



eNews *May 2023*

“Karibu sana” to our May 2023 update!

This issue continues with a focus on EASUN’s transformational leadership and community mobilization (for participation) skills training for a total of 40 Young Social Justice Innovators in Tanzania and Uganda, in the context of Project Greenhouse for Young Social Justice Innovators. In this issue we share experiences from the training in Moshi, Tanzania, in April 2023, as well as stories of new leadership practices and facilitation skills being applied by those who attended the first cycle of the training in 2021.

FOLD (Facilitating Organizational Learning and Development Training for Kenya and Tanzania) is in full swing. Module one for cycle F1 started in March 2023.

Apply now for participation in next cycle and learn to use critical reflection tools in facilitating change in communities and conscious management of all organizational levels. Contact us through info@easuncentre.org

EASUN’s Project Greenhouse youth changing lives with new skills acquired

Through Project Greenhouse, EASUN is developing transformative leadership capacities for young women and men who are leading innovative projects and social advocacy platforms in different parts of East Africa. Specific training interventions include: 1) developing mentoring and community mobilizing skills; 2) creating awareness about the link between project activities and social justice; 3) building skills in conscious use-of-self by leaders supporting change in others. For most of the young innovators, Project Greenhouse has been their first exposure to reflective learning processes, especially methodologies that leverage sense of belonging, inclusion and empowered participation.

EASUN has fully implemented 2 cycles of Project Greenhouse, out of a total of three planned to take place between 2021 and 2024. The third cycle, involving 15 youth in Tanzania, was launched in April 2023. Highlights from module one are included here. Before that however, the story of Miriam Gambos is shared immediately below. Miriam attended the very first cycle of Greenhouse Project training and is consistently working with her new learning in activities carried out in Dar es salaam and Arusha, Tanzania.

I. Miriam: shaping spaces for diversity and inclusion

“One of my action plans was to give members space to contribute what they have. This was informed by a new insight that as a leader I don’t have to make all the decisions. –Miriam Gambos: participant in EASUN’s Project Greenhouse for Young Social Justice Innovators, 2021.

1. Youth trained through Project Greenhouse now connecting their initiatives to social justice

2. In EASUN’s FOLD training, 14 CSO leaders acquire skills and tools that facilitate empowerment of others.

3. Upcoming events

Miriam leads an initiative known as “Lighter’s Foundation”, which started its activities in 2018, in both Arusha and Dar es salaam, providing basic-needs-support to street children, orphans and elders. Members of Lighter’s Foundation regularly visit the kids and elders, to cook, eat, and play together.

Miriam attended the first training cycle of EASUN’s Greenhouse for Young Social Justice Innovators in 2021, which was held in Moshi, Tanzania. She says: “The Greenhouse experience was an invaluable moment of growth and maturation for me as a transformative leader. Immediately after the training we decided to give different tasks to different people. I made sure that everyone was involved.” In December 2022, the Foundation held a charity in Arusha, where the new inclusive approach gave all team members a sense of being responsible for the initiative. According to Miriam, “they expressed feelings of excitement, appreciation, and being inspired, based on their experiences of feeling empowered as leaders interacting in spaces shaped for participation. Feelings of being included also stimulated innovativeness and creativity of team members.

Soaring resilience

For Miriam, enhanced quality of participation in the work of Lighter’s Foundation enabled her to support change more meaningfully, especially by increasingly acting as a convener of the knowledge, creativity, views and effort existing in all relevant systems, including those who receive services from Lighter’s House. Her increased ability to apply active listening skills has been of great help. The intensity of Miriam’s success was enabled by conscious self-work, which brought her to a point where she was able to apply advanced levels of resilience in both her leadership and work. She says: “previously, I would expect people to do what they are supposed to do without being told twice. I was inflexible and found it difficult to deal with people of different characters, or with different ideas from mine.”



