

**TOT ON LOCAL ELECTED LEADERSHIP (LEL) FOR
MASERU CITY COUNCIL, LESOTHO**

**“ENHANCING LOCAL LEADERSHIP & GOVERNANCE”
MASERU, LESOTHO
30TH APRIL – 4TH MAY 2007**

TOT WORKSHOP REPORT



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TABLE OF CONTENTS

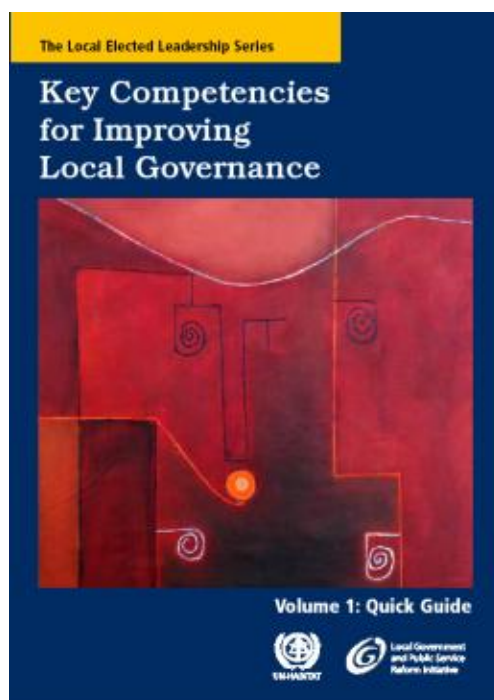
Abbreviations and Acronyms used in this report	3
1. Background	4
2. Methodology.....	5
3. TOT Components.....	6
4. Facilitation.....	6
5. Purpose.....	7
6. Objectives.....	7
7. ToT Participants	8
8. Observers	8
9. Outputs.....	8
10. Time schedules	8
11. Participants expectations of the ToT	8
12. Participants' special skill, knowledge or experience.....	8
13. Use of knowledge gained from the ToT.....	9
14. Critical problems facing local Authorities/Government	9
15. Ground rules	9
16. ToT designing process.....	10
17. Activities during the ToT	10
18. Conclusion.....	11
19. Recommendation.....	12

ANNEXES

I. Summary of the two roles and ten competencies	13
II. Appropriate adult training methods.....	16
III. Lesson/session plan frame work	17
IV. Sample lesson plan.....	18
V. ToT Evaluation responses summary	20
VI. ToT Opening remarks.....	25
VII. ToT participants details.....	27
VIII. List of client representatives (observers).....	28
IX. List of team of members selected to train Maseru City Councilors	29
X. Press Release	30
XI. ToT Time Table	31

ABBREVIATIONS AND ACRONYMS USED IN THIS REPORT

HSC	Head of state's Commendation
LEL	Local Elected Leadership
LIPAM	Lesotho Institute of Public Administration and Management
LSPP	Laud, Summary and physical Planning (Dept of)
MCC	Maseru City Council
MDGS	Millennium Development Goals
MOLG	Ministry of Local Government
PAVA	Patriot Vision in Action
TCBB	Training and Capacity Building Branch (of UN Habitat)
ToT	Training of Trainers
UNDP	United Nation Development Programme



1. BACKGROUND

Developing countries are undergoing transformational process of change and development which has been accompanied by an accelerated pace of urbanization. They face a daunting challenge in meeting the Millennium Development Goals (MDGs). Increasingly, cities are recognized as de facto “engines of economic growth” with expanding business, industry, and trade links internationally and growing linkages to their rural hinterlands. Cities are also facing numerous challenges in terms of urban poverty, environmental degradation and deteriorating levels of urban services and quality of life. Against this background, many governments in developed

countries have sought to improve governance and quality of life indicators through the adoption of decentralization policies, which seek to empower local governments and their stakeholders.

The capacity of local officials within local government has emerged as one of the key factors behind examples of successful decentralization initiatives. To meet these challenges the first edition of the Local Elected Leadership (LEL) series was launched over a decade ago by UN-Habitat to strengthen local leadership roles and capacities, such as; communicating with their constituency, negotiating with citizens or fellow elected leaders, facilitating conflicts resolution or effective meetings, developing policies, supporting organizational development priorities, applying different types of powers effectively and responsibly, and being ethical role models for their followers.

