

INSTITUTIONAL TRAITS AND LEADERSHIP COMPETENCIES IN MUNICIPAL GOVERNANCE FOR THE ACHIEVEMENT OF SUSTAINABLE DEVELOPMENT GOALS (SDGs)

FINAL PAPER

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EXECUTIVE SUMMARY

Beginning with the Millennium Development Goals (MDGs) in 2000 and following with the Sustainable Development Goals (SDGs) in 2015, the United Nations (UN) and its Division for Public Institutions and Digital Government (DPIDG) has focused on creating equal access and opportunities for people around the world, while also exploring ways to make sustainable development successful. DPIDG has sponsored the United Nations Public Service Award (UNPSA) since 2003 for countries around the world to submit sustainable development projects that align with the MDGs and SDGs. DPIDG has compiled thousands of applications into a publicly available UNPSA database for other countries to review and learn. The purpose of this project is to identify the key institutional traits, leadership competencies and environmental conditions (collectively referred to as “pillars”) for successful implementation of the SDGs in local government through a combination of UN and externally published research.

The Columbia SUMA research group conducted a literature review to identify institutional traits, leadership competencies and environmental conditions that promote successful sustainable development. It also conducted an analysis of all 3,257 UNPSA database award submissions and focused specifically on the 303 UNPSA finalists and award winners. After a discussion with the UN, the research group focused on a subset of 67 local government-focused projects that have a track record of five years or more. The Columbia SUMA research group conducted desktop research on the 67 projects and administered a 35-question survey to the leaders of the 67 projects, using the insights from the literature review to formulate questions. It received 12 on time survey responses, including four from governments in Asia and the Pacific, three from Europe, two from both Africa and South America and one from North America, and it developed case studies on all of the responses, with 10 case studies strong enough to be featured in the final paper.

Through its literature review, the Columbia SUMA research group identified 17 success criteria most common across institutions, leaders and environments for the selected projects. One of the prominent findings is the spectrum between transformational and transactional leaders. The transformational leader creates vision is motivating and builds relationship while the transactional leadership style is based on rewards and punishment.

External verification of the case studies through research revealed that some traits, competencies, and conditions more frequently led to successful sustainable development outcomes. These verified traits included institutions which practiced effective stakeholder engagement, leaders





that coached and developed people, an environment that involved participation among residents of a community and the utilization of strong technical expertise during project development. These results support the literature review findings that public service needs more transformational leadership (this concept is developed further in the paper) along with specific institutional traits and environmental conditions to support achievement of the SDGs. The chart below summarizes those results:

Common traits	Number of projects that encompass the trait as either verified or unverified		
Pillar 1: Institutional Traits	Verified	Unverified	Total
1. Reliability	4	2	6
2. Effective stakeholder engagement	11	1	12
3. Accountability	5	3	8
4. Unity & conflict resolution	3	1	4
5. Strong measurement	4	4	8
6. Integrative policy	6	6	12
Pillar 2: Leadership Competencies	Verified	Unverified	Total
7. Builds trust	3	3	6
8. Acts with integrity	1	5	6
9. Encourages others	4	1	5
10. Encourages innovative thinking	6	3	9
11. Coaches and develops people	8	2	10
Pillar 3: Environmental Conditions	Primary	Unverified	Total
12. Efficient resource allocation	3	6	9
13. People centered	4	7	11
14. Participation	7	5	12
15. Public, private partnership	6	2	8
16. Strong technical expertise	7	3	10
17. Enabling policies	5	4	9

Common verified traits

Common unverified traits

The analysis also showed that several traits, competencies, and environments played a supporting role in the success of these projects. The Columbia SUMA research group called these traits unverified traits because of the limited availability of reliable evidence to support the traits and increased risk of subjectivity and bias. Unverified traits were identified for each project prior to case study research, relying on database information and survey responses. Unverified traits include efficient resource allocation, people centered and enabling policies.

Based on the analysis, the Columbia SUMA research group also developed several recommendations to further support the achievement of the SDGs. The first recommendation is that



the DPIDG initiate a tracking mechanism for nominated and winning projects to gauge their success over time, to continuously improve its assessment on whether the SDG targets are being met and to identify new, innovative practices. Second, DPIDG should increase transparency in the winner selection process by standardizing the application process so that it can statistically analyze the information for future SDG program development. Third, DPIDG should require applicants to clearly link to specific SDGs in their project submissions. Fourth, DPIDG should establish a UNPSA mentorship community for greater idea exchange and best practices sharing with previous and current nominees. These ideas can then inform future SDG program development and identify opportunities to share innovations with other governments.





INTRODUCTION

The United Nations created the Millennium Development Goals (MDGs) as a global framework to combat eight interconnected systemic issues by 2015. Although, the original goals were narrow, they helped the world move closer to realizing the goal of sustainable development. In 2015, with lessons learned from the MDGs, the more comprehensive Sustainable Development Goals (SDGs) launched with a 2030 target date for meeting the goals. While UN member nations are adopting the SDGs and the world is nearly one-third of the way towards the deadline for completion of the targets, more needs to be done to ensure that the SDGs can be replicated, scaled and implemented.

With guidance from the UN and a focus on SDG 16 - Peace, Justice, and Strong Institutions, the Columbia SUMA research group was tasked to understand key institutional traits, leadership competencies and environmental conditions (collectively referred to as “pillars”) for successful implementation of the SDGs in local government. Local governments will be able to replicate SDG implementation and the world will more easily reach the global SDG goals with an analysis of common characteristics of projects that have successfully implemented SDGs.

Millennium Development Goals

The Millennium Development Goals (MDGs) were signed in 2000 with a target date of 2015. Through the MDGs, world leaders committed to combat poverty, hunger, disease, illiteracy, environmental degradation and discrimination against women.¹ The eight Millennium Development Goals are:

1. to eradicate extreme poverty and hunger;
2. to achieve universal primary education;
3. to promote gender equality and empower women;
4. to reduce child mortality;
5. to improve maternal health;
6. to combat HIV/AIDS, malaria, and other diseases;

¹ Millennium Development Goals (n.d.). Retrieved October 13, 2019, from World Health Organization website: https://www.who.int/topics/millennium_development_goals/about/en/

7. to ensure environmental sustainability; and
8. to develop a global partnership for development.²

The goals reduced poverty, child mortality, diseases, and illiteracy and increased gender equality. However, criticisms arose, and inequalities continue to persist between the Western developed nations and the rest of the world. With approximately 60 percent of the world's one billion poor living in just five countries and the continued discrimination of those who are lowest on the economic ladder including women, the disabled, ethnic minorities and those living in rural areas; more needed to be done to include the overlooked and to ensure a collective global achievement of development goals.³ Leaders of developed countries and sponsored by the World Bank, International Monetary Fund and Organization for Economic Co-operation and Development (OECD) with very little consultation from other stakeholders created the MDG framework.⁴

Sustainable Development Goals (SDG)

The United Nations learned from the lessons of the MDGs and developed a new set of goals called the Sustainable Development Goals (SDGs) in 2015. The SDGs are:

- Goal 1: No Poverty
- Goal 2: Zero Hunger
- Goal 3: Good Health & Well Being
- Goal 4: Quality Education
- Goal 5: Gender Equality
- Goal 6: Clean Water and Sanitation
- Goal 7: Affordable and Clean Energy
- Goal 8: Decent Work and Economic Growth
- Goal 9: Industry, Innovation, and Infrastructure

² *ibid.*

³ Guibou, Valerie Nadege, Critical Analysis of the Millennium Development Goals (MDGs) (April 19, 2017). Available at SSRN: <https://ssrn.com/abstract=2954987> or <http://dx.doi.org/10.2139/ssrn.2954987>

⁴ Guibou, Valerie Nadege, Critical Analysis of the Millennium Development Goals (MDGs) (April 19, 2017). Available at SSRN: <https://ssrn.com/abstract=2954987> or <http://dx.doi.org/10.2139/ssrn.2954987>





Goal 10: Reduced Inequalities

Goal 11: Sustainable Cities and Communities

Goal 12: Responsible Consumption and Production

Goal 13: Climate Action

Goal 14: Life Below Water

Goal 15: Life on Land

Goal 16: Peace, Justice, and Strong Institutions

Goal 17: Partnership⁵

The 2030 Agenda for Sustainable Development, adopted by all United Nations member states in 2015, provides a shared blueprint for peace and prosperity for people and the planet, now and into the future. The 17 SDGs are a call for action by all countries, developed and developing. Ending poverty and other deprivations align with strategies that improve health and education, reduce inequality, and spur economic growth, all while tackling climate change and working to preserve oceans and forests.⁶ The SDG development was an inclusive process with input from all parts of society and with more than 1,500 companies providing feedback.⁷ Today the SDG division of the UN is part of the United Nations Department of Economic and Social Affairs (UNDESA).

UNDESA's Division for Public Institutions and Digital Government (DPIDG)

The Division for Public Institutions and Digital Government (DPIDG) is a division of UNDESA. It is composed of nearly 50 employees and led by Juwang Zhu of China.⁸ It focuses on assisting UN member states with implementation of the 2030 agenda and SDGs through fostering effective, efficient, transparent, accountable, inclusive and innovative public governance, administration and

⁵ Sustainable Development Goals (n.d.). Retrieved October 14, 2019, from United Nations website: <https://sustainabledevelopment.un.org/?menu=1300>

⁶ ibid.

⁷ Learn More About the SDGs (n.d.). Retrieved October 14, 2019, from SDG Compass website: <https://sdgcompass.org/sdgs/>

⁸ Organizational Chart (n.d.). Retrieved October 14, 2019, from United Nations Department of Economic and Social Affairs Public Institutions website: <https://publicadministration.un.org/en/About-Us/Who-We-Are/Organisational-Chart>

services for sustainable development.⁹ DPIDG works towards its mission in a few different ways. First, it provides secretariat support to the General Assembly and Economic and Social Council on all governance and public administration issues. Second, it promotes awareness and best practice in good governance, especially focused on SDG 16 – peace, justice and strong institutions.¹⁰ Third, DPIDG provides advisory services and capacity building tools that member states can take advantage of. Finally, it strengthens partnerships and builds collaboration with other organizations, both public and private and within and outside the UN. The UN Public Service Awards (UNPSA) and UN Public Service Day are two of the most prominent vehicles for DPIDG to accomplish its mission.