Miriam expresses deep awareness regarding new leadership styles that she now applies. She is particularly celebrating her new abilities to work with listening skills, supported by empathy. She says, about her new situation, “before I respond, I first open myself to the points of view being expressed by others. In that moment, I feel liberated by *letting go* of any desire to give judgement. I am energized whenever I perceive that people are feeling cared for and supported because of the way I am listening to them.”

As already noted above, the biggest new learning that Miriam recalls from EASUN’s training through the Greenhouse initiative is active listening, which she characterizes as creating spaces where more people can contribute what they have. She says, “I succeeded in doing this by often holding back my own views and what I already know.” Holding back is a quality that supports active listening. For Miriam, that often means deliberately holding her silence, to create intervals that allow others to occupy the space and find their voice. She has discovered that “holding back” is indeed a transformative skill and leadership style that leverages trust, energy and participation of others. As she puts it herself, “it has supported me to let go of a restrictive judgmental posture and the desire to dominate in situations of collaborative work, or shared learning.”

Going forward

Miriam expresses awareness that self-work will require her ongoing attention to various existing and emerging issues related to her personal development. For instance, she is still working to consolidate her positive progress on *empathy*, especially the question of being less judgmental. She says, “I am more aware now that whenever I judge others, a large component of it is probably mere projection. *Empathy*, for me, is a particularly important leadership skill for which I must invest further self-development effort. This commitment is informed by my new realization that being judgmental lowers my power to solve problems, or lead others to do the same.”

2. New intake: Greenhouse 2023

The 3rd training cycle started in Tanzania with module I in Moshi, from 24st-26st April 2023. The training was attended by fifteen youth with various project initiatives in communities. At the very start of the training, participants shared their personal understanding of social justice in the context of problem-solving, relief or change initiatives. Through energizing group work and other participatory learning processes, participants shared their knowledge and understanding of key issues related to social justice. The learning was supported by exercises that helped them examine how their leadership may influence the development of others. Self-awareness exercises instilled values and new leadership postures that will enable them to work with the contributions of others, while creating spaces that allow feelings of safety to contribute ideas and solutions.

“Commitment burning in me as a flame”



Thekla and Fred express their commitment to facilitate change differently.

“I’m entirely renewed and filled with the desire to change the way I interact and work with young men and women leaders and entrepreneurs.... This training has indeed opened my eyes to see the *big picture* in mobilizing communities for collective problem-solving. There is a great deal of skills and capacities that I have acquired, such as being more resilient, including listening actively to others.”

–Thekla Schulte, “Dare 2 Grow” Agency, Dar es salaam

“I feel challenged to transform my leadership skills, perceptions, and how I treat other people. This training has opened my mind and given me more of ‘to do list’ in facilitating change.

I have learned to become respectful...and listening to others without judging. I’m now a new leader, with transformative skills, well equipped to facilitate change. The commitment is burning in me as a flame, to want to make it right on all levels of life.” –Fredrick Binamungu, “Power of Youth” initiative, Dodoma

Leadership journey with a difference 12 CSO leaders attending EASUN's FOLD training express desire to facilitate community change differently.



Cycle FI of FOLD training started with module I in Moshi, Tanzania. The training was attended by Fourteen (14) leaders from CSOs in Tanzania and Kenya. Participating leaders were introduced to process facilitation skills and tools that support transformative learning for change. They also acquired enhanced understanding of how organizations function and change over time. The Action Learning Model (ALM) for instance, raised their awareness about facilitating change

as an intentional process in organizations and communities.

Why tools?

It was noted that becoming a transformative leader requires mastery of tools that facilitate empowerment of others. Use of tools, for instance, enables a leader to create safe spaces that invite participation and facilitate inclusion in development processes. Among the transformative tools acquired by the 14 leaders is the skill of *active listening*, which involves the cultivation of *empathy, letting-go and holding back*. Such qualities enable one to engage beyond verbal communication and listen at the three levels of facts, feelings and intentions. Active listening is a tool when it is more about the listener, i.e., how the listener works with the *self* in relationship with others. Empowering processes help generate insights around emerging development questions for individuals, and include interventions that make people feel both a sense of belonging and the desire to explore possibilities.