UN-Habitat has over the years been providing support in running national and regional TOT's in order to facilitate faster coverage of the intended target groups globally. This was one of such TOTs which targeted Maseru City Council in particular and Lesotho Local Government Sector in general

2. METHODOLOGY

The Training of Trainers (ToT) was organized in a highly participatory manner. It covered six modules on elected leadership skills. Tools applicable to adult learning experience were used. Participants had the opportunity to work in teams to design and deliver sessions, and solicit inputs

and feedback from their peers and clients representatives (councilors) invited from within Maseru local government sector.

3. TOT COMPONENTS

The ToT has four main components:

1st Component

Participants deepened their understanding of experiential learning methodology training tools and training design principles.

2nd Component

Participants improved knowledge and skills in:

- Designing training sessions
- Conducting training sessions, on 2 leadership roles and 4 competencies using interactive and participatory training tools
- Working in teams
- Giving and receiving feedback



Participant delivering a session



Participatory group exercise

3rd Component

The discussion on the way forward and planning for the Maseru Municipal Councilors training was done just before the evaluation of the workshop. Ten participants were chosen to serve as trainers during the actual Maseru City Councilors training.

4th Component

After the ToT, 10 of the participants met for an extra one-week at the same value to design and develop adapted training materials in readiness to carry out the actual Maseru City councilors Training programme.

4. FACILITATION

The ToT workshop was facilitated by a trainer who was, selected and supervised by UN-Habitat. He worked in close collaboration with the representative training officers of UN-Habitat, Ministry of local Government and the Lesotho Institute of Public Administration and Management (LIPAM).



UN-HABITAT sponsored trainer Mr. Samuel Githaiga



LIPAM consultant Mr. Peter Fricker

5. PURPOSE

The purpose of the workshop was to train a core pool of trainers and resource persons from Lesotho in order to multiply the knowledge and skills acquired and roll out the UN-Habitat Local Elected Leadership Training series.

6. OBJECTIVES

The following were the workshop's objectives:-

- To enable participants to design and deliver an interactive training programme on leadership knowledge and skills for local elected leaders using the specialized UN-Habitat training manuals on different topics.
- To facilitate participants to develop training action plans for implementation and follow-up of training and capacity building activities at the national level.

7. TOT PARTICIPANTS

The ToT brought together 24 core participants from the Ministry of Local Government LIPAM, Maseru City Council, Department of Survey and Physical Planning and Patriot Vision in Action (PAVA), selected on the basis of the following criteria: -

- Secured commitment of continuity from both trainer and training institution to implement national training and capacity building programme on local government leadership and management skills,
- Substantive local government training experience;
- Knowledge of public administration; and
- Balanced gender representation.



Map illustrating where participants came from in Lesotho



Participants during a session

8. OBSERVERS

Observers drawn from among the Maseru City Councilors and UNDP attended the sessions. When ToT participants were presenting they made extremely valuable suggestions on how the participants would make improvements during the actual councilor training.

9. OUTPUTS

- Adapted material for actual councilor training
- 24 trained trainers on local leadership roles and competencies.
- Action plans for rolling out a similar training course.

10. TIME SCHEDULE

- 30th April – 4th May 2007 – Training of Trainers
- 7th – 11th May 2007 – Ten of the trained participants prepare for training of MCC Councilors.
- 14th – 18th May 2007 – Training of MCC Councilors (because of public holidays this training was pushed to a later date).

11. PARTICIPANTS' EXPECTATIONS OF THE TOT

The participants expressed their initial expectations as to:

1. Understand councilor operations better
2. Acquire skills on leadership training.
3. Be able to communicate better with my colleagues and lead by example.
4. Gain the knowledge required by a trainer.
5. Know how information technology can enhance leadership and management in local government
6. Know how to train councilors
7. Acquire knowledge and skills of training of local elected leaders.
8. Enhance knowledge and skills of conducting leadership training.
9. Be able to share knowledge and skills with councilors and colleagues
10. Enhance my understanding of the relationship between the central government and local authorities
11. Know the roles of LEL and be able to teach them.
12. Be equipped with skills to train elected leaders of Maseru City Council and also to use the skills for other training sessions.
13. Learn how to communicate effectively.