United Nations Public Service Awards

The United Nations Public Service Award (UNPSA) was created in 2003 and is one of the most prestigious international public service awards. It recognizes the achievements and contributions of public service institutions that lead to a more effective and responsive public administration in countries worldwide. The UN conducts a competition each year to promote the role, professionalism and visibility of public service and selects the winners of the UNPSA. Applications are due by the end of November and are announced and recognized during UN Public Service Day on June 23.¹¹ Public institutions at the national, sub-national, and local level from all UN member states are eligible to apply. Applications are currently open for the 2020 UNPSA under the following categories: 1) delivering inclusive and equitable services for all; 2) promoting integrated mechanisms for sustainable development; 3) developing transparent and accountable public institutions; 4) promoting digital transformation in the public sector, and 5) promoting gender responsive public services to achieve the SDGs.¹² While only a small number of UNPSA applicants win awards each year, the UN still strives to attract as many applications as possible so that it can compile the applicants into a UNPSA database to showcase the successes and best practices to other UN nation states and UN stakeholders. The Columbia SUMA research group focused on the UNPSA database in its analysis.

⁹ Who We Are (n.d.). Retrieved October 14, 2019, from United Nations website:

<https://publicadministration.un.org/en/About-Us/Who-We-Are>

¹⁰ Sustainable Development Goal 16 (n.d.). Retrieved October 14, 2019, from United Nations website:

<https://sustainabledevelopment.un.org/sdg16>

¹¹ United Nations Public Service Day 23 June (n.d.). Retrieved October 14, 2019, from United Nations website:

<https://www.un.org/en/events/publicserviceday/>

¹² UN Public Service Day & Awards (n.d.). Retrieved October 14, 2019, from United Nations website:

<https://publicadministration.un.org/en/UNPSA>





United Nations Public Service Awards Database and Academic Literature

Using the UNPSA database and a review of academic literature, the Columbia SUMA research group carried out multi-dimensional research to identify institutional traits, leadership competencies and environmental conditions that promote successful sustainable development. This research assessed the 303 projects that were either finalists or winners in the annual UNPSA. The focus was on a subset of 67 local government-focused projects with track records of five years or more. The research group used a combination of UN documents (Leadership Framework, Principles of Effective Governance for Sustainable Development and Submission Rules for Nominations) and external research (OECD, World Economic Forum, Harvard Business Review, World Bank, Multi-factor Leadership Questionnaire, etc.) to identify common institutional traits, common public management leadership competencies and environments that would predicatively yield success for sustainable development.

Database Background

The UN began aggregating UNPSA applicants in 2007, and the database has 3,257 UNPSA applicant projects between two databases, one that covers 2007 to 2017 and another that covers 2018 to 2019. The database provides details on the project year, initiative name, a link to view the project application, institution name, submission category and country. Below is a screenshot pulled from the database:

Year	Initiative	Institution Name	Category	Country
2017	Innovation for HIV diagnosis in infants born to infected mother using Real time-PCR and Dried Blood	Department of Medical Sciences	Innovation and excellence in delivering services in health	Thailand
2017	"Mukhyamantri Amrutam (MA) Yojana"	Project Director, State Nodal Cell, "Mukhyamantri Amrutam (MA) Yojana"	Reaching the poorest and most vulnerable through inclusive services and participation	India

Each project application provides detail on the project analysis, strategic approach, execution and implementation, impact and sustainability and contact information for the project leader. While



centrally collected data is helpful, shortcomings include no key word search capability, some projects that lack an English translation and two differently formatted databases including one that captures submissions from 2007 to 2017 and another that captures the past two years of projects from 2018 to 2019. A further challenge is inconsistency and variance of answer structure from project submissions since all the questions in the applications are open-ended. In addition, the database does not consistently designate which SDG(s) are most relevant for the projects, the duration of a project or any outside verification of a project's success. The Columbia SUMA research group worked to overcome some of these shortcomings with project details outlined in the following sections and suggested process improvements for the UN highlighted in the Recommendations section.

Project Scope

In order to provide the client with a list of key traits and competencies crucial to the implementation of local level initiatives the Columbia SUMA research group focused on finalists or winning projects within the database for evaluation and further analysis as they had been approved by the UN. The group divided the projects into nine teams and conducted desktop research to create a winners' and finalists' database with enhanced information. Information such as the number of operational years of the project, if the project initiative was ongoing, the target scope (local, regional, national), the project initiator (public or public-private partnership) and whether or not the project could be supported with external research. Information from case study analysis was used to further verify which traits were most important to the studied projects and helped to compile a list of traits common to them.





METHODOLOGY

The Columbia SUMA research group deployed a holistic methodology to deliver recommendations to DPIDG, including research, literature review, UNPSA database assessment, survey distribution and case study development.

Literature Review

The Columbia SUMA research group conducted a literature review of academic, UN and multilateral institutional research to define institutional traits, leadership competencies and environmental conditions that promote successful sustainable development. It considered the difference in cultural approaches, economic, and social development for a municipality and analyzed qualities unique to each pillar and common across all three.

Database

The Columbia SUMA research group reviewed the UNPSA database and constructed a combined database with the ability to filter projects by specific criteria for further analysis.

Initial Database Formatting

The group compiled the databases for projects from 2007 to 2017, from 2018 to 2019 and the list of winners from 2003-2006 when no database existed into one file with 3,257 projects and categorized it by year, category, geography, target population (municipal, country, global), number of years for project operation and contact details.

Project Screening Criteria

The Columbia SUMA research group used the enhanced winners and finalists' database to further analyze and filter the projects down to regional and municipal level projects that had five years or more operating experience. With these two filters, 67 projects remained to analyze through surveys and case study research.

Observations from Initial Project Review

During the project screening process, the Columbia SUMA research group identified initial observations about the database and the reviewed projects, including commonalities in theme or



location. Approximately one third of the projects occurred in Asia, and 57 out of 303 projects were located in the Americas.

Screening process limitations included a lack of specificity in certain projects, a variance in the language of project submissions and a lack of publicly available news articles or academic research to validate the project. Changing categories for the award application submissions from year to year also made it difficult to compare projects.

Surveys

After applying screening criteria, the Columbia SUMA research group distributed a survey to the leaders of 67 projects with additional questions to identify successful criteria and project development. A total of 12 governments responded on time to the survey. The group used the responses, the initial information from the database and additional desktop research to develop case studies on all the responses, with 10 case studies strong enough to be featured in the final paper. Three additional survey responses were received past the deadline.

Survey Development

The Columbia SUMA research group used the success criteria in its literature review to develop survey questions to evaluate the institutional traits, leadership competencies and environmental conditions for sustainable development success (to review survey questions and responses see Appendix B and C). The group divided the questions into three larger UN topics: Effectiveness, Accountability and Inclusiveness - defined in the UN's Principles of Effective Governance for Sustainable Development.¹³

The group built a semi-structured survey with comparable results between projects. The group narrowed the survey (see Appendix B) to 35 questions covering institutional traits, leadership competencies and environmental conditions that branched into two open-ended questions and 33 multiple choice questions. The respondents answered with "yes", "no" or "partially".

¹³ Principles of effective governance for sustainable development (n.d.). Retrieved November 6, 2019, from Economic and Social Council website:
http://workspace.unpan.org/sites/Internet/Documents/Principles%20of%20effective%20governance_to%20upload.docx.pdf

Survey Response and Case Study Analysis

The Columbia SUMA research group sent the survey to the project contacts listed in the UNPSA database. The research group followed up via phone calls and emails with non-responders. Once compiled, the research group completed an initial tallying of positive responses for each pillar: institutional, leadership, and environmental. Although initially the research group aimed for a statistical analysis of the survey answers, the sample of respondents was not large enough to conduct a statistical analysis. As a result, the research group selected a qualitative approach for analyzing the collected data.

The research group conducted additional research to confirm responses and achieve the goal of finding common traits, competencies and conditions across the projects that responded to the survey. The focus was on analyzing survey responses with a “yes” reflecting a success on those specific questions and the pillars targeted. The research group used this collected targeted information from each project to verify responses to questions and to expand feedback from the surveys.

Case Studies

Using the individual UNPSA database entries, the survey responses, and the additional desktop research project, case studies were developed. This information combined to form a matrix with verified traits and unverified traits. Verified traits are supported by research and displayed with examples. The unverified traits could only be supported with survey responses and the UNPSA applications.

Selection of Common Traits

To identify commonalities among successful SDG projects, the Columbia SUMA research group selected traits present in nine or more of the 12 case studies analyzed, with at least six of them verified by external sources. Some traits were stronger and more correlated to successful case studies. To illustrate this variation, a summary table of the common traits is included in the analysis section, and a full analysis of all the traits is included in the executive summary.



Methodology Limitations

The survey development identified patterns and similarities among the projects being analyzed. The survey format does not allow responders to add more description or to support their responses, therefore background research into each project confirmed that certain traits were applicable. Even with thorough desktop research, some of the projects do not have secondary sources for the research group to confirm information that the project lead had provided on the survey, so these projects were then excluded in the case study analysis.





ANALYSIS

Literature Review to Identify Criteria for SDG Success

The Columbia SUMA research group conducted a thorough analysis of existing academic and UN research into institutional traits, leadership competencies and environmental conditions that lead to successful implementation of sustainable development within local municipalities. The research focused on the three pillars. The success criteria identified in the literature review served as a lens to examine the UNPSA project database.

