



Capacity Building

Executive Summary

- To develop leadership capacity across the Muslim communities in Europe by unlocking the potential of our people to serve the community and humanity.
- The Foundational Leadership Development Program (LDP) is designed to allow participants to realize their own leadership styles and to enhance and evolve their skills to ensure more productive and efficient working methods.

- The following events have taken place:
 - Facilitator Development Program
 - Youth Leadership Development Program
 - Mentors Program
 - Master classes



- Development of individuals in each of the regions has been core to delivering the departmental objectives.
- Over the past three years, AFED, NASIMCO & COEJ have increased their capacity to organize and run regional programs through the development of a highly skilled team of facilitators.
- In 2013, the Capacity Building team commissioned an academic research project to evaluate the impact of the LDP on individuals, their families and communities. The purpose of the report is to establish some solid data on the LDP to see if the dollars spent is giving a good return and to provide an understanding of the impact of the LDP, and provide an objective report on the program.



Capacity Building

Introduction

As we envision our future, we realise that we can only achieve our ambitious community goals through creating highly capable, able and strategic leaders. The programs of the Capacity Building team aim develop leadership capacity across the Muslim communities in Europe by unlocking the potential of our people to serve the community and humanity. The type of leaders that will enable the Muslim community to develop strategies to contribute fully for the common good of both the Muslim and wider society.

Goals

The Foundational Leadership Development Program (LDP) is designed to allow participants to realize their own leadership styles and to enhance and evolve their skills to ensure more productive and efficient working methods.

The key learning outcomes sought are as follows:

- To develop and enhance participants' core leadership capacity
- To provide an environment for participants to explore their assumptions, ideas and deepen their values and ethical framework
- To enhance understanding of effective organizations and organizational development
- To deepen participants' self-awareness, self-development, reflective practice and emotional intelligence
- To develop participants' understanding of the role they play in most effectively serving the community

Current Achievements:

- Facilitator Development Program
- Youth Leadership Development Program
- Mentors Program
- Master classes



Capacity Building Structure

Development of individuals in each of the regions has been core to delivering the departmental objectives. Over the past three years, AFED, NASIMCO & COEJ have increased their capacity to organize and run regional programs through the development of a

highly skilled team of facilitators. The regional teams have operated increasingly autonomously to drive the projects and programs that meet the needs of the regions.

Progress in delivering the twenty key capacity building objectives (for the years 2011-2014) is as follows (see next page):





OBJECTIVE	PERSON RESPONSIBLE	COMMENTS	PROGRESS
<p>1. Continue the Leadership Development Program (LDP)</p>	<p>Capacity building teams in each region.</p>	<p>The LDP has been successful in developing a total around 700 individuals (adult and youth programs) providing them with the tools to enhance their growth.</p> <p>AFED</p> <p>*LDP scheduled to be held in Madagascar in February 2013 was postponed until May 2014. Mombasa LDP scheduled by regional CBG team 2014.</p> <p>NASIMCO</p> <p>Youth LDP retreat 2014 , Aug.29th-Sept.1st in Vancouver.</p> <p>COEJ</p> <p>Review of LDP based upon data from the LDP Evaluation report and strategic planning began based on the evidence supplied. From 2010-2012 there had not been a dedicated CoEJ specific LDP which left a void in resourcing of community work and human resource development. This challenge has been met by reinstating the CoEJ LDP and updating it to focus more on Organisational Development and the work of our more regional body and jamaats.</p>	<p>AFED</p> <p>Arusha LDP October 2011</p> <p>*LDP was held at Al Muntazir School in Dar-es-Salaam – July 2012</p> <p>NASIMCO</p> <p>Toronto LDP ,March 2011 Minnesota LDP Nov. 2011 Allentown, USA. LDP Nov ,2012 Vancouver LDP July 2013 Youth LDP Toronto 2011. Youth LDP Minnesota 2012, 2013</p> <p>COEJ</p> <p>LDP in 2011 & 2012 in association with Muslim Council of Britain.</p> <p>2013 COEJ LDP in London.</p> <p>Youth LDP in August 2013</p>
<p>2. Develop a leadership manual as a resource for the LDP programmes.</p>	<p>YASIN RAHIM</p>	<p>*With facilitator input, manual going through more revision.</p>	<p>Revised LDP manual was launched in July 2012 at the Al-Muntazir LDP.</p> <p>A further revised LDP handbook was launched at the COEJ LDP 2013, providing resources and materials for continuous professional development</p>
<p>3. Continue developing the regional Capacity building teams - NASIMCO, AFED, COEJ.</p>	<p>Capacity building team</p>	<p>Regional teams developed extensively over the three year period. On-going mentoring provided to the CBG teams to enhance skills and continue to develop a high quality program.</p> <p>COEJ</p> <p>A great deal of investment has been targeted at developing a team of facilitators to support the on-going capacity building work in CoEJ and we currently have a team of 12 individuals at various stages of their own experience and development. Many are also involved in the MCE work which has afforded them more opportunities to accelerate their development.</p> <p>Impact Evaluation of LDP across all three regions undertaken by Maria Pattinson – full report available from the Capacity Building regional leads.</p>	<p>*AFED Capacity Building team identified in July 2012, with coordinators appointed in Arusha, Mombasa, Nairobi, Dar-es-Salaam and Bukoba.</p> <p>*NASIMCO Capacity Building team led by Siddika Jessa. The Facilitator Program in March 2013 identified individuals who are being mentored as regional facilitators.</p> <p>*COEJ Capacity Building team led by Sarfraz Jeraj. COEJ team is now 12 people and includes a significant number of emerging new and younger facilitators.</p>