12. PARTICIPANTS' SPECIAL SKILLS, KNOWLEDGE OR EXPERIENCE

The following are some of the skills, knowledge and experiences, which the participants brought to the ToT:

1. Communication skills
2. Listening skills
3. Participation skills
4. Financial background and teaching knowledge
5. Ability to train illiterates
6. Financial skills
7. Training skills

8. Listening skills acquired from HIV/ AIDS counseling course
9. Leadership communication and listening skills.

13. USE OF KNOWLEDGE GAINED FROM THE TOT

The participants felt that the knowledge gained from this ToT can be used in a variety of situations some of which are listed below: -

1. To train councilors and Heads of Department.
2. To make Maseru City Council a better local authority by training the councilors
3. Disseminating the information by letting my colleagues read the UN-Habitat manuals and also by holding meetings at work to discuss new knowledge gained during the workshop.
4. To capacitate councilors from my district.
5. To share this information with my colleagues so that we are able to take it further down to the District officials with whom we can team up and capacitate the lowest level councilors
6. For lecturing at Diploma course at LIPAM
7. For teaching at local government or decentralization related courses
8. To train and influence others
9. To be able to train other people who request training service from my department.

14. CRITICAL PROBLEMS FACING LOCAL AUTHORITIES/GOVERNMENT

The following are some of the problems, which the Local Government in Lesotho should address.

1. Leadership in various local authorities
2. Drought
3. Pollution
4. Poor roads and traffic congestion in Maseru
5. Youth dying of HIV/ AIDS
6. High unemployment rate among the youth
7. Lack of network for cell phones
8. Stock theft.
9. Housebreaking (Security)
10. Soil erosion.
11. Poor agricultural production
12. Unplanned settlements
13. Drugs and alcohol abuse
14. Poor infrastructure

15. GROUND RULES

1. Switch off mobile phones
2. Be punctual
3. No whispering
4. Be 100% active
5. No leaving the room during sessions
6. Write clearly and also task clearly
7. No smoking in the session room
8. Be polite and courteous

9. Observe and learn all the times
10. Be open and creative

16. TOT DESIGNING PROCESS

The design of the TOT was finalized through a number of meetings and teleconferences, which were held between the training consultant, UN-Habitat representatives (in Nairobi and Maseru), LIPAM staff (Director and Principal Consultants) and Maseru City Council Chief Officers and Ministry of Local Government and Chieftainship (Lesotho).

17. ACTIVITIES DURING THE TOT

During the TOT several activities took place among them:

1. An introductory session where various climate setting exercises were conducted. They included individual introductions, leveling of expectations, setting of ground ruler and election of ToT chair person, Vice chairperson and a time – keeper.
2. An overview of the Adult learning Principles and training methodologies was presented for purpose of exposing participants to various aspects of training management.
3. Before the formation of six groups through secret ballot the “working with an exercise was conducted by Ms. Åsa Jonsson.
4. An overview of the Local Elected Leadership roles and competencies was presented by Mr. Samuel Githaiga. This is usually an essential session which lays the foundation of undertaking LEL manuals review.
5. Thereafter Mr. Peter Fricker, a Principal Consultant at LIPAM gave an overview of the local government system in Lesotho.
6. Samuel presented the module on Leadership Role using a sample lesson plan.(see Annex IV)
7. After the Leadership Role presentation participants were given an opportunity, through secret ballot system to chose any of the five competencies and the representation role which they would handle in their individual teams during the TOT and the following was the outcome:-
 - Representation role - Rhino Team
 - Policy making - Elephant Team
 - Using Power - Lion Team
 - Decision making - Leopard Team
 - Communicating - Buffalo Team
 - Financing - Zebra Team



Participant delivering session on using power.



Selection of five competencies to focus on.

8. Individual participants were given ample opportunity to read their competency before assembling as a team to start preparing for team presentation and development of training materials. Just before the participants broke into their respective teams a short presentation on lesson planning was organized in response to their request. *(see lesson plan framework in Annex III)*
9. When all teams were ready to present, a brief session on giving and receiving feedback readiness to receive critiques from others.
10. Team presentations and feedback session lasting two hours each were conducted following the procedure stipulated below: -
 - Team members own performance evaluation
 - Feedback by other participants (Peers)
 - Feedback from the observers.
11. TOT evaluation was carried on daily basis and a comprehensive end-of-TOT evaluation was conducted using pre-prepared questionnaires followed by a plenary discussion. Annex V gives a summary of the responses.

