibility: to increase the Educational Fast Leadership Program's credibility, the program methodology took into consideration that only qualified and committed participants are the ones to receive the full graduation certificates. For similar programs that consist of more than one module, the ineligible participants should be identified and excluded of the program by the end of each module. As for the programs that consist of one module, the ineligible participants will not be provided with a graduation certificate or will be provided with a partial certification of attendance, depending on the observations of the adopting entity. The following are the next module/graduation eligibility criteria:

- The participants' availability and attendance of workshops and mentoring sessions.
- The participants' commitment in terms of submitting assignments.
- The results of the submitted assignments.
- The feedback from trainers.
- The results of the pre and post assessment.

3.2 Capacity Building Approach and Learning Content Development Phase

The Educational Fast Leadership Program aims to cover capacity building topics that are directly related to the roles of the targeted council members to enhance their participation level and increase their sense of empowerment. Therefore, once the targeted segment per each program is identified, the adopting entity in coordination with the service provider and the steering committee, shall conduct the following:

Stage (1) Assessment and Diagnostic: identifying the overall development journey by 1) assessing the need, 2) determining the required behavioural topics, technical topics and mentorship needs, and 3) clustering them into one or more sequential modules based on the number and complexity of the identified topics.

Stage (2) Customization: customize and build-out outlines per each of the identified topics to reflect the exact needs of the targeted segment, taking into consideration 1) the “Educational Path” research findings and 2) the outputs of the following three guides created by JNCW in collaboration with LEAD - implemented by GIZ and funded by BMZ in 2017.

- A guide outlining roles and responsibilities of governorate, municipal, and local councils.
- A guide outlining the legislations governing the work of governorate, municipal and local councils in Jordan.
- A guide on how to create development plans in consistency with the national planning approach by the governorate and municipal councils in Jordan.

Stage (3) Instructional Design & Learning Content Development:

Once the developed outlines are approved by the composed steering committee, the project team of the adopting entity along with each of the assigned “topic-specific” experts shall start the development of the associated learning content and material. In addition to the learning content itself, the project team shall work on developing the following two aspects:

■ Participatory Approach:

Identify and develop a number of participatory training activities under each of the identified topics to enhance the learning process. These activities can include 1) individual and group exercises, 2) guest speakers, 3) role playing, 4) field visits, 5) additional resources, 6) handouts, 7) videos, and 8) questions and answers, and others.

■ Implementation and Progress Tracking Tools:

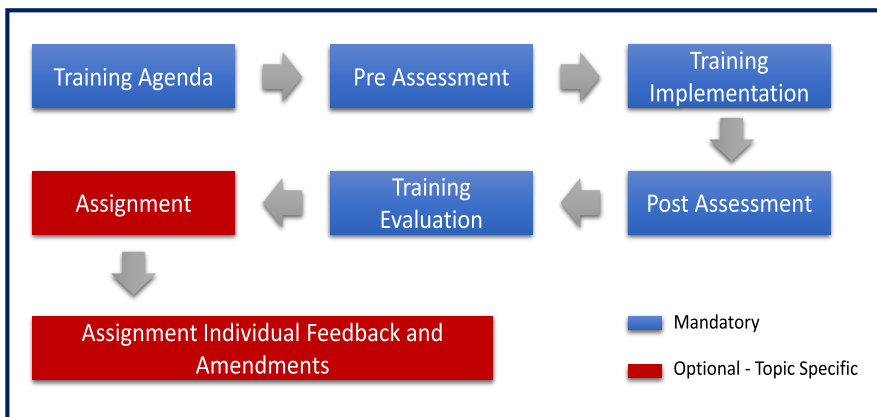
Develop a number of tools to support the implementation process as well as keep track on the progress; 1) pre and post knowledge assessments; (each assessment can include an estimate of 10 – 15 True or False and/ or multiple-choice questions), 2) training evaluation forms, 3) assignments, 4) attendance sheets, 5) weekly agendas, and 6) end of program evaluation.

3.3 Capacity-Building Implementation Phase

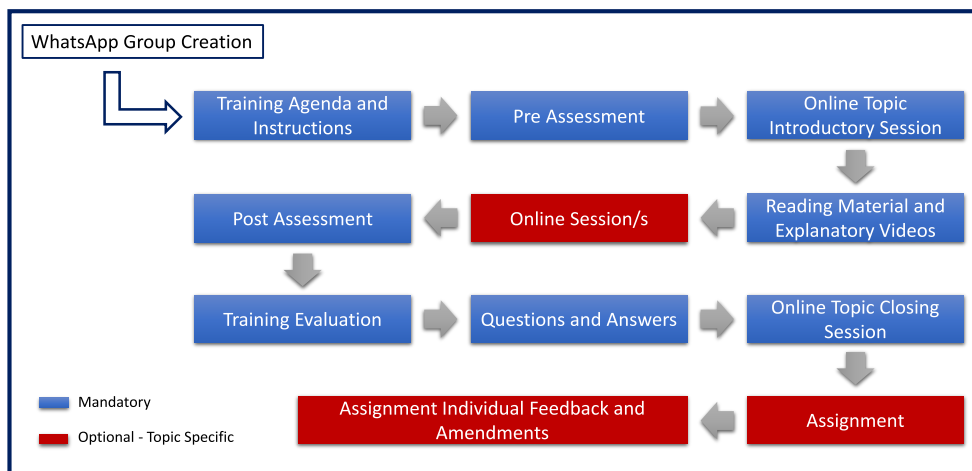
The methodology of the Educational Fast Leadership Program is dynamic and flexible to adapt with any change along with maintaining the same level of effectiveness and efficiency. Although the initial capacity-building implementation process has been designed for on-ground facilitation of activities, the pilot program's project team has been able to successfully tailor the implementation process activities for online implementation as a response to the COVID-19 pandemic.

After the successful implementation of the pilot program, the methodology of the Educational Fast Leadership Program was expanded to include facilitating the implementation of any program using both offline and online methods based on the needs of each targeted segment. Each program, module and/or even topic can be covered either using one of these methods or a combination of both, noting that both methods focus on having participatory learning techniques.

The below graph outlines the offline learning process for conducting both the technical and behavioral sessions, noting that the process included, and can include in future, both mandatory and optional activities (e.g. not all of the topics need to include an assignment).



The below graph outlines the online learning process for conducting both the technical and behavioral sessions, noting that the process was initiated with creating a WhatsApp group to ensure ongoing communication with participants. The process also included both mandatory and optional activities (e.g. only two online live sessions per topic were mandatory, additional live sessions were optional and were decided upon based on assessing the actual need).



3.4 Ongoing Adaptive Project Management Phase

The ongoing adaptive project management phase consists of the following main elements:

1) Steering Committee:

One of the main success factors for the Educational Fast Leadership Program was to have a committee composed out of experts to help guide the program implementation. It is suggested to compose future steering committees by having 2 types of members:

Permanent Members: field experts with a full understanding of all the related roles, policies and laws to oversee the design, implementation and management of the overall program.