Institutional Traits

The World Bank published extensively on institutional traits and cites trust, participation, accountability, unity, and lack of conflict as the most important criteria for sustainable development. A community should feel that it can trust the government leaders to solve problems. Community residents value participation and the ability to help engage in decision making, express their opinions and exert influence over the outcomes of big decisions. Residents also value accountability, particularly if there is a sense that the government is not representing their best interests. Strong unity and conflict resolution are also critical because institutions that create disharmony among people can cause more harm than good.¹⁴

Strong measurement and integrative policy are also important institutional traits for sustainable development. Some municipalities with strong sustainable development use the concept of integrator systems, a prioritized list of parameters with clear indicators for success or lack of success for each.¹⁵ Establishing indicator systems at the beginning of a project identifies success or failure to course correct. Integrative policy, that transcend the boundaries of policy fields, and does

¹⁴ The Character of Institutions (n.d.). Retrieved October 26, 2019 from World Bank Group's website: <http://siteresources.worldbank.org/INTPOVERTY/Resources/335642-1124115102975/1555199-1124115201387/cry9.pdf>

¹⁵ KAULINS, JANIS & Ernšteins, Raimonds & KUDRENICKIS, IVARS. (2017). Indicator systems for municipal sustainable development governance: Prerequisites for design and implementation. WIT Transactions on Ecology and the Environment. 214. 35-45. 10.2495/ECO170041 Research Gate website: https://www.researchgate.net/publication/318243424_Indicator_systems_for_municipal_sustainable_development_governance_Prerequisites_for_design_and_implementation

not correspond to the institutional responsibilities of the individual departments is also a critical component to SDG success.¹⁶

Leadership Competencies

Transformational leaders build trust, act with integrity, encourage others, encourage innovative thinking, and coach and develop people. They also identify the need for change, create an inspirational vision, and then commit to executing with the members of a group.¹⁷ The term transformational leadership began in the late 1970s by James MacGregor Burns who described it as a way for leaders and followers to help each other advance to a higher level of morale and motivation.¹⁸ Burns' theory encouraged organizational values to motivate and engage people. Bernard Bass built on this research to identify four dimensions of transformational leadership: idealized influence, individualized consideration, intellectual stimulation, and inspirational motivation. He also developed a Multifactor Leadership Questionnaire (MLQ) which assessed the full range of leadership styles.¹⁹

The opposite of a transformational leader is a transactional leader. Unlike transformational leaders, transactional leaders are not looking to change the future but rather maintain the status quo and encourage the organizations immediate goals (not longer-term targets).²⁰ It is a model of leadership similar to buying and selling products. ²¹ They promote compliance through rewards and punishments and monitor their follower's work to identify faults. This theory of leadership views transformational and transactional leadership on a continuum and leaders typically flex between the two styles based on the situation. According to Professor Jim Dittmar, Bass defined four particulars for transformational leaders which are illustrated in the below graphic:²²

¹⁶ Working Together: Integration, Institutions and the Sustainable Development Goals World Sector Report (n.d.). Retrieved October 26, 2019 from Department of Economic and Social Affairs website: <http://workspace.unpan.org/sites/Internet/Documents/UNPAN98152.pdf>

¹⁷ Jared Ross, and Travis Kendall. Transformational Leadership from Open Educational Resources website: <https://oer.missouriwestern.edu/rsm424/chapter/transformational-leadership/>

¹⁸ Burns, J.M. (1978), Leadership, N.Y., Harper and Row

¹⁹ Multifactor Leadership Questionnaire (n.d.). Retrieved October 26, 2019 from Wikipedia website: https://en.wikipedia.org/wiki/Multifactor_leadership_questionnaire#Transformational_Leadership_Scales

²⁰ Mikhaila Bonnici, Karine Ha, Rachel Lane, Kathryn Fox, Mikaela Glennon. MGT3LWM: Transformational vs Transactional Leadership styles video from YouTube website: <https://www.youtube.com/watch?v=SVXDYGpAKMc>

²¹ James, Dittmar, Transactional vs. Transformational Leadership Definition video from YouTube website: <https://www.youtube.com/watch?v=FtnFKLqHL-Y>

²² ibid

Idealized influence
Inspirational motivation
Intellectual stimulation
Individualized consideration

These four particulars are integrated into the 17 leadership traits identified and used for the assessment process.

According to Wright, Bradley and Pandey, Sanjay, transformational leadership and its emphasis on mission makes it much more effective than transactional leadership in public and nonprofit organizations given the service and community-oriented nature of their missions. Transformational leadership behaviors are not adversely affected by organizational characteristics or constraints.²³

Environmental conditions

Academic research cites six key environmental conditions for SDG success: efficient resource allocation, people-centered innovation, effective stakeholder engagement, healthy private-public partnerships, strong technical expertise and enabling policies. Through efficient resource allocation, a municipality uses its resources in the most effective way possible to satisfy all resident needs.²⁴ All innovation within a municipality should be focused on its residents, adhering to the principles of universal design and usable by people of all ages and abilities. People-centered innovations in technology, services and governance, from traffic lights to garbage taxes, are not ends but means to shape the behavior and improve the lives of the municipality's residents.²⁵

²³ Bradley Wright & Pandey, Sanjay. (2010). Transformational Leadership in the Public Sector: Does Structure Matter?. *Journal of Public Administration Research and Theory*. 20. 10.1093/jopart/mup003.

²⁴ Abdel-Aziz, Dania and Shuqair, Hanin, Efficient and Strategic Resource Allocation for Sustainable Development in (October 06, 2014) https://www.researchgate.net/publication/314389147_Efficient_and_Strategic_Resource_Allocation_for_Sustainable_Development_in_Jordan

²⁵ Cities need to innovate to survive. Here are four ways they can do it (n.d.). Retrieved October 26, 2019 from World Economic Forum website: <https://www.weforum.org/agenda/2017/02/cities-must-tirelessly-innovative-to-respond-to-their-challenges/>

To develop people-centered sustainable innovation, municipalities ensure effective stakeholder engagement that could affect the decision making of public organizations. Through direct engagement in the planning and delivery of services, effective stakeholder engagement harnesses different ideas and perspectives and improves service delivery by exerting pressure on bureaucracies.²⁶ Public-private partnerships (P3) are another way to catalyze sustainable development results within municipalities. Harvard Business Review defines a healthy P3 as “a commitment to a strong partnership beyond the terms of the contract; built-in mechanisms to share perspectives about the project (especially problems and concerns); and effective ways to rebound from failures to deliver.”²⁷ A recent McKinsey study showed that a strategic P3 approach can potentially mitigate the overruns and schedule delays that plague traditional project delivery by clearly delineating governance, allocating shared risk, integrating resources, applying best practices, and establishing a life cycle-long perspective of costs and accountability.²⁸

Strong technical and subject matter expertise such as policy analysis skills, financial analysis capabilities and big data analytics experience also helps successfully facilitate sustainable development.²⁹ An enabling policy environment also creates the appropriate structures of incentives and sanctions to align the personal interests of individuals and businesses with the collective good.³⁰ Targets are embedded into regulation or legislation which pushes industry to meet goals.

²⁶ Beach, S., Brown, K. A., Keast, R. L. (2009). Staking a claim: The role of stakeholders in governments. Accessed 19 Sep 2019.

<https://pdfs.semanticscholar.org/19f2/c55a5b5a6bf66769ca4dbc0c610a2a00676e.pdf>.

²⁷ Elyse Maltin, What Successful Public-Private Partnerships Do Retrieved October 27, 2019 from Harvard Business Review website: <https://hbr.org/2019/01/what-successful-public-private-partnerships-do>

²⁸ Della Rocca, M. (2007). The rising advantage of public-private partnerships. *McKinsey*. Retrieved November 13, 2019. <https://www.mckinsey.com/industries/capital-projects-and-infrastructure/our-insights/the-rising-advantage-of-public-private-partnerships>

²⁹ Fostering Innovation in the Public Sector (n.d.). Retrieved October 27, 2019 from OECD Publishing website: <https://oecd-opsi.org/wp-content/uploads/2018/07/Fostering-Innovation-in-the-Public-Sector-254-pages.pdf>

³⁰ Enabling Conditions for Sustainable Development (n.d.). Retrieved October 27, 2019 from SDG Cities Guide website <https://sdgcities.guide/chapter-3-enabling-conditions-for-sustainable-development-861a7bad0df0>



UN Best Practices

The UN has published key success criteria for implementing the SDGs. The Columbia SUMA research group conducted an analysis of this work, especially the UN's Principles of Effective Governance for Sustainable Development and UNPSA Awards Submission Criteria.³¹

UN's Principles of Effective Governance for Sustainable Development		
Effectiveness	Accountability	Inclusiveness
<ul style="list-style-type: none"> Competence Sound policymaking Collaboration 	<ul style="list-style-type: none"> Integrity Transparency Independent oversight 	<ul style="list-style-type: none"> Leaving no one behind Non-discrimination Participation Subsidiarity Intergenerational equity

A full overview of all leadership competencies, a description of each supporting criteria and commonly used strategies can be found in Appendix A. A summary of each follows.

Effectiveness includes sound policy making founded on true or well-established grounds; integration of top down frameworks to harmonize and integrate SDG progress; competence with sufficient tools and expertise; operational efficiency with open standards and shared systems; and open and joint collaboration even with non-state actors.³²

Accountability includes integrity serving the public interest with soundness of moral principle; transparency of their functions and promoting access to information; independent oversight of organizations like audit and regulators - separate from the main branches of government; and accountability of governments to provide feedback or issue complaints.³³

³¹ United Nations Economic and Social Council (n.d.). Retrieved October 26, 2019 from Principles of Effective Governance for Sustainable Development website:
http://workspace.unpan.org/sites/Internet/Documents/Principles%20of%20effective%20governance_to%20upload.docx.pdf

³² United Nations Economic and Social Council (n.d.). Retrieved October 26, 2019 from Principles of Effective Governance for Sustainable Development website:
http://workspace.unpan.org/sites/Internet/Documents/Principles%20of%20effective%20governance_to%20upload.docx.pdf

³³ ibid

Inclusiveness includes access and diversity to the needs and aspirations of all segments of society; participation of all political groups and the opportunity to influence policy; intergenerational equity to balance the short-term needs of today's generation with the longer-term needs of future generations; and subsidiarity or willingness of central governments to only manage those tasks which cannot be performed effectively at a more intermediate or local level that is more responsive to resident needs.³⁴

Transformational includes taking a long-term perspective in the design and implementation of policy and services that contribute to creating a better world; innovation to new idea, policy, practice or structure; measurement and adaptability with the ability to set indicators, monitor progress, self-evaluate and feedback; and technology and digital use to accelerate change, promote digital cooperation across organizations, institutions, sectors and mitigate risks.³⁵

Criteria for SDG Success

Following the literature review of UN documents and other leadership theory, 17 success criteria across institutional traits, leadership competencies and environmental conditions for the successful implementation of SDG projects were identified. These 17 success criteria align with transformational leadership theories and provide a lens for analyzing the UNPSA database, developing a survey to administer to UNPSA nominated and winning projects and analyzing the projects with desktop research. This work will culminate in identifying which of these success criteria were common across the UNPSA projects.