18. CONCLUSION

Based on the results of the evaluation exercise the TOT can be said to have been quite successful. But compared with similar TOTs which have been organized regionally the following features were evident for single country-based programmes.

1. There is less diversity in terms of experience and socio-cultural background
2. If the TOT is not residential, there is a high likelihood that much less time will be devoted to certain exercises like session preparation which required deeper details

3. There is a need for more time to give through understanding of the actual work environment and the local government law and structure.

19. RECOMMENDATIONS

The following are some of the critical recommendations made by the participants and observers directly or by implication:

1. These types of TOTs would be better if they were residential
2. Training materials (manuals) should reach the participants in advance for purpose of adequate familiarization
3. There should be a better design of the adaptation session where determination of the unique additional requirements is done in advance
4. A properly designed follow-up exercise should be carried out within six months after training implementation.
5. An additional manual covering adult learning techniques, principles of adult learning lesson/session planning, understanding the councilor and adaptation process need to be developed.

ANNEX I SUMMARY OF TWO ROLES AND TEN COMPETENCIES

TWO ROLES

Representation and **leadership** are the two important roles that local elected officials assume when they are elected to serve their communities.

Representation is the legal mandate of the office the elected official is elected to serve.

Leadership is the sum total of elected leader's contribution to the common good of the community during the elected leader's time in office and beyond. Leadership is measured by immediate results and long-term consequences of one's public life.

TEN COMPETENCIES

A competency is the combination of knowledge, skills and attitudes that can be translated into a behavior that is associated with a particular type of elected leadership performance.

1. **Communicating**
Giving and receiving information, ideas and feelings with accuracy and understanding.
2. **Facilitating**
Fostering collective effort, helping others solve problems, ensuring productive meetings and managing personal and inter personal conflicts
3. **Using Power**
Using your personal and positional sources of power to get things done.
4. **Decision Making**
Deciding how to act when there is an option to be selected or a choice to be made.
5. **Policy Making**
Understanding the need for new mandates, examining consequences and alternatives, and choosing effective implementation strategies.
6. **Enabling**
Providing an appropriate way e.g. partnerships, networking, delegation, for others to get things done.
7. **Negotiating**

Interacting with others representing different positions or interests to agree on actions that leave everyone better off than before negotiating.

8. Financing

Making decisions about raising, allocating and expending public funds.