Temporary Members: technical experts to oversee the design, implementation and management of a specific technical topic.

The following is an illustration of the steering committee members' expected roles and responsibilities:

Attending periodic meetings to discuss program design, process of implementation, progress, and next steps.

- Support the participants' selection process.

- Provide input and insights on the topics, outlines, and material from two different angles:

- General "How to Lead" experts; to oversee and advise on all the program aspects.
- Gender Experts; to ensure reflecting the gender lens to the applied methodology and learning content.

- Provide suggestions on active learning methods (e.g. assignments, field visits, guest speakers, etc.).
- Support the implementation of some of the program activities based on each members' field of expertise.
- Support the project management activities.
- Approve any suggested changes or amendments to the overall program methodology by all the steering committee members.

2) Tracking Progress and Updating Project Management Tools:

The project implementation plan and the monitoring and evaluation results framework need to be constantly updated to ensure progress tracking, reflect changes, and measure the identified indicators.

3) Project Team Management and Alignment:

Align and manage all project activities including but not limited to; designing the program learning journey, recruiting subject-matter experts, designing and finalizing the learning content and assignments, scheduling training sessions, creating agendas, communicating with all concerned parties, conducting all required logistical arrangements, etc.

4) Reporting:

Ensure sufficient documentation of all program activities to help institutionalize best practices, track record, challenges and recommendations.

4 Partnerships

In 2018, JNCW has been able to create a one-of-a-kind consortium represented by two national entities (Ministry of Local Administration and Cities and Villages Development Bank), two academic institutions (Al Yarmouk University and Jordan University), and two donor agencies (Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) and HIVOS with the support of the Dutch Ministry of Foreign Affairs) by signing several partnerships. Then in 2019, JNCW identified the need for benefiting from the Private Sector's expertise in 1) achieving transparent and high quality results, 2) designing new – out of the box – practical learning methods, and 3) sourcing private sector subject-matter experts and practitioners to infuse their level of knowhow and expertise and transfer it to the elected members of local administrative councils on which “Better Business” became part of the consortium, as a service provider, and was able to take the existing policies and guidelines of the targeted segments' roles and responsibilities to the next level by using it as a base to design, implement, manage, and sustain the Educational Fast Leadership Program for Elected Members in the Local Administrative Councils.

By creating this consortium and initiating the Educational Fast Leadership Program, JNCW and its partners have been able to contribute to a total of four of the international Sustainable Development Goals; SDG 5 – Gender Equality, SDG 10 – Reduced Inequality, SDG 11 – Sustainable Cities and Communities, and SDG 17 – Partnerships for the Goals.

Each partnership aimed to cover a specific need to ensure achieving the overall objective of the Educational Fast Leadership program as follows:

1- Independent National Entity (JNCW):

By working towards achieving a higher impact of the strategic objective under the national women strategy “Women and girls are able to access their human, economic and political rights to freely participate and lead in a society free from gender based discrimination”, the Jordan National Commission for Women (JNCW) has been able to build a solid base of accomplishments that was used as a starting point for designing, implementing and managing a creative and one-of-a-kind solution (Educational Fast Leadership Program). This came as a response to tackle the needs of the female elected members of local administrative councils, who have expressed their frustration with the conventional workshops that focus more on theoretical aspects, and the limited variety of topics and little to no follow up and/or capacity development tracking.

As a consortium lead partner and the current owner of the Educational Fast Leader Program, JNCW has managed to successfully fulfil its role by 1) identifying the needs on both strategic and operational levels, 2) conducting and sustaining unique partnerships, 3) identifying the roles of the associated partners to manage expectations, 4) composing a steering committee of experts for accountability and enhanced development purposes, 5) conducting internal and external coordination and alignment measures, 6) facilitating the implementation of workshops (e.g. venues, catering, field visits, guest speakers, etc.), and 7) monitoring and managing the overall implementation process.

2- Donor Agencies:

JNCW has successfully coordinated the work of two well-recognized donor agencies by linking two existing programs; 1) Strengthening Women in Decision Making in the Middle East Programme of the Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) and 2) Women Empowered for Leadership Program of HIVOS with the support of the Dutch Ministry of Foreign Affairs.

Along with financially funding the Educational Fast Leadership Program, GIZ and Hivos supported the program design, implementation and management by bringing to the table international experiences and learnings based on their accumulative practices of implementing other programs and initiatives that have similar scopes of work. These included 1) German experience in managing a “Women Leadership Academy” and 2) Dutch experience in managing “Shiraka Training Programme”.

3- National Entities:

To ensure achieving the sustainability aspect of the program, JNCW has conducted a total of two national strategic partnerships with 1) the Ministry of Local Administration and 2) the Cities and Villages Development Bank. This helped in benefiting from their expertise in operating and managing capacity building programs, targeting municipality employees, and in becoming long-term strategic allies with an objective to help in transferring the Educational Fast Leadership Program into a national accredited program for developing the capacities of elected members and increasing their capabilities in implementing their roles inside the councils.

4- Academic Institutions:

JNCW has conducted a total of two academic partnerships with 1) Princess Basma Center for Jordanian Women's Studies in Al Yarmouk University, and 2) Center of Women Studies in the University of Jordan aiming to benefit from their facilities, their pool of subject-matter experts, their expertise in gender matters and to ensure mainstreaming the gender lens across all behavioural and technical topics, as well as to help support sustaining the program by transferring it into a national accredited program for elected members of local administrative councils.

5- Private Sector:

JNCW has signed a partnership as well as a service agreement with a private sector entity specialized in capacity building and human capital development, “Better Business”, to carry out the activities of developing, implementing, and managing the first pilot of the Educational Fast Leadership Program. Better Business has been able to successfully fulfil a critical role in ensuring sufficient implementation of the pilot program through

- 1) Designing and implementing a comprehensive learning journey based on the actual needs of the female elected members.
- 2) Developing an online and offline blended learning methodology with a wide variety of exercises, activities and assignments.
- 3) Identifying the importance of having an individual interaction with each participant through one-on-one mentorship and ongoing individual feedback.
- 4) Recruiting subject-matter experts per each technical and behavioural topic.
- 5) Affecting the mindset, attitudes, and behaviour of the participants and accordingly improving their performance within the councils by linking all the covered topics to their day-to-day roles and responsibilities.

The above partnerships served as an anchor that helped in achieving a successful implementation of the Educational Fast Leadership Pilot Program. Having said that, the adopting entity needs to take full ownership of this program and build on the existing learnings obtained through the pilot with a main focus on exploring future potential partnerships with different entities to:

- Support the implementation of the program by filling any available gaps.
- Recruit topic-specific specialized experts to develop and implement the capacity building activities of any future topics.
- Coordinate with various national, regional and international entities to benefit from their expertise in certain areas, especially in covering technical topics via field visits or guest speakers.
 - Build a base for growth and expansion, by reaching out to the surrounding countries, to benefit from the Educational Fast Leadership Program.
- Ensure having an accountability measure by composing a steering committee consisting of representatives from all program associated entities.