Institutional Traits:

- Reliability
- Effective Stakeholder Engagement
- Accountability
- Unity & conflict resolution
- Strong measurement
- Integrative policy

Leadership Competencies:

- Builds trust
- Acts with integrity
- Encourages others

³⁴ ibid

³⁵ A leader for change: What makes a sustainability leader? (n.d.). Retrieved October 27, 2019 from SOCI SDG website <http://socisdg.com/en/blog/a-leader-for-change-what-makes-a-sustainability-leader/>





- Encourages innovative thinking
- Coaches and develops people

Environmental Conditions:

- Efficient resource allocation
- People-centered
- Participation
- Healthy public-private partnerships
- Strong technical expertise
- Enabling policies

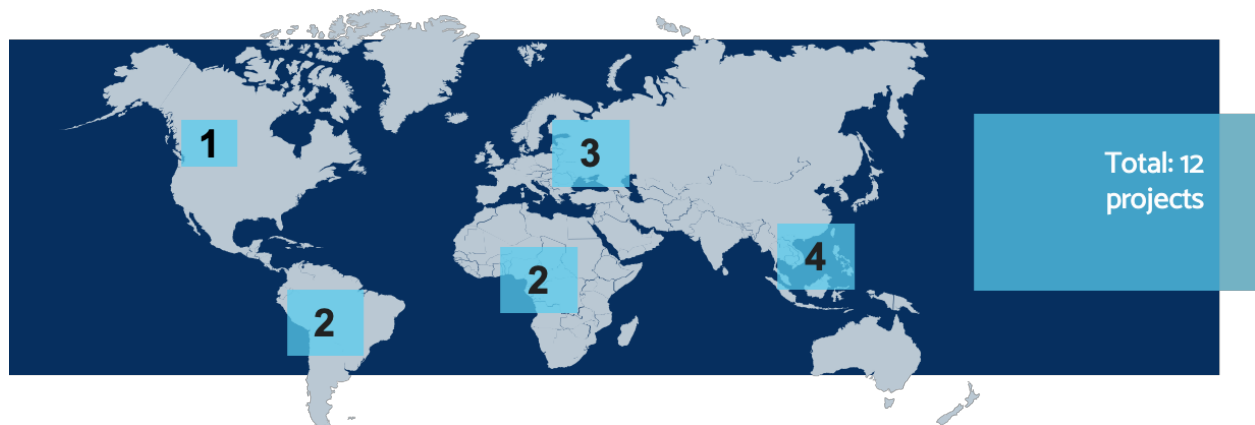
Survey Analysis and Key Traits

As briefly described in the methodology section, the Columbia SUMA research group conducted database research and analyzed the survey responses of the 12 projects with two main objectives:

- First, to verify if the 17 traits identified during the literature review were applicable to the projects and if they were effective measures to define success within each of the key pillars.
- Second, to identify some of the most common traits instrumental to the successful delivery of each project.

Survey results

A geographical breakdown of the 12 project respondents is illustrated below. Overall, there is regional distribution of the projects reviewed with four from governments in Asia and the Pacific, three from Europe, two from both Africa and South America and one from North America.



The survey responses are analyzed and summarized in Appendix C. The overall survey results highlighted that all of the institutional traits, leadership competencies, and environmental conditions recommended by the research group were relevant and made important contributions to effective SDG project implementation. Depending on the country, institutional and governance setup, national priorities, and the project nature, some of the traits were more relevant than others for each project, however none of the three key pillars was overall more important to project success than the others.

Identification of Key Traits

The Columbia SUMA research group took a two-tiered approach to refine the survey results and review each trait for evidence of its impact on SDG-related outcomes. Traits that could be confirmed by academic research and multiple independent, reliable sources were highlighted as verified traits. The other key traits were identified as unverified traits because of the limited availability of reliable evidence to support the traits and increased risk of subjectivity and bias. Unverified traits identified for each project are based on the survey results and UNPSA application information provided.

The table below highlights the verified and unverified traits identified from the research, with the following key takeaways:

More common traits: The most common traits were observed in nine or more of the projects and include effective stakeholder engagement, integrative policy, participation, coaches and develops people, encourages innovative thinking, strong technical expertise, people centered, efficient resource allocation, and enabling policies. The overall project conclusions are only based on traits that were verified with external research across six or more case studies.

Less common traits: The traits that were less common among the projects were unity and conflict resolution, encourages others, acts with integrity, builds trust, and accountability. The Columbia SUMA research group was able to verify these traits in only four or less of the projects.



	Alimentary Program (MANA) Colombia	Child First Work Together Thailand	Communal Ablution Block for Informal Settlements South Africa	Eau de Paris France	E- Government Project Switzerland	Fast-track for High Risk Pregnancies Thailand	Nikumbuke Health by Motorbike Kenya	Senior Citizen Liaison Team United Kingdom	SWAVALA MBAN India	Tlcho Community Service Agency Canada	Victorian Rabbit Action Network Australia	WASMO India
Pillar 1: Institutional traits												
1. Reliability	U		V	V	V				U			V
2. Effective stakeholder engagement	V	V	V	V	V	U	V	V	V	V	V	V
3. Accountability	V		U	V	V	U	U		V			V
4. Unity & conflict resolution						U			V	V		V
5. Strong measurement		V	U	V	U	U	V				U	V
6. Integrative policy	U	V	V	U	V	U	U	V	V	U	U	V
Pillar 2: Leadership competencies												
7. Builds trust	V		U	U		U		V				V
8. Acts with integrity	U		U	U			U	V			U	
9. Encourages others			U				V	V			V	V
10. Encourages innovative thinking			U	V	V	U	U	V	V		V	V
11. Coaches and develops people		V	V	V		U	V	V	V	U	V	V
Pillar 3: Environmental conditions												
12. Efficient resource allocation	U	U	V	V		U		V	U	U		U
13. People centered		U	U	U	V	U	U	V	U	V	V	U
14. Participation	V	U	V	V	U	U	V	V	U	V	V	U
15. Healthy public, private partnerships	V	U		V	V	U		V	V			V
16. Strong technical expertise		V	V	V	V	U	V		U	U	V	V
17. Enabling policies	V	V	V	U	U	U		V		U	U	V

V Verified traits by academic research and multiple independent sources

U Unverified traits supported by survey responses and database analysis





CASE STUDY ANALYSIS

The following case studies highlight the verified traits of each project with examples of how the traits, competencies and conditions made crucial contributions to the achievement of sustainable development outcomes in their respective communities. These case studies serve as good practices to further study and disseminate to raise awareness of SDG 16 and effective public institutions.



Project: Communal Ablution Block for Informal Settlements
Country: South Africa

Summary: Following Apartheid, more than one million people in the South African housing settlements of Durban had contaminated water c from open defecation. In addition, women and children walked long distances to access water and use toilets which created safety issues. In response, the eThekweni Municipality's Housing, Architecture, Health, and Water and Sanitation Departments implemented more than 350 Communal Ablution Blocks (CABs) = modified shipping containers that contain showers, flush toilets, hand basins, and basin for washing clothes. Each CAB services 1000 households, and, as of implementation in 2011, an estimated 200,000 residents use them. Survey results of CAB users highlight that 72% reported that the presence of sanitation facilities in their communities addressed their household needs and 82% stated that the CABs significantly improved their lives.³⁶

Examples of institutional traits that supported the project:

Reliability: eThekweni Water and Sanitation Department (EWS) employs local caretakers who are responsible for ensuring that CABs are used properly, kept clean and easily accessible to all free of charge. EWS also provides toilet paper and cleaning equipment for local caretakers. In this manner the city ensures access to a clean and safe ablution block for communities. These proactive steps are more effective than having to replace underutilized or damaged facilities.³⁷

Effective Stakeholder Engagement: Following unsuccessful CABs, EWS adopted stakeholder engagement to solicit feedback from local residents and partners. Feedback included the location and accessibility of future CABs and heavy investment in training and capacity building. One study showed that in a community where twice the number of residents were trained on CAB usage and maintenance, there was a 60% decrease in the number of reported CAB issues.³⁸

³⁶ Communal Ablution Blocks for Informal Settlements. Retrieved November 4, from: United Nations Public Service Awards: Case Studies, <https://publicadministration.un.org/en/Research/CaseStudies/unpsacases/ctl/NominationProfile/mid/1170/id/1779>

³⁷ Starkl, M. (2011). Evaluation of Community and Household Based Sanitation Systems in Ethekeeni Municipality, South Africa: Lessons Learned and Recommendations. Water Practice & Technology. 5. 1-12. 10.2166/wpt.2010.106.

³⁸ Roma, E., Buckley, C., Jefferson, B. and Jeffrey, P. (2010). Assessing users' experiences of shared sanitation facilities. A Case Study of Community Ablution Blocks in Durban, South Africa. Water SA, 36 (5), p.589-594.

Integrative Policy: The eThekweni Municipality's Housing, Architecture, Health, and Water and Sanitation Departments partnered with an NGO, Africa Ahead, and University of KwaZulu-Natal. Each organization assists with implementation of CABs, site selection, CAB design, stakeholder engagement and community training. The municipal government funds for the CAB's implementation because of this wide participation.³⁹

Examples of leadership competencies that supported the project:

Coaches and develops people: The implementation of CABs by EWS includes training and education focused on promoting water conservation, water demand management, sanitation, health and hygiene awareness. Educational materials, provided in both English and isiZulu, are distributed to communities by EWS officers. For the CAB caretakers are trained by EWS staff on technical, environmental, hygiene and management of the facilities.⁴⁰

Examples of environmental conditions that supported the project:

Efficient Resource Allocation: EWS avoided expensive equipment, pipelines, and The CABs have a decentralized strategy and less expensive tools allowing EWS to provide water and sanitation to hundreds of thousands of people.⁴¹

Strong Technical Expertise: Neil Macleod, head of EWS, and his team of 3,000 were a driving force behind the EWS and the Communal Ablution Block initiative. Macleod worked for EWS for more than 41 years. He joined EWS in the engineering design department, moved to the city's operations unit as a senior engineer, advanced to the head of water, sanitation and waste and eventually managed the whole department.⁴²

Enabling Policies: The EWS business model covers costs. EWS provides 300 liters of water to poor families daily, and others pay the cost of their water usage. Those who do not pay are

³⁹ Roma, E., Buckley, C., Mbatha, S., Sibiyi, L., Gounden, T. (2010). Community ablution blocks with sewers or infiltration, eThekweni (Durban), South Africa - Case study of sustainable sanitation projects. Sustainable Sanitation Alliance (SuSanA)

⁴⁰ Roma, E., Buckley, C., Jefferson, B. and Jeffrey, P. (2010). Assessing users' experiences of shared sanitation facilities. A Case Study of Community Ablution Blocks in Durban, South Africa. Water SA, 36 (5), p.589-594.