<p>4. Develop similar teams in Pakistan and other areas.</p>			<p>We have not yet delivered similar programmes in Pakistan and other areas. However, we had one of the facilitators run a taster programme in Karachi and feedback was good.</p>
<p>5. Regional teams to undertake needs assessment, evaluation and delivery of local needs.</p>			<p>LDP evaluated as having significant positive impact on personal , professional and community lives.</p> <p>Needs Assessment for regional Masterclasses and partnership programs being developed.</p>
<p>6. Run Training Programmes for Mentors (TPM). AFED X1, COEJ x1, NASIMCO x1, and create at least 40 trained mentors across the globe.</p>	<p>Capacity building team</p>	<p>Mentor development focused on talent development of individuals through the facilitator programs and applied learning on LDPs.</p>	<p>The COEJ LDP piloted an approach to fast track emerging facilitators This proved successful in creating an enhanced and energetic team.</p>
<p>7. Continue to develop Facilitator's in various regions to deliver the local needs.</p>	<p>Capacity building team</p>	<p>We ran a facilitator training program jointly with MCB. In February 2012 and we had 7 people from our communities attend this: 1 from NA, 1 from Africa and 5 from Europe. Facilitator Training program scheduled to be held in Al-Muntazir in Dar-es-Salaam in 2013 not yet completed.</p>	<p>COEJ</p> <p>Facilitator programs run in 2011, 2012, 2013 in partnership with MCB also attended by trainee facilitators identified in the AFED and NASIMCO regions.</p> <p>MBTI certification completed by all Afed CBG team.</p> <p>COEJ 2014 program at Milton Keynes, 15-16 March 2014</p> <p>NASIMCO</p> <p>Facilitator program Toronto 2013.</p>
<p>8. Build the capacity of young couples to sustain marriage.</p>	<p>Capacity building team</p>	<p>A programme on this was run in Nairobi. We have supported the facilitators to look at a different model for this development</p>	
<p>9. Undertake special programmes for individuals in positional power or project management roles such as those undertaking Jamaat capital projects.</p>	<p>Afed Capacity building team</p>	<p>March 2014 will see a partnership Wellbeing Project with the Dar Es Salaam Jamaat Social Services Committee. Volunteers across a range of committees and services will be trained in a first aid approach to mental health and wellbeing.</p>	<p>COEJ ran a program for the Jamaat Health Representatives, Harben House, Milton Keynes, 25 February 2012</p>
<p>10. Develop and run programmes to build capacity of parents to effectively engage with their children.</p>	<p>Capacity building team</p>	<p>This is in development</p>	
<p>11. Continue to run programmes to</p>	<p>Capacity building</p>	<p>Individuals from all three regions have attended the foundational LDP and Facilitors programmes and adapted them to</p>	