To ensure sufficient coordination, progress monitoring, and alignment between all associated entities and among the program team members themselves, it is important to develop a structured communication plan outlining the communication progress. This will include but will not be limited to; periodic meetings (e.g. bi-weekly meetings), planning reporting (e.g. implementation plan, M&E plan), design reporting (e.g. training topics, outlines, and dates), progress reporting (e.g. end of module reports), etc.

5 Sustainability:

The following section tackles the sustainability aspect of the Educational Fast Leadership Program on both Program level and Participant Level:

5.1 Program Adoption Scenarios

To ensure the sustainability of the Educational Fast Leadership Program, the pilot implementation consortium is looking to facilitate the overall process of finding a suitable adopting entity. This entity will not only be capable of continuing the implementation of the learning method but also capable of taking this program to the next level, and turning it into an officially accredited program for the members of local administrative councils.

It is worth mentioning that the future owner of the Educational Fast Leadership Program will be entitled to benefit from the following added values by adopting the program:

- Become the first entity in Jordan to support the development and increase the efficiency of the female elected members of local administrative councils in fulfilling their roles and participating in the decision making.
- Become the centre of excellence for the surrounding countries wishing to benefit from the capacity development and experience building services offered by the Educational Fast Leadership Program.
- Have the ability to obtain additional funding for improving and/or expanding the Educational Fast Leadership Program from other donor agencies.

The following outlines a number of suggested scenarios for potential adopting entities to ensure the program's sustainability and accreditation:

Scenario 1: Ministry of Local Administration

- **Brief:** The Ministry of Local Administration is currently working on activating the new clause in the law, which aims to establish a Local Administrative Institute which can serve as a hub for adopting and accrediting the Educational Fast Leadership Program.
- **Opportunities:** the ability to use local resources and funding to ensure the continuous sustainability of the program, as well as benefit from their expertise in the key areas related to the roles and responsibilities of the elected members of local administrative councils.
- **Risks:** the possibility of missing out on the subject matter expertise facilitated by the private sector' representation within the consortium; in addition to having limitation in conducting intense project management follow up in general, as well as limitations concerning extra time dedication for conducting one-on-one mentorship and progress tracking per each participant.
- **Certification:** An officially accredited graduation certificate for completing the training program.

- **Requirement:** keep JNCW continuously involved as a partner and a steering committee member to benefit from their experience of being a primary owner of the program in its pilot form, as well as to ensure gender mainstreaming.

Scenario 2: Universities

- **Brief:** Yarmouk and Jordan University represented by Princess Basma Center and Center of Women Studies in addition to other universities, including private ones, with the condition of having centers for women's studies to adopt the Educational Fast Leadership Program and turn it into an officially recognized and accredited program for the elected members of local councils. This will help in increasing the participants' level of commitment due to the academic nature of the university.

- **Opportunities:** the ability to use local resources and funding to ensure the continuous sustainability of the program as well as benefit from their existing educational programs. This will be used as a base for customizing the material to reflect the needs of local administration council members.

- **Risks:** the possibility of missing out on achieving the desired hands-on results due to lack of ability to incorporate practical methods to the overall learning journey by focusing on the academic and conventional lecture-based methods. In addition to having limitation in conducting intense project management follow up in general, as well as limitations concerning extra time dedication for conducting one-on-one mentorship and progress tracking per each participant.

- **Certification:** An officially accredited graduation certificate for completing the learning program.

Requirement: keep JNCW continuously involved as a partner and a steering committee member to benefit from their experience of being a primary owner of the program in its pilot form.

Scenario 3: The Jordanian National Commission for Women (JNCW)

- **Brief:** The Educational Fast Leadership Program's vision falls under the overall JNCW's mandate and scope of work which enables it to implement, manage, and sustain the program in a more efficient and effective manner by tackling the exact needs of the elected members of local administrative councils.

- **Opportunities:** benefiting from JNCW's expertise and track record of successfully carrying out the activities of the pilot program as a lead partner, as well as having higher chances of receiving future international funding to support the sustainability, development, and expansion of the program.

- **Risks:** inability to provide a fully accredited certificate in comparison with the types of certificates that can be provided by Academic Institutions and Governmental Entities (MOLA).

- **Certification:** an officially semi-accredited graduation certificate for completing the training program.
- **Requirement:** assess the interest and accordingly continue working with the current consortium partners and recruit new partners.

Scenario 4: Consortium of Partners – for a second round of implementation

- **Brief:** sustain the current consortium partners 1) national strategic partners, 2) academic partners, 3) donor agencies, 4) JNCW and 4) a private sector company to further implement, manage and improve the Educational Fast Leadership Program.
- **Advantages:** benefit from the advantages listed in scenarios 1 – 3 as a result of having all the entities associated in these scenarios part of one consortium.
- **Risks:** the possibility of having limitations and constraints relating to the roles of the assigned champion (JNCW) in case of having equal participation in the decision making among the consortium partners.
- **Certification:** The type of the graduation certificate will be identified based on the distribution of roles between the associated partners (e.g. accredited, semi-accredited, training program, learning program, etc.).
- **Requirement:** re-approve appointing JNCW as the champion/lead partner based on their successful execution of this role during the pilot phase; as well as re-assess the other consortium partners to identify their interest in further collaboration and re-distribute the roles accordingly.

5.2 Ongoing Impact Tracking & Learning Continuation

The following outlines some recommendations on post program graduation measures that can help observe and analyse the long-term impact of the Educational Fast Leadership Program on the participants, and further support their personal development and growth:

Option 1: 1-year Individual Development Plan

- Create an individual development plan template to include
 - 1) desired objectives/ achievements.
 - 2) activities/ requirements per each identified objective.
 - 3) requirements, and 4) expected timeline.
- Introduce the tool to the program participants at the beginning of the third module and provide them with any needed support to fill it out. It is also important to ensure having achievable and measurable goals by linking them to their exact roles and responsibilities as well as the level of knowledge and skills obtained throughout the educational fast leadership program.
- Mentor participants on identifying the steps/activities that need to take place in order to ensure achieving their desired objectives along with the expected timeline per each.
- Review and approve the 1-year individual development plans per each of the participants.
- Schedule 4 mandatory follow up sessions with each participant to be conducted on quarterly basis throughout the year. This will help measure the progress as well as re-assess the plan and conduct any needed amendments to the plan (if any).
- Provide contact information for any optional check-ins or inquiries.
- Document the results in individual files per each participant as well as translate the acquired information into indicators. This will help measure the long-term impact of the educational fast leadership program.

- Schedule 4 mandatory follow up sessions with each participant to be conducted on quarterly basis throughout the year. This will help measure the progress as well as re-assess the plan and conduct any needed amendments to the plan (if any).
- Provide contact information for any optional check-ins or inquiries.
- Document the results in individual files per each participant as well as translate the acquired information into indicators. This will help measure the long-term impact of the educational fast leadership program.