⁴¹ Schneider, K. (2016). "How Durban Set the Global Standard for Providing Water and Sanitation for the Poor." Circle of Blue. 16 September 2016, <https://www.citylab.com/equity/2016/02/how-durban-set-the-global-standard-for-providing-water-and-sanitation-for-the-poor/462957/>

⁴² Rondganger, Lee. "Emotional farewell to man who oversaw water roll-out." IOL 9 September 9, 2014.

penalized with a reduction to 300 liters of water a day EWS generates more than \$520 million in revenue each year which it uses to supply water to all.⁴³

Participation: EWS leaders partnered with ward leaders to recruit citizen support and feedback for improving programs. The CAB locations are decided by leadership groups within settlements. For example, Ward 53, where 12,000 people live, was notified that it could expect 16 new CABs. The community's 25-member elected leadership council solicited feedback from its constituents and then met to consider spaces that were large enough for separate men's and women's wash houses and sufficiently dispersed to serve residents.⁴⁴

⁴³ Freyberg, Tom. "Turning a Utility in to a Business: Tariff Transformation in EThekweni, South Africa." WaterWorld, 13 July 2014, www.waterworld.com/international/wastewater/article/16200964/turning-a-utility-in-to-a-business-tariff-transformation-in-ethekweni-south-africa

⁴⁴ Roma, E., Buckley, C., Jefferson, B. and Jeffrey, P. (2010). Assessing users' experiences of shared sanitation facilities. A Case Study of Community Ablution Blocks in Durban, South Africa. Water SA, 36 (5), p.589-594.



Project: E-Government Project, Statistical Office Canton Zurich
Country: Switzerland

Summary: The E-Government Project began in 1998 as part of the Swiss government's Information Communication and Technology (ICT) strategy. The Zurich e-voting system is a modular and service-oriented e-governance solution to integrate all types of media for e-voting which includes internet, mobile, television or other digital technologies. Zurich residents can participate in public decisions without compromising security concerns. Both local and national authorities embraced the system which has been tested extensively and was developed with Unisys. Zurich developed a text version of the e-voting platform, which was abandoned in 2008, due to the scarce use by its residents, but other digital voting solutions are still available for citizens. The UN project submission mentions the compelling features as flexible compliance, modular structure and high security standards.⁴⁵

Examples of institutional traits that supported the project:

Reliability: The system has been tested for federal, local and organizational elections. It has seven unique features including: communities can define their own electorate districts, a standard procedure exists for each voting device, a list of candidates can only be entered once in the system, the secure system allows for voters to cast only one vote, the transfer system stores the votes, votes and voting is encrypted and open system architecture allows communities to use their own IT-solutions.⁴⁶

Effective Stakeholder Policy: In 2011, Swiss citizens abroad could cast votes via e-voting rather than the previous methods of mail or return to Switzerland to vote. While it is too early to provide statistics on voter increase about 53% of Swiss voters abroad took part in the trial.⁴⁷

Accountability: To ensure accountability of online voting, the Government of Switzerland used independent certification for the internet voting systems. In 2015, the federal Government

⁴⁵ Electronic Voting as Used in Switzerland (n.d.). Retrieved November 2, 2019 from Ballotpedia website: https://ballotpedia.org/Electronic_Voting_as_used_in_Switzerland

⁴⁶ e-Government Project Statistical Office Canton Zurich, Ministry of Justice and Interior (n.d.). Retrieved October 30, 2019 from: United Nations Public Service Awards: Case Studies, <https://publicadministration.un.org/en/Research/CaseStudies/unpsacases/ctl/NominationProfile/mid/1170/id/177>

⁴⁷ Driza Maurer, Ardita ; Spycher, Oliver ; Taglioni, Geo ; Weber, Anina (2012). E-voting for Swiss abroad: A joint project between the Confederation and the Cantons. Retrieved November 13, 2019 from University of Zurich <https://doi.org/10.5167/uzh-133854>



deployed an Election Expert Team for the cantons e-voting process to ensure transparency and accountability of the process.⁴⁸

Integrative policy: Support was given by the national government and implemented outside of the initial canton. The e-voting system allowed for the integration of all digital technology and it has strongly promoted the adoption and implementation of e-voting.⁴⁹ As this process is still evolving, statistics are not yet available on how much the vote has increased.

Examples of leadership competencies that supported the project:

Acts with integrity: The Federal Chancellery conducted an internal audit for the regional Zurich government's system (the canton). In addition, the e-Voting system externally audited the system and security using Swisscom Solutions.⁵⁰

Encourages innovative thinking: From a technology perspective, the encryption was innovative as it protected the privacy of voters and selection of candidates. In fact, IBM organized an event in Europe to discuss this innovation.⁵¹ The innovative security measures allow additional Swiss citizens to vote who are out of the country or are disabled and unable to leave their homes.

Examples of environmental conditions that supported the project:

People-centered: E-voting allows ease and speed for Zurich citizens to cast votes. The system is modular and service-oriented allowing for accessibility of services.⁵²

Healthy public-private partnerships: The canton partnered with a technology partner, Unisys, to provide services and testing and the university to test the system. The U.S. Election

⁴⁸ Swiss Confederation OSCE/ODIHR Election Expert Team Final Report (n.d.). Retrieved November 13, 2019 from: Office for Democratic Institutions and Human Rights website:

<https://www.osce.org/odihr/elections/switzerland/222556?download=true>

⁴⁹ Electronic Voting as Used in Switzerland (n.d.). Retrieved November 2, 2019 from Ballotpedia website:

https://ballotpedia.org/Electronic_Voting_as_used_in_Switzerland

⁵⁰ e-Government Project Statistical Office Canton Zurich, Ministry of Justice and Interior (n.d.). Retrieved October 30, 2019 from: United Nations Public Service Awards: Case Studies,

<https://publicadministration.un.org/en/Research/CaseStudies/unpsacases/ctl/NominationProfile/mid/1170/id/177>

⁵¹ Workshop of Europe's leading cryptographers takes place at IBM's Research Laboratory in Rüschlikon (n.d.). Retrieved November 13, 2019 from IBM website: <https://www.zurich.ibm.com/news/06/zisc.html>

⁵² Innovations in Governance from around the World (n.d.). Retrieved November 13, 2019 from UN Success Stories from the Winners of the United Nations Public Service Awards website:

<https://publicadministration.un.org/publications/content/PDFs/E-Library%20Archives/2007%20Innovations%20in%20Governance%20from%20around%20the%20World.pdf>

Assistance Commission's technical paper references the Zurich e-voting project and these partners in their assessment.⁵³

Strong technical expertise: As referenced above, the e-voting project required expertise from outside the government. The project won the prize for best software in 2005 by the Swiss ICT society.⁵⁴

⁵³ A Survey of Internet Voting (n.d.). Retrieved November 13, 2019 from U.S. Election Assistance Commission Testing and Certification Technical Paper #2 website: <https://www.eac.gov/assets/1/28/SIV-FINAL.pdf>

⁵⁴ e-Government Project Statistical Office Canton Zurich, Ministry of Justice and Interior (n.d.). Retrieved October 30, 2019 from: United Nations Public Service Awards: Case Studies, <https://publicadministration.un.org/en/Research/CaseStudies/unpsacases/ctl/NominationProfile/mid/1170/id/177>



Project: Nikumbuke-Health by Motorbike (N-HnM)

Country: Kenya

Summary: In Kenya, every person has the right to the highest attainable standard of health, nevertheless, health care for women in Kenya is often conditioned by multiple factors, such as poverty in all its forms, deprivation of basic services, lack of access to health services and early diagnosis and treatment.⁵⁵ Women across Kenya suffer from preventable illnesses that pose an enormous health burden on them, their families and their communities, especially in rural communities that are more geographically isolated and face difficult environmental conditions.⁵⁶ To address this problem, since 2008 N-HnM program created multiple health services initiatives, complemented with well-being programs, that were designed under well-planned public-private, local and transnational efforts, including very active participation in the local community.⁵⁷ N-HnM program has successfully reached approximately 60,000 people since its implementation in 2008. Through a community health center, a mobile clinic, various health promotion initiatives and malaria prevention campaigns, the program has positively impacted rural and urban communities in the Kwale District.⁵⁸ N-HnM keeps evolving with its comprehensive approach, to keep transforming the way families live in the region.

Examples of institutional traits that supported the project:

Effective Stakeholders engagement: The successful implementation of N-HnM programs and initiatives is due to strong stakeholder engagement design, including public-private partnerships, local and transnational efforts and active participation of target groups.⁵⁹ Field work

⁵⁵ Nikumbuke-Health by Motorbike (n.d.). Retrieved October 31, 2019 from: United Nations Public Service Awards website: <https://publicadministration.un.org/en/Research/CaseStudies/unpsacases/ctl/NominationProfile/mid/1170/id/1870>

⁵⁶ibid

⁵⁷ibid

⁵⁸ Coleman, M. Alonso, A. (2016). A Qualitative Study Exploring How Family Planning Beliefs and Attitudes Contribute to Family Planning Behavior in Rural, Southeastern Kenya: Application of the Social Ecological Model. Wiley Periodicals. Malden. USA. <https://doi.org/10.1002/wmh3.207>

⁵⁹ Nikumbuke-Health by Motorbike (n.d.). Retrieved October 31, from: United Nations Public Service Awards website: <https://publicadministration.un.org/en/Research/CaseStudies/unpsacases/ctl/NominationProfile/mid/1170/id/1870>

particularly is due to joint efforts by local governments in Kenya, the local branch of the Ministry of Health, and the contributions of non-profit organization N-HbM in Kenya and based out of the University of Wisconsin-Madison in the United States.⁶⁰ Effective stakeholder engagement has been a critical to support the Nikumbuke mission, the families and the region.

Strong Measurement: N-HbM program conducted a two-sided yearly evaluation strategy in order to harvest feedback, monitor, and verify the different initiatives. Yearly evaluations were used to improve programs and to overcome unexpected challenges, following two main frameworks: formative which is primarily qualitative and summative which is primarily quantitative.⁶¹ Further high-level academic studies have been held to keep tracking the success of the program. Coleman & Alonso (2016), report a high level of family planning knowledge in a reference group at the Kwale District.⁶² Strong and reliable measurement helped overcome challenges, and it is still the main source of feedback to keep driving change in the region.