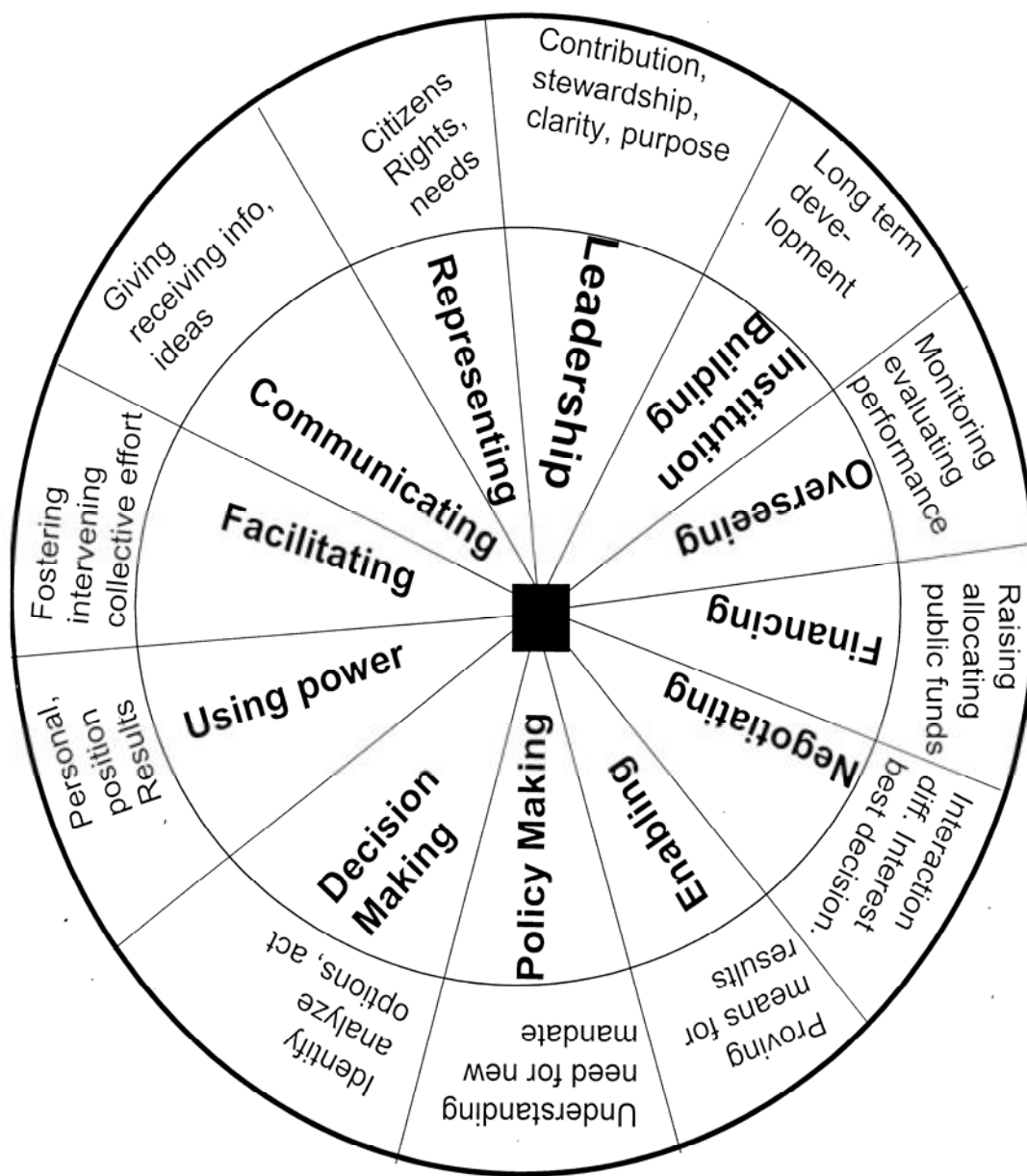
9. Overseeing

Ensuring that the elected body and local government staff are doing the right things the right way.

10. Institution Building

Ensuring support for the development needs of the local government, governing body and external organizations with the local government works.

LEADERS ROLES AND COMPETENCIES AT A GLANCE



ANNEX II

APPROPRIATE ADULT TRAINING METHODS

Case Study

- Used for:-
 - Developing analytical skills
 - Promoting team work
 - Confidence building
- Cases should be as close to reality as possible
- Provides active learner involvement
- Good for sharing experience
- Time consuming
- Close relationship to 'real' life be difficult to get

Group Discussion

- Learning is derived from participants not from facilitators
- Good when participants have through knowledge of subject matter
- Less dependency on facilitators
- If many groups are formed a lot of time can be consumed.

Role Play

- It involves acting roles of those represented in a situation
- Players should be carefully selected and be properly prepared for their respective roles
- Audience must also be properly prepared for role play
- Role players end up learning more than the observers

Demonstration

- Facilitators shows what to do, how to do it, why, when and where.
- Mainly used to show procedures
- Aids understanding and retention
- Stimulates participants attention
- Accuracy and relevancy are major requirement

Lecture

- A straight talk without active group participation
- Good where the size of the group is large
- Content and sequence are completely under the control of the trainer
- No immediate feedback from participants
- Saturation point is relatively reached quickly

Brainstorming

- This is where participants suggest ideas on given issues, which are discussed.
- Stimulates participants interest
- Helps participants to learn from experience
- Difficult to apply to a large audience
- Requires ample time.

TOT on Local Elected Leadership, Maseru, Lesotho 30th April – 4th May 2007

ANNEX III

LESSON/SESSION PLAN FRAMEWORK

PROGRAMME TITLE
TOPIC TITLE
DAY/DATE/TIME
FACILITATORS

General Objective.....