Option 2: Online Platform/Help Desk

- Identify the main support areas that the help desk will be responsible and accounted for and group them in user friendly manner.
- Develop a list of expected frequently asked questions or a short user manual to help guide the future beneficiaries.
- Build and launch the help desk by creating an online landing page with login information on the adopting entity's official website.
- Assign a full-time resource to manage and control the help desk requests.
- Develop an individual username and password per each of the educational fast leadership program graduates.
- Identify a list of experts and information sources covering all the potential support areas to ensure addressing all the received requests efficiently and effectively.
- Ensure sending evaluation forms following the fulfilment of each request to obtain feedback and conduct any required improvements.

Option 3: Self-Ownership and Assessment

- Identify potential areas for self-assessment based on the participants' roles and responsibilities and the capacity building topics covered in the educational fast leadership program.
- Design a self-assessment form per each type of the participating councils taking into consideration not only the roles, but also the types of achievements that can be made within the scope of each council.
- Create an online landing page for self-assessments on the adopting entity's website as part of the helpdesk (if available) or as a stand-alone component (if not available).
- Reach out to all the participants and inform them about the impact tracking tool.
- Help participants identify their assessment areas and the process of keeping track on their progress and development.
- Assign a resource to keep track on the submitted assessments and coordinate with the program manager to send out feedback points.

Option 4: Mentorship, Networking, and Experience Exchange

- Create and sustain a new network consisting of the program graduates or use Al Nashmiyat network as a base.
- Identify monthly topics to be referred to as discussion areas for the network members to share their knowledge and experience with one another.
- Conduct periodic (e.g. quarterly, semi-annually, annually) group follow up and mentorship sessions with the program graduates to track their progress, address their inquiries on certain areas, and provide them with the opportunity to share their experiences and success stories.

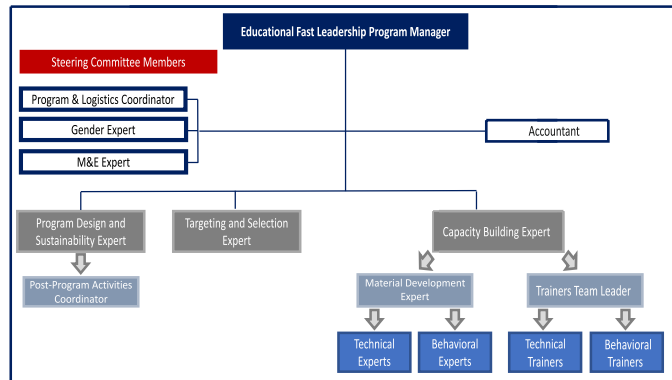
The adopting entity can either choose one of the above identified options, all of them and/or even create new options based on their insights. These options can be identified as best practices after successfully completing a minimum of 1 educational fast leadership program. It is recommended for the adopting entity to assign a qualified and well-experienced resource in areas related to the work of local administrative councils as well as KPI specific work development plans to help manage and oversee the selected post program graduation activities.



6 Organizational Structure:

The following is a proposed organizational chart outlining all the positions that are needed to ensure sufficient implementation, management, and sustainability of the Educational Fast Leadership Program regardless of the type of the adopting entity:

Note:
the proposed
organizational
chart is subject to
change to
incorporate any
future
requirements and
learnings.



- Full Time – One Position: assigning a full-time resource to conduct the roles and responsibilities of one specific position based on the results of the expected LOE for that position.

- Full Time – Multiple Positions: assigning a full-time resource to conduct the roles and responsibilities of two or more positions, if the expected LOE of all the positions combined do not exceed the maximum LOE per resource, and if the assigned resource has the needed expertise.

- Part Time: assigning a percentage of a specific resource's time to conduct fixed and repetitive tasks on monthly basis (e.g. assigning a 20% of the Accountant's LOE to manage the financial aspect of this program).

- Task-Based: recruiting consultants/ experts to execute certain tasks, that aren't necessarily, to take place on monthly basis (e.g. Technical expert for developing or updating the material of a certain topic, a trainer for executing a specific training, etc.).

3.1 "Phase 1: Preparation and Planning – Participant's Selection" to view the selection criteria and their weights.

The adopting entity will be obligated to recruit the required resources based on specific qualifications and experiences needed per each position. This will ensure achieving high performance and productivity rates with a main focus on the technical positions, such as trainers and learning content development experts by recruiting topic-specific specialized experts.

7 Pilot Program (Case Study)

The project team has implemented the first pilot of the Educational Fast Leadership Program to test the efficiency of the proposed methodology, enhance the identified areas of focus as well as document and build on the acquired learnings.

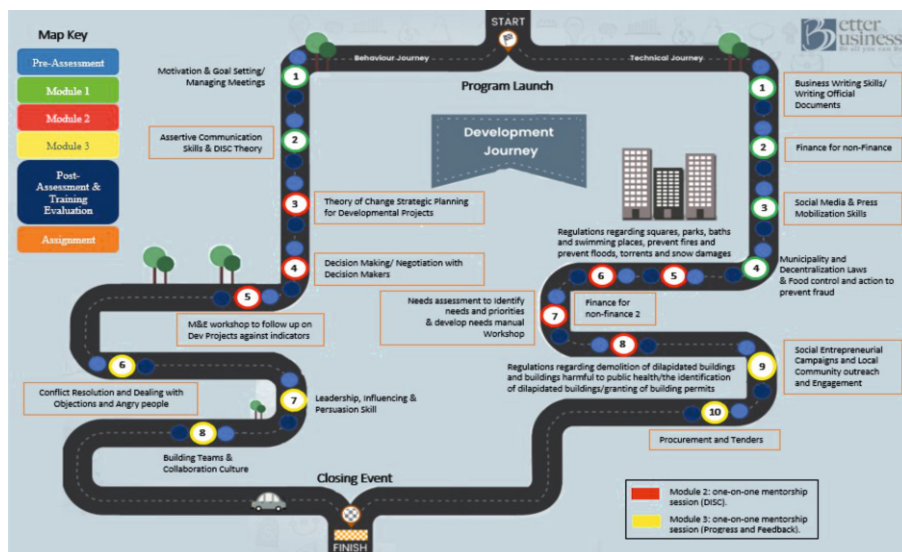
During the pilot program, the project team has initially selected a total of 28 participants out of 82 received applications. This was based on the previously identified selection criteria. In addition, and to increase the credibility level of the Educational Fast Leadership Program's graduation certificate, the project team has applied next module eligibility criteria based, in which participants with low commitment and development rates were excluded from the program by the end of each module. Having said that, a total of 24 participants have successfully completed all 3 program modules and graduated from the program.

The results achieved through the capacity building program exceeded the planned expectations for module 1 and 2. As for module 3 and despite of the COVID-19 pandemic, the project team has been able to carry out the capacity building activities by working on developing a comprehensive mitigation plan to achieve the desired results along with abiding to the government health regulations and implemented restrictions. The mitigation plan concentrated on developing an online blended training approach which required commitment from the participants' themselves and flexibility to adapt new learning methods.