Examples of leadership competencies that supported the project:

Coaches and develops people: Local capacity building was the primary success driver for this project. For example, a train-the-trainers program for health promoters educated health promoters on women's leadership potential and communication skills. Summer health camps for women and adolescent girls trained local community health workers on reproductive health, infectious diseases, water and sanitation and other health-related topics.⁶³ The trained health promoters spread their newly acquired knowledge around their communities through health parties and assisted with the supporting initiatives under N-HbM.⁶⁴

⁶⁰ Coleman, M. Alonso, A. (2016). A Qualitative Study Exploring How Family Planning Beliefs and Attitudes Contribute to Family Planning Behavior in Rural, Southeastern Kenya: Application of the Social Ecological Model. Wiley Periodicals. Malden. USA. <https://doi.org/10.1002/wmh3.207>

⁶¹ Nikumbuke-Health by Motorbike (n.d.). Retrieved October 31, from: United Nations Public Service Awards website: <https://publicadministration.un.org/en/Research/CaseStudies/unpsacases/ctl/NominationProfile/mid/1170/id/1870>

⁶² Coleman, M. Alonso, A. (2016). A Qualitative Study Exploring How Family Planning Beliefs and Attitudes Contribute to Family Planning Behavior in Rural, Southeastern Kenya: Application of the Social Ecological Model. Wiley Periodicals. Malden. USA. <https://doi.org/10.1002/wmh3.207>

⁶³ Nikumbuke-Health by Motorbike (n.d.). Retrieved October 31, from: United Nations Public Service Awards website: <https://publicadministration.un.org/en/Research/CaseStudies/unpsacases/ctl/NominationProfile/mid/1170/id/1870>

⁶⁴ Nikumbuke-Health by Motorbike (n.d.). Retrieved October 31, from: United Nations Public Service Awards website: <https://publicadministration.un.org/en/Research/CaseStudies/unpsacases/ctl/NominationProfile/mid/1170/id/1870>

Encourages others: Nikumbuke is all about empowering girls and women by giving them self-confidence and strength to make use of their inner skills so that they can care for themselves and their children. With a comprehensive and collaborative approach, where community-ownership initiatives are encouraged, N-HbM encourages others, especially women, to take action.⁶⁵ Initiatives have emerged directly from the local community and are currently generating positive impact in the program, and the communities. Moringa Tree project, Malaria Street Theater and a female soccer league are a mix of well-being and health programs that emerged from and for the women in Kwale District.⁶⁶

Examples of environmental conditions that supported the project:

Strong technical expertise: Since the project has launched in 2008, experts from different organization and backgrounds have collaborate on the program. The program pipeline was coordinated by Dr. Araceli Alonso, a professor at University of Wisconsin, and in close collaboration at the local level by Ms. Bendettah Muthina Thomas. The University of Wisconsin-Madison provided the academic knowledge and human resources of various groups of trained students who have translated their health knowledge to local leaders. Partnerships with The Davis Foundation for Projects for Peace, the Rotary Club Madison-West Ira, Ineva Baldwin, Universitat Jaume, UNESCO and, Women's Knowledge International have contributed high quality human capital to N-HbM's mission.

⁶⁵ FOTA. (n.d). Retrieved November 13, 2019 from: Form One to Another website:
<https://from12another.wordpress.com/project-nikumbuke/>

⁶⁶ Nikumbuke-Health by Motorbike (n.d.). Retrieved October 31, from: United Nations Public Service Awards website:
<https://publicadministration.un.org/en/Research/CaseStudies/unpsacases/ctl/NominationProfile/mid/1170/id/1870>



Project: Eau de Paris
Country: France

Summary: The city of Paris created Eau de Paris to improve the water supply. Previously, this service was fragmented between private and public players, which led to poor resource management, high prices for users, lack of transparency and a loss of control from the local government authorities. Eau de Paris provides a unique and transparent water public service based on open and participative governance. Today, it serves three million users with high quality water at a fair price. The project has a distribution network return (efficiency of the service related to the resources used) of over 90% and a user satisfaction rate of 90%.⁶⁷

Examples of institutional traits that supported the project:

Reliability: For the past 10 years, Eau de Paris has served the citizens of Paris with a high-quality service, including both the production and distribution of water. Three million people currently rely on this service for their water supply and the service's satisfaction rate has reached 90%.⁶⁸

Effective stakeholder engagement: Eau de Paris is based on open and participative governance through its diversified and volunteer-based board of directors. First, it includes elected municipal employees, staff representatives and consumer and environmental protection associations. From its 20 members, 13 represent the Paris community. Second, the board members are not compensated for their work.⁶⁹ This approach enables it to cover the interest of all stakeholders.⁷⁰

Finally, the project is conducted in close collaboration with the Observatoire Parisien de l'Eau, which is a platform of information, dialogue and debate on water management that was created by the city of Paris. It is composed of diversified actors such as user representatives, institutional actors, social landlords, unions, universities, researchers and experts. It enables citizens to consult and control municipal water policies.⁷¹ The website of this organization has a member area to comment

⁶⁷ Eau de Paris. (2018) (n.d). Retrieved November 12, 2019 from Rapport Annuel 2018 website: http://www.eaudeparis.fr/uploads/tx_edpevents/EDP_RA2018.pdf

⁶⁸ ibid

⁶⁹ ibid

⁷⁰ Eau de Paris. (n.d.). Retrieved October 30, 2019 from: Eau de Paris: Gouvernance, website: <http://www.eaudeparis.fr/lentreprise-publique/gouvernance/>

⁷¹ ibid



on posted articles, contribute to debates and post relevant information.⁷² Eau de Paris currently has three million users with 94,000 users subscribed to the platform.⁷³

Accountability: Eau de Paris has strong transparency standards. It proactively discloses information related to the project through its website and annual reports. Additionally, its budget explains in the specific financial and performance report. The project is also very transparent on its success and performance measurements (as described below).⁷⁴

Strong measurement: Eau de Paris publishes its economic performance and its KPIs through an annual performance report. The project is evaluated on a regular basis (i.e. monthly, bi-annually and annually) based on 75 management and performance indicators. These indicators focus on service quality and performances, both from a technical perspective and from a financial and a social perspective. It includes water quality, user satisfaction, budget equilibrium, transparency, access to water, etc. For each indicator, the measurement results are provided for the given year, and a target is established for 2020.⁷⁵ Additionally, the project is controlled by the city of Paris. The contract between both organizations includes targets to reach and performance indicators to measure the quality of the service.⁷⁶

Examples of leadership competencies that supported the project:

Encourages innovative thinking: Eau de Paris explores and innovates in the field of water quality and supply to continue improving the performance of its service. Both in 2017 and 2018, €1.4 million was invested into research and development. The organization launched a pilot project in one of its factories, using reverse osmosis technology to improve water quality.⁷⁷

Coaches and develops people: In 2018, 96.9% of the employees received training in the previous two years.⁷⁸ For example, following the release of a new law on anti-corruption practices ("Sapin 2"), Eau de Paris organized trainings on corruption and bribery in order to raise awareness

⁷² Observatoire Parisien de l'Eau. (n.d.). Retrieved November 12, 2019 from: Observatoire Parisien de l'Eau: Presentation, <http://www.observatoireparisiendeleau.fr/articles/58>

⁷³ ibid

⁷⁴ Eau de Paris. (2018). Retrieved November 12, 2019 from Eau de Paris: Equilibre Financier et Performance, http://www.eaudeparis.fr/uploads/tx_edpevents/EDP_RA2018_DONNEES_FINANCIERES.pdf

⁷⁵ ibid

⁷⁶ Eau de Paris (n.d.). Retrieved November 12, from Eau de Paris: Gouvernance, http://www.eaudeparis.fr/lentreprise-publique/gouvernance/#ville_paris

⁷⁷ Eau de Paris. (2018). Retrieved November 12, from Eau de Paris: Rapport Annuel 2018 website: http://www.eaudeparis.fr/uploads/tx_edpevents/EDP_RA2018.pdf

⁷⁸ ibid

among its employees.⁷⁹ Additionally, internal mobility of employees within the organization is highly encouraged, enabling employees to develop new skills and familiarize themselves with new jobs.⁸⁰

Examples of environmental conditions that supported the project:

Efficient resource allocation: The purpose of the project is to maintain fair water prices while delivering a high-quality service to users. Based on the annual balance between its operating revenues and its operating costs, Eau de Paris defines its investment strategy with the remaining budget. The investment strategy is divided in three main areas of focus, including infrastructure improvement, ecological transition support and maintenance of high-quality service to users.⁸¹

Participation: The project has created “Le Pavillon de l’eau”, an information and discussion center for the local communities. It organizes exhibitions, workshops and meetings on the theme of water.⁸² In 2018, this center received 22,000 visitors in total.⁸³ Additionally, Eau de Paris launched a challenge “Paris se met au verre” in order to raise awareness among users and shift behavior. It consisted of a 15-day online program inviting Parisians to tackle challenges that the city faces regarding water as a resource. This initiative proves the collaborative dimension of this project by including city residents into the development of concrete solutions.⁸⁴

Healthy public-private partnerships: Eau de Paris partnered with several associations to serve the most underprivileged communities. For example, in 2018, it contributed €500,000 to the Fund of Social Housing, which represents part of the unpaid bills. It is also partnering and supporting projects focused on ecology and the protection of water as a resource.⁸⁵

Strong Technical Expertise: Besides its diversified and wide-ranging board, Eau de Paris developed a committee that includes science, technology and industry experts, universities and research centers and economic actors. Their role is to validate the scientific and technical relevance of the proposed policies and future plans.⁸⁶

⁷⁹ *ibid*

⁸⁰ Eau de Paris. (2018). Retrieved November 25, 2019 from Eau de Paris: Innovation 2018 website: http://www.eaudeparis.fr/uploads/tx_edpevents/EAU_DE_PARIS_Innovation_Vdef.pdf

⁸¹ Eau de Paris. (2018). Retrieved November 12, 2019 from Eau de Paris: Equilibre Financier et Performance website: http://www.eaudeparis.fr/uploads/tx_edpevents/EDP_RA2018_DONNEES_FINANCIERES.pdf

⁸² Eau de Paris. (n.d.). Retrieved November 12, 2019 from Eau de Paris: Entreprise Publique website: <http://www.eaudeparis.fr/lentreprise-publique/eau-de-paris/>

⁸³ Eau de Paris. (2018). Retrieved November 12, 2019 from Rapport Annuel 2018 website: http://www.eaudeparis.fr/uploads/tx_edpevents/EDP_RA2018.pdf

⁸⁴ *ibid*

⁸⁵ Eau de Paris. (2018). Retrieved November 12, 2019 from Rapport Annuel 2018 website: http://www.eaudeparis.fr/uploads/tx_edpevents/EDP_RA2018.pdf

⁸⁶ *ibid*



Project: Tlicho Community Services Agency
Country: Canada

Summary: The Tlicho Community Services Agency delivers education, health and social services to more than 3,000 people in four remote communities of the Northwest Territories in Canada. For centuries, the Tlicho communities lived self-sufficiently, isolated from the rest of the world, in Canada's Northwest Territories. In the 1950s, with the crash of the fur market, the Tlicho people could no longer sustain themselves and moved into settlements. They experienced difficulties adapting to their new way of life. In partnership with the Canadian and Northwest Territories Government, the Tlicho Community Services Agency developed a model of integrated services based on wellness, an integrated continuum of care, cultural relevance, and community development-capacity building for the local communities.⁸⁷