Specific Objectives: -

-
-
-
-

References:

Materials required:

Procedure and Methodology

Steps	Activities And Appropriate Method	Facilitators	Time
Step 1	Introduction (warm up exercise) • •	A B C	15mins
Step 2	Lecturette and discussion • •	A C	45 mins
Step 3	Group exercise • • •	A B	45 mins
Step 4	Plenary presentation and discussion • •	C A B	60 mins
Step 5	Conclusion • •	C A E	15 mins

3 hours

ANNEX IV
SAMPLE LESSON PLAN

PROGRAMME TITLE	:	TOT ON LEL FOR MASERU CITY COUNCIL
TOPIC TITTLE	:	LEADERSHIP ROLE
DAY/DATE/TIME	:	MONDAY 30/04/07 3.30- 6.30
FACILITATORS	:	SAMUEL M. GITHAIGA & ASA JONNISON

General Objective

To emphasize the importance of effective leadership and good governance in modern local government management

Specific Objectives

At the end of this session participants should be able to: -

- Define leader and leadership as concepts
- List the various attributes of effective leadership
- Explain the principles of good governance
- Differentiate between transactional and transformational leadership.

TOT on Local Elected Leadership, Maseru, Lesotho 30th April – 4th May 2007

PROCEDURE AND METHODOLOGY

Steps	Activities and appropriate methods	Facilitators	Time
Step 1	Introduction (warm up exercise) <ul style="list-style-type: none"> Solicit individual comments on their most remarkable leadership experiences Solicit comments on why people like holding leadership positions Records responses on the flip chart Seek participants opinion on whether leadership is easy or not and why record responses on the flip chart 	Samuel	10 Mins
		Samuel	10 Mins
		Asa	10 Mins
		Samuel	10 Mins
Step 2	Lecturette and discussion <ul style="list-style-type: none"> “Leadership implies followership without followers one is not a leader.” 	Samuel	15 Mins
Step 3	Group Work (exercise) Divide the participants into 4 groups of 5 each to: - <ol style="list-style-type: none"> Discuss ‘what is a leader’ Name any 2 well known world leaders of the last century List their key known attributes <p>Ask each group to put their responses on the flip chart.</p>	Asa	20 Mins
Step 4	Plenary presentation <ul style="list-style-type: none"> Recall the groups and have plenary representations made Make a summary out of the group presentations 	Samuel	40 Mins
Step 5	Brainstorming on contemporarily local government challenges <ul style="list-style-type: none"> Ask individual participants to write down what they consider to be the 2 key challenges currently facing Lesotho Local Government. Record the responses on the flip chart. 	Samuel Asa	15 Mins
Step 6	Lecturette on good governance principles <ul style="list-style-type: none"> Present the seven good governance principles 		10 Mins
Step 7	Exercise: Good governance deficiency analysis <ul style="list-style-type: none"> Referring to the seven good governance principle assess the compliance of the Lesotho’s Local Authorities 	Samuel Asa	30 Mins
Step 8	Lecturette on transformational leadership <ul style="list-style-type: none"> Explain the meaning of transformational leadership and compare it with transactional leadership Use pictures of a “sinking boat” and “falling dominoes” to illustrate the absence of transformational leadership orientation in organizations Relate transformational leadership to the principle of good governance 		10 Mins
Step 9	Conclusion Review the session’s coverage to establish comprehension		10 Mins
	Resource requirements <ul style="list-style-type: none"> Flip charts Markers Cards Masking tapes. 		

ANNEX V

TOT EVALUATION RESPONSES SUMMARY

The purpose of this evaluation was to provide feedback to the TOT organizers and facilitators in order to make improvements in the management of similar programmes in future. Participants were requested to express their views about the ToT in an open and frank manner.

The participants were not required to write their names on the form in order to ensure freedom of expression.

NO	Item	Tick	1	2	3	4	5		Mean Score	Comments
1.	Extent of TOT objectives achievement	Not achieved	0	1	3	12	5	Highly Achieved	4.0	Was achieved but time was a major constraint I can confidently go out there and train in a session.
2.	Extent to which your initial expectations were met	Not met	0	3	6	5	9	Highly met	4.0	
3.	Quality of TOT contents	Very poor	0	1	3	8	10	Excellent	4.4	Most of the needed information was there but there is need for additions.
4.	Appropriateness of training methodology	Very inappropriate	0	0	3	5	13	Very appropriate	4.47	
5.	Quality of presentations by facilitators	Very poor	0	1	3	4	14	Very good	4.41	Good and experienced consultants.
6.	Quality of reading materials and handouts	Very poor	0	1	4	8	9	Excellent	4.31	
7.	Use of training aids	Very poor	0	1	6	8	7	Excellent	3.95	
8.	Choice of facilitators	Very poor	0	1	2	7	12	Excellent	4.77	<ul style="list-style-type: none"> We need a facilitator who is clear on local Governance at present, preferably a local. Well assembled team with