Fortunately, one of the topics covered during module 2 which took place at the beginning of the pandemic “Preventing Fires and Floods, and torrents and snow damages” was covered by a guest speaker from the National Center for Security and Crisis Management. The topics covered during that session helped prepare the participants and raise their awareness on the need of adapting change and abide to any new measures during crisis.



The following is an illustration of the implemented learning journey of the pilot program:



As illustrated in the learning journey above, each module included a combination of both behavioural and technical topics, pre and post assessments, assignments, in-class exercises, and other participatory learning methods, such as guest speakers and field visits. The learning journey also included two one-on-one mentorship sessions; 1) DISC one-on-one mentorship session, which took place during module 2 and focused on sharing the results of the psychometric online assessment with the participants along with providing them with a physical report copies and 2) Progress and Feedback one-on-one mentorship session, which took place during module 3 and focused on providing individual feedback to the participants about their progress, areas of focus, and recommendations.



8 Success Stories and Testimonials

Afaf Al Msafer – Member of Municipality Council (Mafraq)

Afaf is a 51-year-old female member of Al Sarhan Municipality Council and a first-time election winner via quota. Although Afaf is a very talented member with a great potential to grow, her participation in decision-making and other related activities was low due to low self-esteem and self-confidence issues. This was caused by the nature of a male dominant environment and her limited knowledge of laws, rules & regulations, and policies.

“My participation in this program has helped me discover many capabilities in myself that I have overlooked or didn't expect to have”.

In her application form, Afaf has identified a set of objectives that she aspired to achieve through her participation in the educational fast leadership program including but not limited to 1) fully understand her roles and responsibilities as a member of municipality council, 2) the ability to identify the needs of the local community and how to address them, and 3) the ability to obtain her future seat through competition rather than quota.

The Educational Fast Leadership program has helped Afaf in developing herself on both the professional and personal levels. On the professional level, Afaf has been equipped with knowledge and experience related to her roles and responsibilities which empowered her and increased her participation level in the day-to-day roles. She was also able to improve her approach in presenting ideas as part of the decision-making activities, by understanding the need of building her cases based on actual facts and the rule of law. On the personal level, her self-confidence and improved communication skills has enabled her to become a strong and influential individual.

According to Mr. Abdulmajeed Al Sarhan – Mayor of Al Sarhan Municipality, at the beginning of her election cycle, Afaf was a classic female member that got her seat in the council through quota with no previous experience or knowledge of the laws. Through her participation in the various workshops and training sessions in this program, her improvement and eagerness to learn became noticeable especially after the completion of the Educational Fast Leadership Program where her behaviour, interactions with her colleagues, her participation in the meetings, and presenting her ideas has been significantly improved.

Eng. Razan Al Jaafreh – Member and Deputy President of Local Council (Karak)

Razan is a 28-year-old female member of Rakin's Local Council located in Al Karak City and the deputy of the council's president. Razan is a first-time election winner via quota and is the youngest female member to be elected across all Jordan. Being a young female member in a male-oriented culture, resulted in creating a lot of limitations for her in terms of communication and team work.

In her application form, Razan has identified a set of objectives that she aspired to achieve through her participation in the educational fast leadership program including but not limited to 1) fully understand the roles of

women in politics, 2) obtain the required knowledge and skills to improve her level of work in the council, 3) share the acquired knowledge and experience with future elected female members of local administrative councils, and 4) build a solid network with local CSOs.

“My participation in the program has helped me build my self-confidence and develop an influential personality that can stand out everywhere”.

The Educational Fast Leadership Program has helped Razan in developing her personality by obtaining new skills and knowledge that has improved her participation in the council through accepting the opinions of others, using a professional assertive communication approach, and asking her colleagues for help. In addition, Razan has been able to improve her decision-making techniques by focusing on assessing the situation, conducting critical thinking, and building her case based on knowledge and facts. This resulted in making her ideas presentation more realistic and comprehensive.

According to Mr. Ayman Al Asasfeh – Al Rakin's Local Council Head, due to Razan's participation in the Educational Fast Leadership Program, he himself and her colleagues in the council witnessed a significant and positive change in her personality, as well as her knowledge and skills. She became more self-confident and has been able to successfully carry out the roles and responsibilities of the council head when he was on a 14-days leave. In addition, during the COVID-19 Pandemic, Razan has suggested building a park for the local community in Al Rakin area and was assigned to fulfil the role of a supervisor to manage the overall process.

Haneyeh Al Bayabdheh – Member of Al Karak Local Council

Haneyeh is a 53-year-old female member of Al Karak Local Council and a first-time election winner through competition. In her application form, Haneyeh has identified a set of objectives that she aspired to achieve through her participation in the educational fast leadership program including but not limited to 1) have the ability to manage the council meetings more professionally, 2) have a better understanding of the municipality and decentralization laws, 3) have the ability to identify the needs, create development plans and address decision makers, and 4) improve her skills in the community outreach and prepare herself for the upcoming election cycle.

“The educational fast leadership program had a great impact on my professional development as a member of a local council through the acquired technical knowledge and positive attitude”.

The Educational Fast Leadership Program has helped Haneyeh in developing herself on many levels including but not limited to 1) improving peer-to-peer interactions by using the acquired negotiation, professional communication, and persuasion skills, 2) addressing decision makers through using the acquired business writing and networking skills, as well as the knowhow of using social media to collect feedback on certain ideas before presenting them, and 3) improving the level of participation in decision making by learning ways of researching to have a better understanding of any situation, identifying the potential outcomes of any proposed decision before suggesting it, and obtaining feedback from more experienced individuals in the subject matter.

According to Mr. Ibrahim Abu Karaki – Mayor of Al Karak Municipality, Haneyeh's participation in the Educational Fast Leadership Program has helped build her personality and self-confidence which gave her a sense of empowerment to defend her rights in assuming her roles as a member of municipality council. In addition, Haneyeh has created a group for communication between the female members of her council and encouraged them to join and participate in the bidding and tenders committee.

Fatmeh Al Ara'reh – Member of Jerash Local Council

Fatmeh is a 58-year-old female member of Jerash Governorate Council and four-times election winner through competition.

In her application form, Fatmeh has identified a set of objectives that she aspired to achieve through her participation in the educational fast leadership program including but not limited to 1) fighting against discrimination related to gender and educational background, 2) improving women's participation in administrative councils, 3) increasing the level of knowledge and skills related to roles and responsibilities of local administrative councils.

“The educational fast leadership program has helped me build my self-confidence as well as my teamwork abilities by understanding all the technical aspects of my roles and responsibilities as a member of the local administrative council”.

The Educational Fast Leadership Program has helped Fatmeh in developing herself and increasing her self-confidence through 1) acquiring technical knowledge related to her day-to-day roles and responsibilities, as well as obtaining complementary behavioural skills that improved her communication and teamwork abilities, 2) obtaining the ability to better participate in decision making activities within the local administrative council, and 3) improving her negotiation and persuasion skills.