<p>build capacity of Aalims and Zakirs to be able to effectively deliver their Islamic messages.</p>	<p>team</p>	<p>their specific contexts.</p>	
<p>12. Accrediting our LDP with the Institute of Leadership and Management (ILM) so that we can provide qualification at the end of our programme.</p>	<p>Capacity building team</p>	<p>We have found that this requires for more formal writing for the qualification to be gained. This has put some challenges for us and we are looking at how to manage this.</p>	
<p>13. Undertake the feasibility of establishing a Capacity Building Academy.</p>	<p>Capacity building team</p>	<p>Discussion about this was part of the facilitators strategy planning meeting London 2012 and potential to link it to the Islamic College DProf program, validated by Middlesex University.</p>	
<p>14. Create an understanding within our institutions of the concept of Organisational Development (OD). Support our institutions to undertake OD to deliver their objectives.</p>	<p>Capacity building team</p>	<p>This has been done via the Madrasah Assessment and Evaluation Process where we have trained 22 assessors to undertake assessment of madaris. The assessors came from NA, Africa and Europe. Madrasah Assessor skills update session ran in Dar Es Salaam May 2013.</p>	<p>*Madrasah Assessment and Evaluation training held in Dar-es-Salaam in July 2012 Toronto March 2013 Birmingham November 2011 *Pilot assessments carried out in the madaris, including Dar-es-Salaam and Nairobi. Kampala Madrasah March 2014 and Hyderi Madrasah in South London</p>
<p>15. Support the Regional teams to develop LDP Alumni groups and then to run Master Classes to further support the development of its members.</p>	<p>Capacity building team</p>	<p>*AFED CBG MASTERCLASSES & EVENTS To develop confident, self-motivated and energized leaders for the community (Africa Youth Network conference 2013). *Emotional Intelligence Masterclasses in Mombasa & Arusha. * MBTI –updates and refreshers Arusha & Nairobi. * Communication Skills training , Dar Es Salaam * CGB team skills development –EPIC software. * Programs for youth include leadership , self awareness, student orientation. * Cv writing workshop Master classes conducted by Sis. Farhana Dostmohamed</p>	<p>AFED *15 Master Classes and training events held between April 2013- March 2014 across Dar Es Salaam , Arusha, Mombasa and Nairobi. NASIMCO 2012 & 2014 in Toronto . COEJ Masterclasses at Muslim Cultural Heritage Centre, London, 25 June 2011 LDP Masterclass Harben House, Milton Keynes, 21-22 January 2012</p>
<p>16. Develop a volunteering strategy giving the community guidance in</p>	<p>Capacity building</p>	<p>As a community with strong ethos of volunteerism, any guidance to enhance and create powerful relationships between our</p>	<p>No progress on development of strategic</p>



recruiting and retaining volunteers.	team	organisations and volunteers will be valuable. Photographer/film maker Louie Young Visited Tanzania and Kenya document education and aid relief projects. The photographic archive is available to assist in recruitment of volunteers.	frameworks.
17. To support the secretariat teams on their capacity building needs e.g. capacity building of Madressa teachers with Islamic Education.	Capacity building team	See 14. We have started doing this.	
18. Develop a capacity building website on The World Federation portal, allowing resources to be shared for the benefit of all.	Capacity building team	Mumtaz Ladak, Afed CGB has volunteered to lead on this.	
19. To support the Community Leadership to continually undertake 'Talent Spotting' and succession planning by developing a framework that can aid the process.	Capacity building team	See Facilitor development above.	
20. To organise at least one international gathering of facilitators and mentors in the 3 year term.	Capacity building team	Mumtaz Ladak , Afed CGB will coordinate an event for 2014.	

Impact Evaluation Report

In 2013, the Capacity Building team commissioned an academic research project to evaluate the impact of the LDP on individuals, their families and communities.

The purpose of the report is to establish some solid data on the LDP to see if the dollars spent is giving a good return and to provide an understanding of the impact of the LDP, and provide an objective report on the program.

“Before taking the LDP there were certain members of the community that I have never spoken to. After the LDP I have not only spoken to them, but learned from them as well.”

An executive summary of the evaluation report is as follows:

All the difference in the world

Evaluating the impact of Leadership Development in The World Federation communities of Khoja Shia Ithna-Asheri Muslims

Author: Maria Pattinson

Key words: Impact evaluation, leadership development, self-efficacy, response-ability, social wealth.



Abstract:

This impact evaluation is qualitative and focuses on behaviour changes and results that are attributed to the World Federation Leadership Development Programme through alumni self-assessment processes. It looks at the changes in the lives of the alumni as perceived by them at the time of data gathering. The data was gathered through on-line surveys and semi-structured interviews across the three WF regions of Africa, North America and Europe in 2013. The research attracted almost a fifty percent response from the alumni, which is well above average for on-line surveys, indicating enthusiasm for the programme and its effect on their lives. A thorough analysis of the data against constructs of self-efficacy, relationship development and social wealth leads to the following three propositions about the LDP: a) it creates a fertile context for individuals to develop self-awareness and increase their capacity as emotionally intelligent leaders b) it develops leaders who have the skills and disposition to prioritise stakeholder engagement above personal preferences and positional power c) it develops community cohesion through authentic leaders who are committed to creating diversity of opportunity in the community.

(This research was approved by the Research Ethics Committee, King's College London and supervised by Prof. Clemens Sedmak, Professor of Theology and Social Ethics, King's College London)

The research hypothesis is that the programme has had an impact upon individuals, personal and professional relationships and the community. The research sub-questions are: who has been affected and in what ways? What connects the individual experience to interpersonal and community outcomes? How and where have greatest effect been felt? What are, if any, the differences between the three geographical regions? What themes appear as enduring impressions? What is transferable to other contexts? And finally, what impact might the LDP have on the World Federation organisation?