										coherent operations • They were good.
9.	Selection of participants	Very poor	1 0	2 1	3 6	4 6	5 8	Excellent	4.0	
10.	Quality of TOT Design	Very poor	1 0	2 0	3 3	4 6	5 12	Excellent	4.42	More coaching on training methodology required.
11.	Choice of venue	Very poor	1 1	2 1	3 3	4 6	5 11	Excellent	4.13	Excellent out needs to be recharged
12.	Quality of the meals	Very poor	1 2	2 3	3 4	4 8	5 5	Excellent	3.18	
13.	Quality of coordination	Very poor	1 0	2 1	3 2	4 9	5 8	Excellent	4.20	
14.	Your view on duration		1 7	2 2	3 6	4 3	5 4	Too long	2.77	<ul style="list-style-type: none"> • Slots were inconvenient for participations to do shopping and other household responsibilities • At least 2 weeks are required.
15.	Your general view of the TOT		1 0	2 0	3 3	4 7	5 11	Very poor	4.38	<ul style="list-style-type: none"> • Excitement to start up a process, especially where it has been dysfunctional one • It should have come earlier.

Note: The bold numbers 1 – 5 at the top represent the scale while the numbers below are the actual responses.

WHAT DID YOU LIKE BEST ABOUT THE TOT?

- I liked mostly the material given to us for reading. It contained very valuable information, which we need to highly consider in our daily work.
- The way presentations were conducted
- The facilitators were well experienced.
- Participation and cooperation. I found a new girlfriend.
- The fact that I was allowed to present in front of an audience
- Gain very many presentation skills
- Allowed us to be innovative and express our own ideas.
- I liked the way training was conducted and also the facilitators were hard working in a short space of time to meet our goals.
- Everything, especially having been given a chance to make own presentation which made me read more and learn more skills from the presentations feedback and other presentations.
- The way facilitators did their job, they were presenting not lecturing.
- It exposed me to presentation skills and presentation preparation.
- I discovered that I can also deliver a lecture to a large audience.
- A variety of exercises used to illustrate what was taught.
- It was very interactive and composed of people from different work places
- Training methodology
- Participants were very active and showed commitment; they were very free and friendly.
- Materials were plenty.
- The sweets were plenty.
- The emphases on having trainees take part during sessions.
- I can confidently go out there and train in a session because of the skills I have acquired in this TOT.
- Facilitation team and general openness

- I would like to have the same course given regularly.
- Well assembled team with coherent operations.

WHAT DID YOU LIKE LEAST ABOUT THE TOT?

- Everything was good. I disliked nothing
- The choice of participants
- It wasn't bad, you did your best.
- Time was not adequate. At least two weeks is needed.
- I wish the presenters could have made detailed presentation on all competencies before giving them to participants for studying and presentation. This could have helped us to choose what to include or exclude when presenting to the councilors
- Long time we spent at the training venue robbed us opportunity to meet our friends outside.
- Keeping participants active with very few energizers.
- There were no enough materials (stationeries) available for trainees to use in preparing for their presentations.
- Nothing, I am glad that it was held and learnt a lot.
- Working during the holiday.
- It would have been better/appropriate that the presentation of local government structure be made by a local person.
- Failure by the organizers to recognize a public holiday a head of training.
- Not addressing the terms of reference for councilors as it is a major source of controversy at present.
- The room was too cold.

GENERAL COMMENTS

- Please come back again. We need good things like this one.
- The facilitators were good in expressing themselves; I wish they could come again as a follow up. We need to know more about Peter's Lecture.
- As councilors are dealing with practical problems on daily basis the trainers should be chosen from many people who have had a chance of working in the local government environment, who know the structures, policies and procedures used so as to enlighten the councilors.