Participating leaders, enlightened by their engagement with the new tools, noted that they felt challenged to work on *posture* as an essential element in leveraging participation and inclusion in change processes. Naomi Makau, for instance, referred to strategic questioning techniques as a tool that leverages authenticity in facilitating change processes: “*Using strategic questions gives a facilitator or leader an opportunity to ask difficult, challenging questions while the recipient feels the genuine intent and allows honesty*”.

Leadership is relationship

Additional skills and knowledge acquired during the first module emphasized the importance of relationship, especially its impact on the abilities of leaders, team members and facilitators to generate trust, acceptance, commitment and accountability in development activities. Examples of further skills learnt include:

- *Contracting for change processes*: Contracting with individuals, organizations and communities served by civil society organizations. Contracting helps build mutual understanding at early stages of an intervention. It generates commitment and responsibility-taking by all parties involved.
- *Power orientations*: A framework for supporting leaders’ self-awareness. Participants surfaced their individual power orientations in social situations and examined how they contribute to developing situations in organizations and communities, based on those orientations.

Acquire real power to create change

Apply now to attend EASUN's Facilitating Organizational Learning and Development (FOLD) course

FOLD is EASUN's flagship training for *transformational leadership* and *consultancy skills* in Organization Development (OD). **Through new skills, tools, attitudes and values, FOLD will build your facilitation capacities anew and transform your life for positive impact on people, organizations and communities!**

FOLD is designed for heads organizations, programme managers, capacity building practitioner, and facilitator of change in communities. You will acquire:

1. New knowledge and skills in **team building and team development** for better relationships and increased productivity.
2. **Self-awareness** as a leader or facilitator of change and development in others.
3. **Consultancy skills** for facilitating change and development in organizations (OD consultancy).
4. Specialized skills in the use powerful reflective tools for **generating commitment** to change.
5. Skills in **facilitating culture change** in organizations and communities.
6. Transformational leadership skills and values that will make you a **great mentor and coach**.

Transforming governance practices in organizations and communities.

Over 700 individuals from Kenya, Tanzania and Uganda have attended FOLD training since 1997.

Be part of this life-changing journey. Register now! For more information contact: lulu.mollel@easuncentre.org cc: info@easuncentre.org

Dates for next cycles of FOLD training in 2023-24

1. **3** modules in **Kampala, Uganda**, module I: 10 – 17 September 2023; module II: 3-9 December 2023; module III: 25th Feb – 2nd March 2023.
2. **3** modules in **Moshi, Tanzania** (For Kenya and Tanzania), module I: 15-22 October 2023, module II: 14-20 January 2024, and module III: 7th Feb -13th March 2024.

Organization Development (OD) Support **Consultancy support for your organization's development**

EASUN can support *development* of your organization or network in various ways that will enable more conscious assessment of opportunities to increase performance effectiveness, excitement in the workplace and great collaborative relationships in team situations. You can draw on the examples below to help you formulate the kind of OD support you may ask from EASUN.

1. Performance reviews using both reflective approaches;
2. Analysis of capacities needed to achieve greater alignment of individual staff with stated purpose of the organization, especially with regard to compliance with organizational procedures, policies and performance standards, as well as ownership of stated mission and vision.
3. Systems for giving feedback in ways that generate learning, personal growth of individuals and development of the organization as a whole.
4. Building skills for change management and planning improvement in performance.
5. Enabling each member of staff to set ambitious goals to contribute to achieving stated organizational vision.

OD interventions are made upon request by an organization. Get in touch. We will be happy to support you explore more possibilities.

EASUN e News issue May 2023

EASUN Centre for Organisational Learning

P.O. Box 6120 Arusha, Tanzania

Tel: +255-(0)754 552 542

info@easuncentre.org

www.easuncentre.org

www.facebook.com/easunfoundation

www.linkedin.com/in/easuncentre/

www.instagram.com/easun_cl/

If you want to unsubscribe from this enews send us a message to info@easuncentre.org. But be aware: You will be missed.