According to Mr. Tareq Mefleh Al Rhaimi – the Secretary of Jerash Governorate Council, Fatmeh was always an active member of the council with many inputs and suggestions but due to her participation in the educational fast leadership program, she obtained more technical knowledge and expertise which was observed through her increased participation on the practical aspect and the on-ground implementation. As an achievement, Fatmeh was able to connect and align the work of the local Civil Society Organizations with the work of the council related to Small Businesses in the agricultural sector.

Akram Al Qudah – Head of Mhai Local Council in Al Karak

Akram is a 31-year-old female Head of Mhai Local Council in Al Moab Municipality in Al Karak and a first-time election winner through competition.

“The Educational Fast Leadership Program has helped me to take many steps in developing my professional abilities that helped me become a more reliable, knowledgeable and active member within my council”.

In her application form, Akram has identified a set of objectives that she aspired to achieve through her participation in the Educational Fast Leadership Program including but not limited to 1) improve her ability to understand as well as discuss financial matters, 2) improve her knowledge relating to the municipality law, 3) obtain skills required to manage conflicts resolution within the team as well as with the community members.

The Educational Fast Leadership Program has helped Akram in developing herself in 1) understanding and interacting with different people in terms of personality, religion, and gender, 2) improving her professionalism in negotiations and discussions, and 3) improving her participation in decision making along with the ability to outlining the pros and cons of each decision.

In addition to the above and due to Akram's noticeable technical and behavioural improvement, she was requested to support the Development Project's Team in her council in areas related to the Theory of Change.

Banan Al Khasawneh – Member of Idoun Local Council

Banan is a 40-year-old female member of Idoun Local Council and a first-time election winner via quota. Although Banan is a very talented and well-educated member, she had the ambition to learn more about local administration, needs assessment, and development projects in order to have the ability of identifying as well as addressing the exact needs of the local community to improve the outcomes of her participation within the council.

“My participation in the program has helped me build my self-confidence and develop an influential personality that can stand out everywhere”.

In her application form, Banan has identified a set of objectives that she aspired to achieve through her participation in the Educational Fast Leadership Program including but not limited to: 1) Obtain a comprehensive knowledge relating to all laws that address her role as a member of local administrative council. 2) Acquire all the behavioural and technical skills needed to improve the level of services provided to the local community, and 3) Improve her participation and performance within the council.

The Educational Fast Leadership Program has helped Banan in developing through 1) understanding the importance of research in building her cases when participating in decision making to have a more systematic approach based on actual facts, 2) improve her team work abilities, which led her to initiate the process of composing multiple committees focused on various topics to improve the communication channel within the council, and 3) increasing her self-confidence and empowering her with the needed knowledge and skills, which created an interest for her to apply for different councils.

The Educational Fast Leadership Program has helped Banan in developing through

- 1) understanding the importance of research in building her cases when participating in decision making to have a more systematic approach based on actual facts.
- 2) improve her team work abilities, which led her to initiate the process of composing multiple committees focused on various topics to improve the communication channel within the council, and 3) increasing her self-confidence and empowering her with the needed knowledge and skills, which created an interest for her to apply for different councils.

9 Lessons Learned and Recommendations

To ensure providing sufficient input on the lessons learned and recommendations section, the project team has collected input from all associated segments; project management team, trainers, steering committee members, donor agencies, participants, and heads/members of local administrative councils (e.g. participants' colleagues), and Better Business – the private sector management consulting firm and the service provider during the pilot program. The project team has collected the needed information through evaluation forms, surveys, key informant interviews and focus group discussions.

The following outlines the main identified areas clustered into 8 areas:

Area 1: Targeting and selection:

Although the identified and implemented targeting and selection mechanism in the pilot phase was reported to be fair and reasonable, any future Educational Fast Leadership Programs need to take the following into consideration:

- Conduct outreach activities prior to initiating the application process by announcing the opportunity via official online and offline channels.
- Announce and initiate the application process along with outlining the application requirements, eligibility criteria, selection criteria, priority aspects, disqualification points, and deadline for submission.
- Assign resources to support the application process, by providing contact information for off-site inquiries, and conduct on-site visits to the targeted areas to help applicants fill out their applications if needed.

Area 2: Educational Fast Leadership Program (variety of program designs):

The capacity building topics and the associated skill levels covered in the Educational Fast Leadership Pilot Program were designed to suit participants from different councils and with different educational backgrounds. Although the initially conducted study by JNCW has determined a wider range of gaps and topics, the project team has selected the most significant ones to be addressed in the pilot program for the purpose of proving the concept.

It is important to highlight that the pilot is only one of many to be future programs under the Educational Fast Leadership Program umbrella. The following are some recommendations for future programs:

Pre-election Program: design a one module program targeting individuals looking to participate in the upcoming election cycle, to help build their understanding of the future roles and responsibilities, as well as cover topics and skills related to management, reporting and IT. This program will not only help prepare the participants for the work inside the local administrative councils, but will also help them to decide whether to proceed in this path or not.

Basic Mandatory Program: design a program consisting of capacity building topics that are essential to all members of administrative councils. The Educational Fast Leadership Pilot Program falls under this program category and can be used by the adopting entity as a base with the possibility of customizing it to match the needs of each targeted segment (e.g. change the number of modules included, remove, change or add topics, etc.).

Council Type Specific Program: although there are many similarities in the roles of the members of different local administrative councils, yet there are also certain differences. The adopting entity can explore the need of having council type specific programs to better link the capacity building topics with the exact roles and responsibilities of the members of these councils.

Skill level Specific Program: design programs based on the complexity of the topics; beginner, intermediate, and advanced.

Note:

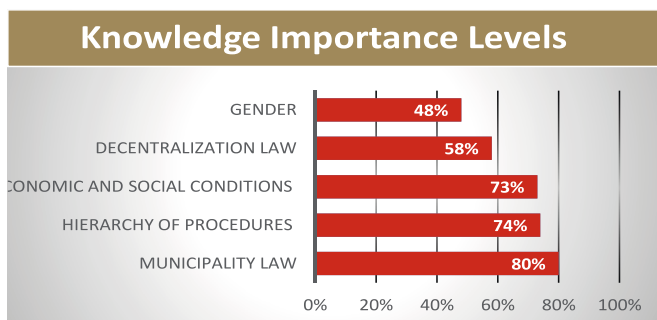
it is recommended to hold all future educational fast leadership programs in the first half of the election cycle to ensure achieving higher impact, by enabling the participants to use the acquired knowledge and skills in improving their overall performance inside the councils.

-Area 3: Each Program's Capacity Building Topics:

Due to the fact that the capacity building topics covered under the Educational Fast Leadership Program are linked to the roles and responsibilities of the members of local administrative councils and the municipality and decentralization laws, there is a need for continuously reviewing and updating the learning content.

As previously mentioned, future Educational Fast Leadership Programs will require identifying and creating new topics based on the needs identified in the study as well as the guides mentioned in section no. 5 “Methodology and Implementation” under the “Capacity Building Approach and Learning Content Development Phase”.