- Sam and Asa – keep it up guys, God bless you!!
- Keep it up – to all facilitators and participants
- There was a need for a lecture on responsibilities of the councilors in relation to finances and policy making basing the lecture on law and regulations governing Maseru City Council.
- All in all training was excellent. It was an eye opener, informative and lastly it reminded me when I was finishing my first degree. God Bless!
- The TOT was great. Looking forward to more training on other principles or aspects.
- I wish the training would be rolled out to other councils
- More training on teaching techniques
- More energizers should also be used to keep participants active, cooperative and happy.
- Good sessions indeed. I hope to see more of you.
- I wish to thank Sam and Asa for their dedication in this workshop.
- The training was quite good, and it should be intensified or at least allocated more time in future.
- The training was very intensive, starting early and finishing late. The exposure was good especially to those who had not done it before.
- I wanted to know the structure of Local Government and Maseru City Council but there was nothing.
- The training was so important that we needed more time to practice a lot of things and make sure we get them right.
- As a person who was not trained before, this becomes a very good challenge to me and feel I need things of this kind most of the time.
- Are there any incentive for participants doing the actual councilor training?
- I wish this workshop had drawn participants from all government ministries and department because local government is a cross cutting issue.

ANNEX VI

OPENING REMARKS BY THE PRINCIPAL SECRETARY OF THE MINISTRY OF LOCAL GOVERNMENT AND CHIEFTAINSHIP

TOT ON LOCAL ELECTED LEADERSHIP FOR MASERU MUNICIPAL COUNCIL

“ENHANCING LOCAL LEADERSHIP AND GOVERNANCE”

Mr. Chairman allow me to pay my sincere tribute to: -

His Majesty the King
The Right Honourable Prime Minister of Lesotho
His Majesty's Cabinet
The Honourable Minister of Local Government and Chieftainship
The Mayor of Maseru City Council
The Town Clerk and Chief Executive of Maseru Municipal Council
Representatives of the United Nations
Ladies and Gentlemen,

Local government in Lesotho is in its infant stage. It is therefore, very imperative that the newly elected leaders are capacitated in various aspects so that they can effectively and efficiently discharge their duties. As well, it is of importance that sustainable communities are genuinely created. This would without doubt require determined actions at the local level. We take cognizance of the fact that local councils can lead by example in building economic, social, environmental, and community sustainability to mention just a few. It is a fact beyond reasonable doubt, that effective local leadership is a contributor to local democracy and good governance.

This reality cannot however be realized here in Lesotho, unless some drastic measures are taken. Not only are the newly elected leaders lacking skills in various aspects, but the officials within most councils also need to be capacitated. It is this fact that has driven Government of Lesotho to seek assistance from the international agencies such as UN-Habitat to fill this gap.

It is through this programme (that is the Sustainable Maseru Programme) that the locally elected leaders will be capacitated so as to act as the real leaders. The purpose and focus of local leadership will be clarified in this workshop. This is one of the training programmes which is aimed at creating the nucleus of a local team that would be continuously used towards the preparation and delivery of the leadership training that has been wisely incorporated in the sustainable Maseru Programme.

TOT on Local Elected Leadership, Maseru, Lesotho 30th April – 4th May 2007

Specifically, it is our sincere hope and belief that after this Training of Trainers workshop, our locally elected leaders will be enabled to act amongst others as: -

- Upholders and advocates of democratic accountability to allow local citizens and communities to hold local leaders accountable.
- Strategists in response to both community needs and priorities.
- Communicators with key stakeholders and local citizens and communities
- Example of good practice the promotion of effective leadership and ensuring responsiveness to the public and its partners.

It is for this reason that we sincerely acknowledge and appreciate UN Habitat's approach of capacitating both the locally elected leaders and the officials. I therefore, urge all the participants, which I believe have been selected from different institutions, with the sole purpose of building the national training team, to take this opportunity and work hard towards delivering the planned training programme to our locally elected leaders.

Of importance to you is that you should not all forget that experience is not created, but rather one must undergo it. Hence, you should all feel privileged to have been chosen to take part in this training. This is one of the training programmes that has come at the right time when the Government of Lesotho is seriously deepening its democracy. It is also my hope and desire that the planned training programmes will go beyond Maseru municipal Councilors.

In conclusion, I would like to challenge you all that this training should not be one of such workshops, which do not bear positive results. There are many men and women of this country who are earnestly awaiting training programmes of his magnitude. I therefore, wish you all the best in your endeavors to enhance local leadership and governance in our country. With these few remarks I wish to declare this TOT officially opened.

ANNEX VII

TOT PARTICIPANTS DETAILS

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