Examples of institutional traits that supported the project:

Effective Stakeholder Engagement: The Government of Canada, the Government of the Northwest Territories and the Tlicho partnered to create the Tlicho Community Services Agency. The Tlicho community is highly represented on the board of directors. The board of directors has elected representatives of the four Dogrib communities, only Tlicho citizens are elected as chief, and no more than half of the council seats are filled by candidates who are not Tlicho citizens.⁸⁸

Unity and Conflict Resolution: The creation of the Tlicho Community Services Agency was a response to the inappropriate services offered by the federal government to indigenous communities in Northwest Canada. This lack of services led to many social issues such as unemployment, exposure to alcohol and the separation of family members.⁸⁹

Examples of environmental conditions that supported the project:

⁸⁷ Tli Cho Community Services Agency UNPSA. (n.d.). Retrieved November 2, 2019 from: United Nations Public Service Awards: Case Studies website: <https://publicadministration.un.org/en/Research/Case-Studies/unpsacases/ctl/NominationProfile/mid/1170/id/124>

⁸⁸ Government of Northwest Territories. (n.d.). Retrieved November 13, 2019 from Government of Northwest Territories: Executive and Indigenous Affairs website: <https://www.eia.gov.nt.ca/en/priorities/concluding-and-implementing-land-claim-and-self-government-agreements/tlicho>

⁸⁹ Tli Cho Community Services Agency UNPSA. (n.d.). Retrieved November 2, 2019 from: United Nations Public Service Awards: Case Studies website: <https://publicadministration.un.org/en/Research/Case-Studies/unpsacases/ctl/NominationProfile/mid/1170/id/124>

People-centered: Dogrib leadership initiated the project in response to a community request. The Tlicho Community Services Agency developed a new model of integrated services that responded to the needs and problems of the communities by providing appropriate and culturally relevant services. The services include community development-capacity building which consists of identifying individual and community strengths and building upon them.⁹⁰

Participation: The project leaders held a series of project development meetings to consult local communities about the purpose and priorities that the Tlicho Community Services Agency should focus.⁹¹ The project organized annual gatherings, which enabled local residents to ask questions, make recommendations, provide broad policy directions and debate and approve proposed amendments.⁹² The project organizes the Tlicho Government Award Medal, which recognizes people, organizations and companies who have made outstanding contributions or accomplishments which best reflect the Tlicho way of life.⁹³

Enabling Policies: The Tlicho Government was created with law-making authority over Tlicho communities and lands, covering education, child and family services, training, social housing, income support and the Tlicho language and culture. The Tlicho Government has the power to pass and enforce laws.⁹⁴

⁹⁰ *ibid*

⁹¹ *ibid*

⁹² Tlicho. (n.d.). Retrieved November 2, 2019 from: Tlicho: Tlicho Government Structure website: <https://www.tlicho.ca/government/chiefs-executive-council-assembly/our-story/about-tlicho>

⁹³ Tlicho. (n.d.). Retrieved November 2, 2019 from: Tlicho: Award Medal website: <https://www.tlicho.ca/cec-assembly/award-medal>

⁹⁴ Government of Northwest Territories. (n.d.). Retrieved November 13, 2019 from Government of Northwest Territories: Executive and Indigenous Affairs website: <https://www.eia.gov.nt.ca/en/priorities/concluding-and-implementing-land-claim-and-self-government-agreements/tlicho>

Project: Senior Citizen Liaison Team (SCLT)
Country: United Kingdom

Summary: The Senior Citizen Liaison Team (SCLT) prevents elderly victimization and fraud in Avon and Somerset. This strategic alliance between the local police and a bespoke, newly-formed charity identified fraud risk in the elderly and initiated a 100% self-funded volunteer safety service tailored specifically to the at-risk senior citizen population. The Avon and Somerset Police spearheaded the initiative by forming a team of unpaid Police Support Volunteers, a Public Presentation Team, and a Senior Minority Outreach Team to provide education and outreach to senior citizen communities on elder-crime and safety products.⁹⁵ The SCLT published The Senior Siren magazine, which was hand-delivered by volunteers to the elderly and contained crime prevention and victim support information and lifestyle and health advice.⁹⁶ The SCLT website was designed specifically for senior citizens' ease-of-use, and the SCLT team engaged face-to-face with 10,000 senior citizens each year by giving hundreds of local presentations in places where older adults meet and socialize.⁹⁷ In order to reach elderly minorities, the Senior Minorities Outreach Team (SMOT), spread the senior safety message to residents who may not have access to other statutory and voluntary agencies due to language or cultural challenges.⁹⁸

Examples of institutional traits that supported the project:

Effective Stakeholder Engagement: Through their Public Presentation Team, the SCLT provided educational presentations to thousands of older adults every year. In order to engage with underserved minority groups, the Senior Minority Outreach team (SMOT) brought the senior safety message to diverse local communities, who may otherwise have difficulty in accessing the services due to language or cultural barriers. "The SMOT typically engaged with its target audience by attending community gatherings to build relationships and communicate the message of crime

⁹⁵ Senior Citizen Liaison Team (n.d.). Retrieved November 7, 2019 from UNPSA website:

<https://publicadministration.un.org/en/Research/CaseStudies/unpsacases/ctl/NominationProfilev2014/mid/1170/id/3834>

⁹⁶ Knight, Laura and Callender, Matthew, Citizens in Policing Retrieved November 7, 2019, from Institute for Public Safety Crime and Justice website: <https://www.citizensinpolicing.net/wp-content/uploads/2019/07/PTF-Pilot-Guidance-and-Learning-from-Elderly-Victimisation-Prevention-in-Avon-and-Somerset-Police-2019.pdf>

⁹⁷ ibid

⁹⁸ ibid



education around deception-type offences against the elder community.”⁹⁹ In addition, the Senior Siren magazine is available for free to millions of potential readers in both a print and electronic version.¹⁰⁰

Integrative Policy: By instituting an innovative partnership model between a newly established charity and the local police department, the all-volunteer SCLT was able to leverage the “backroom” administrative capabilities of the police department. This freed up the SCLT to focus on education, outreach and stakeholder engagement to prevent elder-fraud.

Examples of leadership competencies that supported the project:

Builds Trust: The charity, Age UK, identified that 53% of people aged 65 years old and older had been the victims of fraud or had been targeted and had failed to be deceived into parting with money. Only 5% of the crimes were reported to the police due to embarrassment, intimidation, fear, coercion, and a concern for the loss of independence from the elderly victims.¹⁰¹ Through outreach, education, and stakeholder engagement, the SCLT built trust with tens of thousands of senior citizens every year.

Acts with integrity: The SCLT is a registered charity in the UK. Established in partnership with the Avon and Somerset Police, the SCLT is structured under a volunteer management committee, who abide by the SCLT constitution to oversee program implementation. The SCLT fully complies with all requirements of the UK Charity Commission. All volunteers receive education, guidance, and routine supervision from project leaders.¹⁰²

Encourages others: The SCLT’s initiatives are directed towards at-risk senior citizens throughout the region. In order to deliver the safety education package, the SCLT encourages its volunteers, senior citizens, and community partners to participate in local neighborhood-watch schemes. SCLT partners deliver the free Senior Siren (safety) magazine and meals door to door.¹⁰³

⁹⁹ Knight, Laura and Callender, Matthew, Citizens in Policing Retrieved November 7, 2019, from Institute for Public Safety Crime and Justice website: <https://www.citizensinpolicing.net/wp-content/uploads/2019/07/PTF-Pilot-Guidance-and-Learning-from-Elderly-Victimisation-Prevention-in-Avon-and-Somerset-Police-2019.pdf>

¹⁰⁰ ibid.

¹⁰¹ Knight, Laura and Callender, Matthew, Citizens in Policing Retrieved November 7, 2019, from Institute for Public Safety Crime and Justice website: <https://www.citizensinpolicing.net/wp-content/uploads/2019/07/PTF-Pilot-Guidance-and-Learning-from-Elderly-Victimisation-Prevention-in-Avon-and-Somerset-Police-2019.pdf>

¹⁰² ibid

¹⁰³ Knight, Laura and Callender, Matthew, Citizens in Policing Retrieved November 7, 2019, from Institute for Public Safety Crime and Justice website: <https://www.citizensinpolicing.net/wp-content/uploads/2019/07/PTF-Pilot-Guidance-and-Learning-from-Elderly-Victimisation-Prevention-in-Avon-and-Somerset-Police-2019.pdf>



Furthermore, the SCLT offers guidance and documentation so the program can be replicated throughout the UK and the world.

Encourages innovative thinking: Traditional law enforcement detection has been ineffective in fighting elder fraud. The SCLT's model aims to remedy this failure to protect the elderly through crime-prevention education.¹⁰⁴ "The concept of the SCLT is relatively simple. This is to look at a new way of addressing a burgeoning community safety need (financial harm safety for the elderly), by being innovative and agile in the delivery of a uniquely, bespoke safety service which has been tailored for the target demographic."¹⁰⁵

Coaches and develops people: SCLT activity coordinators ensure that all volunteers are trained and registered as Police Support Volunteers. Additionally, through coordination with the police department, volunteers have access to the full support of the police HR functions, including administration of expenses and criminal records checks. Volunteers are typically recruited via exposure to SCLT activities and have traditionally been police officers and staff who seek to volunteer their skills and time to the activities of the SCLT project.¹⁰⁶

Examples of environmental conditions that supported the project:

Efficient resource allocation: The program is cost-neutral to the police force.¹⁰⁷ As a 100% self-funded registered charity, the SCLT has access to numerous funding streams that are not accessible to non-charity projects.¹⁰⁸

[content/uploads/2019/07/PTF-Pilot-Guidance-and-Learning-from-Elderly-Victimisation-Prevention-in-Avon-and-Somerset-Police-2019.pdf](https://www.citizensinpolicing.net/wp-content/uploads/2019/07/PTF-Pilot-Guidance-and-Learning-from-Elderly-Victimisation-Prevention-in-Avon-and-Somerset-Police-2019.pdf)

¹⁰⁴ *ibid*

¹⁰⁵ *ibid*

¹⁰⁶ *ibid*

¹⁰⁷ Johnson, Bob and Weller, Joanne, The National Citizens in Policing Case Studies Project Retrieved November 14, 2019, from Citizens in Policing website: <https://www.citizensinpolicing.net/wp-content/uploads/2018/04/62d04ac084ddb21b8be88fdea5a3c06.pdf>