The study results conducted by JNCW in 2018 prior to establishing the Educational Fast Leadership Program has identified the importance of several areas that has been used as a base for identifying topics, the following are these areas and their associated importance levels:



Accordingly, the following are some of the recommended topics to be included in future Educational Fast Leadership Programs that hasn't been part of the pilot program or hasn't been covered as a stand-alone topic:

Behavioural Topics	
Effective Presentation Skills.	Project Management.
Emotional Intelligence.	Social Context and Gender.
Work-Life Balance Policies.	
Technical Topics	
Coordination for Managing the Process of Water Distribution, Preventing Pollution, and determining the route for distribution network.	Determining the Locations and Specifications of Cemeteries as well as Establishing and Monitoring Them.
Planning and Organizing Streets and Roads Monitoring.	Coordination for Locating and Maintaining Schools and Places of Worship.
Waste Monitoring, Recycling, Treatment, and Ravaging.	Preparing Reports on the Progress of Development Plans.
Establishing and Monitoring Slaughterhouses, Selling and Keeping Animals, and Dealing with the Stray Ones.	Coordination for Defining and Establishing Sewage Networks and Water Cycles.

In addition to the above new topics, the feedback provided by the participants relating the topics covered during the pilot program, identified the need for covering the following topics in more details (more training days):

Behavioural Topics	
Theory of Change Focusing on National Development Plans.	Assertive Communication Skills.
Technical Topics	
Local Administration law.	Finance for Non-Finance & Budgeting.
Decentralization Reform Process (National and Regional Experiences.	Needs Assessment.
Procurement and Tenders.	Community Outreach and Engagement.

Note :

It is recommended to revise the topics and learning content on an ongoing basis to continue aligning with any applied changes to the roles and responsibilities of the councils.

Area 4: Capacity Building Approach:

Based on the lessons learned and the need for having a room for ongoing improvement and development of the program, the following recommendations need to be taken into consideration for any future educational fast leadership programs:

■ Success Stories; invite some of the outstanding graduates of previous educational fast leadership programs to share their stories focusing on their improvements, development paths and achievements.

■ Peer-to-peer group mentorship; conduct a minimum of 1 group mentorship session per each program as follows:

- Identify a number of discussion topics to help guide the mentorship outcomes by analysing the needs of the current program participants through direct questions or surveys.
- Invite and prepare some of the outstanding graduates of previous programs on the identified mentorship topics.
- Divide the current program participants into smaller groups (e.g. 5 per group) and assign one of the previous program's graduates to each group to share their experiences on certain topics.
- Conduct outcomes harvesting by requesting each group to assign a speaker to share a minimum of one learning about each of the addressed topics with the rest of the groups.

■ Real-Live Case Scenarios; to help participants better link the topics and skills covered to their day-to-day roles, it is recommended for the adopting entity to conduct the following:

- Add an optional field to the pre-assessment form allowing the participants to share a specific work incident or situation faced by them related to the specific topic to be covered.
- Select 2–3 of the shared cases and include them into the learning content as a study case.

Area 5: Steering Committee Members

It is recommended for the adopting entity to continue collaborating with the existing committee members due to their expertise as well effective fulfilment of the needed roles in the pilot program. The following is the list of steering committee members:

Expert	Entity	Position
Dr. Hamdi Qubalate	Islamic Science University	Local Administration and Decentralization Expert
Dr. Eman Hussein	Balqa University	Social Skills and Political Expert
Dr. Maysoon Atoom	University of Jordan	Gender Expert
Mrs. Rand Handawi	Freelancer Expert	Decentralization and Gender Expert
Dr. Wafa Abu samra	Cities and Villages Bank for Development	CVBD
Mr. Ahmed Alqasam and Mrs. Jumaneh Alabadi	Ministry of Local Administration	Representatives
Dr. Amneh Khasawneh	Yarmouk University	Gender Expert
Mrs. Jannet Shordum	JNCW	Head of Program Unit
Mrs. Shatha Alawneh	GIZ	Technical Advisor for Gender Equality & Women's Political Participation
Mrs. Samar Jubran	Hivos	Country Programme Coordinator
Dr. Rand Haddadin	Better Business (Private Sector)	Partner & Managing Director

-Area 6: Increasing the Participants' Sense of Commitment

The following are some recommendations to help increase the participants' sense of commitment:

Highlight the importance of the participants' commitment to the Educational Fast Leadership Program activities during the outreach phase, and outline the applicable measures in case of not adhering (e.g. affect the applicant's selection for future programs).

Include the number of expected training days per each module with an expected implementation timeline, as well as ensure informing the applicants that the expected dates are subject to change.

Include a commitment letter template to be read and signed by the applicants as part of the application form.

Communicate the program exclusion criteria applied as part of the next module eligibility criteria with the applicants (attendance, level of knowledge increase, assignments submission, and project team observations) during the application period, at the beginning of each module, and prior the actual exclusion of low performing participants to give them a chance for improvement.

This approach has proven to be successful in the pilot program.

Provide ongoing individual feedback to the participants on their results in terms of knowledge increase and their overall level of improvement.

Provide individual feedback to the participants on the submitted assignments through emails.

Ensure participants ongoing engagement and commitment by applying interactive, participatory, and active learning methods.

Depending on the type of the adopting entity of the Educational Fast Leadership Program, explore the possibility of adding subscription fees that can be either refundable, once all program modules are successfully completed, or non-refundable.

Area 7: Appreciation Measures of Outstanding Participants:

The following are some recommendations for ways to appreciate and recognize the performance of outstanding participants, which can also be used to motivate and encourage the participants:

Certificate of Appreciation: provide the outstanding participants during the graduation ceremony with an additional certification to recognize their performance.

Thank You Letters: coordinate with the Ministry of Local Administration (MOLA) to issue thank you letters to recognize the performance of the outstanding participants.

Reference Letters: provide the outstanding participants with official letter that can be used by them to prove their competencies and increase chances in winning upcoming elections.

Area 8: Stakeholders Engagement:

The Educational Fast Leadership Program focuses on active learning methods and it is encouraged to continue looking for new additional methods to sustain the learning level. It is recommended to explore the opportunity of engaging stakeholders in future programs. For example; plan and design a discussion panel day, as well as invite some of the local councils' heads for direct exchange of experience through Questions and Answers.

10 Questions and answers:

The following section includes a list of questions to help guide the reader of the Learning Document on certain aspects:

1 Reference to section no. 2 “Theory of Change”, why does this section include two theories of change?

The first Theory of Change was specifically developed by the project team to help guide and carry out the activities of the pilot program. The aim was to prove the concept of the applied methodology along with focusing on working towards achieving the impact of “Empowerment of Female Elected Members of Local Administrative Councils”. The second Theory of Change was developed to help guide the future adopting entity in aligning Theory of change with its own objectives with the Jordanian National Women Strategy 2020-2025, to contribute to achieving the impact of “Women and girls are able to access their human, economic and political rights to freely participate and lead in a society free from gender-based discrimination”.

2 Reference to section no. 2 “Theory of Change”, what is the definition of each identified layer in the Theory of Change?