This impact evaluation is qualitative and focuses on behaviour changes and results that are attributed to the LDP through self-assessment. It looks at the changes in the lives of the alumni as perceived by them at the time of data gathering. Changes can be positive or negative. Its accuracy is dependent upon the participants' willingness to be transparent and their honest assessment of the role that the LDP played as a catalyst for change, or not. Such an approach is open to the possibility of inaccuracy and bias but there is considerable evidence that respondents answered openly and candidly to the best of their ability.

All the LDP alumni in the three World Federation geographical regions were sent an invitation email to participate in the research through an online evaluation survey. Four hundred and thirty two email invitations were sent to one hundred and fifty three people in the North America region, one hundred and forty seven in the European region and one hundred and thirty two people in the Africa region. A total of twenty-five email addresses were incorrect and failed to reach the recipient. Overall, slightly less than half of people who received the email filled out the online survey.¹

The data gathering process also included semi-structured interviews with thirty LDP alumni across all three regions. The interviews were based around four open questions that gave

¹ In the North America region the conversion of invitations to replies was 0.42 % ; in Africa region it was 0.44% ; in the European region it was 0.42%



people the opportunity to talk openly about the areas of the programme they felt were significant to them. Each interview is a case study in its own right, providing thick descriptions of behaviour changes, personal growth, enriched relationships and improved community leadership, such as in the following example:

It was a life -changing event. It happened to come at the right time. I had just turned forty. I was already reflecting. ..When LDP came along it put me to the next level. It gave me a real sense of backing.²

Most of the people interviewed said that they had got more from the programme than they initially expected they would and those who communicated that they were initially prejudiced against the programme, became strong advocates for it. The case study below exemplifies a change of heart and mind.



...about the programme... I was concerned about misused – emotional intelligence being used. Maybe it teaches how to manipulate. That was say very very strongly, only the best can come out of this programme. There is no doubt this will take people towards being more open minded and more understanding.³ The programme modules that reoccur time and again in the interviews as moments that provided insight and inspiration were the Myers Briggs Type Indicator psychometrics, appreciating the value of respect in interpersonal relationships, the iceberg model of personal identity, confidence in public speaking and increased skill to give and receive feedback. Many interviewees also talked about reflection as the process they had been using most after the programme to continue to develop their leadership capacity. It is an introspection of self...because once you introspect self you can translate that to how it is applicable to the community⁴

The raw data is a mixture of thick descriptions and qualified statements about the impact of the LDP. It provides understanding and insight to ways that individuals have made a connection between personal growth, improved relationships and community activism. The

² Interview ICA-65 6 mins.
³ Interview IC D-0161 3mins
⁴ Interview IC B-30mins 48 secs.



table at the end of this summary shows how the different regions responded to the questions in the online survey.

The data conclusively supports the hypothesis that the LDP has an impact on individuals, on personal and professional relationships and on communities. The 'deep-dive' credential of the LDP is illustrated in the embodiment of values that connect and reconnect individuals to themselves, to the people close to them and to the people who form their wider community.

LDP alumni have begun to articulate emerging possibilities that look towards the future of the community. These include localised initiatives to improve quality of life for widows, youth and elders; helping them to develop skills and confidence so that they can continue to make a community contribution. As one alumnus says 'When our ladies become widows, what are we doing? We just say "poor thing"'. Another alumnus talks of personal success in communicating LDP values at an inter-faith conference has led to an approach by two PhD students to include him in their research. At the same event, he engaged in a conversation that has initiated a workshop for Sunnis and Shias on Islamic education processes 'developing dialogue through a focus on commonalities and living with the differences'.⁵ Another alumnus sees the possibility of a Shia Muslim 'think tank' in the USA to influence governmental issues concerning Shias. These suggestions point to the LDP as mission-critical for capacity building if the World Federation is to deliver its vision of a spiritually and materially uplifted global community in years to come.



(For survey results by region please view the next page).

Areas of Improvement

- In order to expand capacity building project, we will require administrative support
- Significant funding is required to develop new facilitators
- We need resources to help translate manuals into French language

Recommendations

- There needs to be a structured development program to create new facilitators
- We need to have capacity such that our programs can be conducted into French and Gujrati languages
- Due to potential and level of interest, this project should be expanded into India and Pakistan.

⁵ Interview IC A- 066 27mins



LDP survey questions - Based on Region and Percentages 'agreed'

Key: ● North America ● Africa ● Europe