- Vision (aka impact, aka results statement): are long-term or indirect effects of the program outcomes and they are hard to measure since they may or may not happen.
- Outcomes: are meaningful changes that happen to the targeted segment because of a specific program (e.g. changes in knowledge, skills, attitudes, behavior, etc.). Outcomes are measurable and time-limited, although it may take a while to determine its full effect.
- Outputs: are a program's actions or products or numbers that were created or delivered (e.g. the people served, and services provided).
- Inputs (aka activities): are the resources committed to the program (money, time, staff, expertise, methods, etc.).

3

Reference to section no. 3.3 “Phase 3 – Capacity Building Implementation”, what is the suggested process to keep the WhatsApp group organized?

To ensure keeping the WhatsApp group organized and strictly used for the purpose of carrying out the program activities. The adopting entity needs to create a one-pager document outlining the WhatsApp group rules and regulations, as well as ensuring communicating it with the participants to confirm their understanding. In addition, it is recommended to keep the WhatsApp group on silent mode which only allows the group admin(s) to send messages and change the settings, to allow participants to send their inquiries during the Questions and Answers period.

4

Reference to section no. 4 “Partnerships”, to which exact SDGs has the pilot program contributed to and in which exact activities?

SDG 5 – Gender Equality; the Educational Fast Leadership Program focuses on women empowerment and closing the skills gap among females and males in the local administrative councils, giving the females a higher chance to reach leadership positions and increase their participation in decision making.

SDG 10 – Reduced Inequality; the program aims to decrease the level of discrimination against women by building their capacities, empower them with knowledge and experience, and prepare them for leadership positions. Although the program is mainly targeting females but to ensure eliminating any types of discrimination, the program can target a 10% population of male participation in any future program.

SDG 11 – Sustainable Cities and Communities; taking the capacity building journey to a whole different level by covering topics such as strategic planning, development projects, theory of change, monitoring and evaluation, needs assessment, social entrepreneurial campaigns, and municipality and decentralization laws, as well as providing the participants with the opportunity to practice implementing the acquired knowledge through exercises and assignments.

SDG 17 – Partnerships for the Goals; the consortium of partners representing different segments of entities including the private sector partnering together for the purpose of carrying out the activities of the Educational Fast Leadership Program and ensuring its sustainability.

Focusing on the identified adoption scenarios in section no. 5.1 “Program Adoption Scenarios”, why hasn't the private sector been added as a potential adopting entity?

Considering the nature of the Educational Fast Leadership Program and its objective to empower female elected members in local administrative councils, having an official organization represented by a governmental and/or semi-governmental entity increases the authority of the program and the associated certification. In addition, this will help in alleviating the probability of participants having to bear any financial fees of attending a program adopted by a private sector organization. Having said that, it is important to highlight the significance of ensuring the participation of the private sector in carrying out the activities of the program as a service provider. This will improve the level of the provided services and ensure soliciting effective subject matter experts and practitioners from the private sector to share their expertise with the public sector.

Reference to section no. 6 “Organizational Structure”, does the adopting entity need to fully abide to utilizing the roles of all the identified positions?

The organizational structure provides an illustration of all the positions that were required in carrying out the activities of the pilot program, in addition to the positions needed to ensure the sustainability of the future leadership programs. It is worth mentioning that not all the positions require hiring and/ or assigning a full-time resource. This can be identified based on the expected LOE to be determined by the adopting entity.

Reference to section no. 6 “Organizational Structure”, what are the needed qualifications for the to-be hired trainers?

It is very critical to ensure that each recruited trainer possesses all the required knowledge and expertise related to each specific topic, especially concerning the identified topics under the technical path. This will ensure having the ability to link the material, exercises, and assignments to the day-to-day operations of the elected members of local administrative councils.

8 How were the Capacity Building Topics during the pilot program selected and what should the adopting entity focus on when identifying future topics?

As previously mentioned, the selected topics during the pilot program were identified based on the research conducted by JNCW, prior to initiating the educational fast leadership program and the roles and responsibilities outlined in the 3 guides mentioned in section no. 3.2 “Phase 2: Capacity Building Approach and Learning Content Development” under stage (2): Customization. Although, the research and the guides provide a wider option of topics, the project team has selected priority topics that were relevant to members of all different councils. The future adopting entity needs to continue exploring and adding different topics, based on the selected segment of participants under each future program.

References

^{5,1} “Program Adopton Scenarios” under section no. 5 “Sustainability”.

² To have a beter understanding of the outlined layers in the Theory of Change, please refer to question no. 2 in section no. 10 “Questions and Answers”.

³ The pre and post assessment tools can be viewed using the following link:

⁴ The pilot program assignments can be viewed using the following link:

⁵ The mentorship guide questions of the second individual mentorship session can viewed in the following link:

¹ To have a beter understanding about the adoptng entty, please refer to point no

⁶ The post program feedback survey can be viewed using the following link:

⁷ The key informant interview guide per each category can be viewed using the following link:

⁸ The full version of the targetng mechanism document can be viewed using the following link:

⁹ The previously used applicaton form can be viewed using the following link:
<https://docs.google.com/forms/d/1mMO0gWiTzoiNEsYGDyY2sKZjYWh46Ed8Yn0h5cU5QgU/edit>

¹¹ The guide can be viewed in the following link: <https://drive.google.com/file/d/1ldixtI9E7nMVb9TiS3YfOucVbepfXN5/view>

¹² The guide can be viewed in the following link: <https://drive.google.com/file/d/1pYzGjbcHUuj1ly5MeK1njW-Ktvjrot0n/view>

¹⁰ The study is available as a resource at JNCW.

¹³ The guide can be viewed in the following link: <https://drive.google.com/file/d/1J8EAwybVwbgSRy1oLu-tK4qH1vcwT8zf/view>

¹⁴ Both online and ofine training evaluation forms can be viewed in the following link:

¹⁵ The Educational Fast Leadership pilot program actvites and results are illustrated in section no. 7 “Pilot Testng (Study Case)”.

¹⁶ Please refer to question no.

¹⁷ In case of future expansion, the above-mentoned partners/ enttes of the consortium are subject to be recontextualized according to the requirements of each country and/ or ecosystem.

¹⁸ <https://sdgs.un.org/goals>

¹⁹ To have a beter understanding of where the contributon to each of the highlighted SGD took place within the program, please refer to question no. 4 in section no. 10 “Questions and Answers”.

<https://www.giz.de/en/worldwide/37332.html>

<https://www.hivos.org/program/women-empowered-for-leadership-we4/>

²² Only universities have the ability to issue certfcates for completng a “learning program”. As for the rest of the potential adoptng enttes, the certificate can be issued for completng a “training program”.

²³ Please refer to section no. 4 “Partnerships and Ownership” for further illustraton of associated enttes and their roles.

²⁴ Please refer to section no.

²⁵ Please refer to section no. 3.1 “Phase 1: Preparaton and Planning – Next Module Eligibility” to view the next module eligibility criteria.

²⁶ All the learning material can be viewed at the following link:

²⁷ Please refer to section no.