¹⁰⁸ Knight, Laura and Callender, Matthew, Citizens in Policing Retrieved November 7, 2019, from Institute for Public Safety Crime and Justice website: <https://www.citizensinpolicing.net/wp-content/uploads/2019/07/PTF-Pilot-Guidance-and-Learning-from-Elderly-Victimisation-Prevention-in-Avon-and-Somerset-Police-2019.pdf>

People-centered: The entire purpose of the SCLT is to protect senior citizens from elder-fraud. Through social engagement and lifestyle improvements, SCLT volunteers realize the core goal of senior safety.¹⁰⁹

Participation: A key aspect of the SCLT is its inclusiveness through active participation of all the stakeholders involved in the program. Specifically, the active involvement of SCLT volunteers, the police, community groups, charities, and senior citizens. In addition, the Senior Minority Outreach team (SMOT) ensures that all senior citizens can benefit from the SCLT program, including those with language or cultural barriers, by participating in local events with minority communities.¹¹⁰

Healthy Public Private Partnership: Partners include the Avon and Somerset Police, the SCLT, members of the trustee team, Age UK (Charity), Gwent Association of Voluntary Agencies, South West Forum on Ageing and a host of other bodies which were able to offer shared advocacy opportunities for the elderly community.¹¹¹

Enabling policies: The SCLT provides valuable information and guidance to other police departments to enable the development of similar initiatives across the UK. By contributing knowledge and experience from the success of their project, the SCLT enhances the understanding of ‘what works’ in police volunteering. This improves policy and practice of police departments across the UK and enables volunteering models to be more impactful on public safety and public engagement through policing.¹¹² The SCLT also offers document resources and guidance to replicate its program throughout the UK and around the world.

¹⁰⁹ Johnson, Bob and Weller, Joanne, The National Citizens in Policing Case Studies Project Retrieved November 14, 2019, from Citizens in Policing website: <https://www.citizensinpolicing.net/wp-content/uploads/2018/04/62d04ac084ddb21b8be88fdea5a3c06.pdf>

¹¹⁰ Knight, Laura and Callender, Matthew, Citizens in Policing Retrieved November 7, 2019, from Institute for Public Safety Crime and Justice website: <https://www.citizensinpolicing.net/wp-content/uploads/2019/07/PTF-Pilot-Guidance-and-Learning-from-Elderly-Victimisation-Prevention-in-Avon-and-Somerset-Police-2019.pdf>

¹¹¹ Knight, Laura and Callender, Matthew, Citizens in Policing Retrieved November 7, 2019, from Institute for Public Safety Crime and Justice website: <https://www.citizensinpolicing.net/wp-content/uploads/2019/07/PTF-Pilot-Guidance-and-Learning-from-Elderly-Victimisation-Prevention-in-Avon-and-Somerset-Police-2019.pdf>

¹¹² ibid

Project: Victorian Rabbit Action Network
Country: Australia

Summary: The Victorian Rabbit Action Network (VRAN) introduced a more effective framework for managing the population of the invasive rabbit species in Victoria. The European rabbit was introduced to Australia in the 1850s and has since become a threat to the agribusinesses and native species.¹¹³ The network was developed to foster community-led action that utilized local knowledge and collaboration between organizations and includes technical workshops, grant programs and learning networks. The project was successful in engaging a variety of stakeholder groups from a wide-spread geographic region.

Examples of institutional traits that supported the project:

Effective stakeholder engagement: The VRAN is based on the idea of cooperation and collaboration between stakeholders. Early in the development process, stakeholders, including industry experts, land owners and government and community members were asked to participate in planning and strategizing for the VRAN with the intention of hearing from many perspectives.¹¹⁴ Development included stakeholder surveys and feedback on initial briefs prepared by the project team.¹¹⁵ Involvement of experts and community members throughout development of the projects to create a solution that incorporated a range of views.¹¹⁶

Examples of leadership competencies that supported the project:

Encourages others: The network provides a platform in which community members can engage as needed with technical expertise and varying opinions that might not have been available to them otherwise. This type of resource enables community members to feel confident in directly implementing strategies for managing the rabbit populations.¹¹⁷

¹¹³ Adams, Lisa Bernadette, et al. Political economics, collective action and wicked socio-ecological problems. Gateways: International Journal of Community Research and Engagement 12.1 (2019): ID-6496.

¹¹⁴ Adams, Lisa Bernadette, et al. Political economics, collective action and wicked socio-ecological problems. Gateways: International Journal of Community Research and Engagement 12.1 (2019): ID-6496.

¹¹⁵ Furze, Brian and Victorian Rabbit Action Network Formative Evaluation of the Victorian Rabbit Action Network. Victorian Rabbit Action Network, [Melbourne], 2016.

¹¹⁶ Adams, Lisa Bernadette, et al. Political economics, collective action and wicked socio-ecological problems. Gateways: International Journal of Community Research and Engagement 12.1 (2019): ID-6496.

¹¹⁷ Martin, Paul, et al. Community-Based Control of Invasive Species. Csiro Publishing, 2019.

Encourages Innovative Thinking: After many years of different types of solutions, including legislation and enforcement, the VRAN offered a project solution involving a community-led action approach that pulled existing local knowledge into a central network to be leveraged by the broader community rather than relying on government-initiated population control strategies. An initial analysis of the current management system was completed with an interview process in order to develop efficient solutions.¹¹⁸

Coaches and Develops People: Project development began with a strong set of technical experts from the field that helped to develop the knowledge sharing network. Technical capacity in local communities was built by offering training courses and hosting technical workshops. Mentor and mentee connections were made to provide individual support across the network.¹¹⁹

Examples of environmental conditions that supported the project:

People-centered: The VRAN relies on community action for implementation of solutions and must therefore be tailored to the community members it is there to serve. Training and information sharing events take place within communities, bringing technical expertise to where it is needed. Different types of engagement opportunities, such as online training resources, conferences and grant opportunities create participation options for community members. Reviews and interviews with participants reveal effective engagement.¹²⁰

Participation: Participation is essential for success of the VRAN. Information sharing, engagement through web-based learning and on-the-ground training events and collaboration help solve the population issue. Participants in the VRAN, including private and public participants, manage over 2.5 million hectares of land.¹²¹

Strong technical expertise: In development of the Network, Ted Alter, a professor from Penn State University relied on democratic and systems-strengthening methods.¹²² The

¹¹⁸ Adams L, Victorian Rabbit Management Collaboration Initiative. PestSmart Toolkit publication, Invasive Animals Cooperative Research Centre, Canberra, Australia.

¹¹⁹ Furze, Brian and Victorian Rabbit Action Network Formative Evaluation of the Victorian Rabbit Action Network. Victorian Rabbit Action Network, [Melbourne], 2016.

¹²⁰ Furze, Brian and Victorian Rabbit Action Network Formative Evaluation of the Victorian Rabbit Action Network. Victorian Rabbit Action Network, [Melbourne], 2016.

¹²¹ Sean: et al. "Victorian Rabbit Action Network (VRAN) Training – Useful Learnings for Strathbogie Landholders." Strathbogie Ranges - Nature View, 9 Apr. 2019, <https://strathbogierangesnatureview.wordpress.com/2019/04/10/victorian-rabbit-action-network-vran-training-useful-learnings-for-strathbogie-landholders/>

¹²² Valsechi, Leon. "Australia Getting Help from Penn State Professor to Manage Rabbit Infestation." Centredaily, Centre Daily Times, 26 Dec. 2017, <https://www.centredaily.com/news/local/education/penn-state/article191596994.html>



implementation and operations of VRAN now rely on a steering committee of technical experts from industry, communities and government. Expertise is shared through learning networks with assorted ways for stakeholders to engage.



Project: WASMO
Country: India

Summary: The government of India started WASMO (Water and Sanitation Management Organization) in 2002 to empower communities to manage their own water sources including drinking-water supply and sanitation facilities. What started as a pilot project with 82 villages in the Bhavnagar District, now has more than 14,000 successful cases along the state of Gujarat.¹²³ Switching from a supply-driven to a demand-driven intervention in the rural sector resulted in community participation with equity, sustainability and scheme democratization.¹²⁴ Specialized committees in engineering, social sector specialists and other technical teams, work in an interdisciplinary environment with locals to support the deployment of the water systems, the management and the educational tasks necessary for it to prosper.¹²⁵

Examples of institutional traits that supported the project:

Strong technical expertise: Recognizing that many local NGOs lacked the necessary technical expertise needed to build water management systems, WASMO strategically chose NGOs for the project, that had adequate experience to actively participate as experts in their respective fields.¹²⁶ Since the beginning of the project, UNICEF provided WASMO with technical assistance and capacity building support for WASMO's staff and support agencies.¹²⁷ In addition, WASMO created core teams of engineering and social sector specialists to support the district level Community Management Support Units (CMSUs).¹²⁸

Integrative policy: Legal frameworks and policy mechanisms empowered the local communities to form committees called Pani Samiti. As their own legal entity, Pani Samitis managed their respective village's water systems and were held accountable and required to be transparent and democratic in all of their processes and procedures.¹²⁹

¹²³ UN Public Service Award Honours Water Supply Initiative in Gujarat, India (n.d.). Retrieved November 4, 2019, from UNICEF: https://www.unicef.org/policyanalysis/india_49663.html

¹²⁴ Das, Keshab, The Sector Reforms Process in Rural Drinking Water and Sanitation: Review of the Role of WASMO in Gujarat. (2014). Available <http://gidr.ac.in/pdf/WP%20221.pdf>

¹²⁵ Prakash, Anjal, et al., Informing Water Policies in South Asia. Taylor & Francis, 2018.

¹²⁶ Das, Keshab, The Sector Reforms Process in Rural Drinking Water and Sanitation: Review of the Role of WASMO in Gujarat. (2014). Available <http://gidr.ac.in/pdf/WP%20221.pdf>

¹²⁷ UN Public Service Award Honours Water Supply Initiative in Gujarat, India (n.d.). Retrieved November 4, 2019, from UNICEF: https://www.unicef.org/policyanalysis/india_49663.html

¹²⁸ Prakash, Anjal, et al., Informing Water Policies in South Asia. Taylor & Francis, 2018.

¹²⁹ Balakrishnan, G., and M. Vesvikar, International Conference on Political Economy of Water. p. 54.

Examples of environmental conditions that supported the project:

Participation: Significant effort was made to involve women, the primary stakeholder group affected by the lack of access to safe water. As a result, many of the Pani Samitis which were established for this project were either headed by females or had a large number of female members.¹³⁰ A very important success factor for this project was its participatory planning approach which included outreach campaigns to educate people on why sanitation and maintenance of clean water infrastructure was important through village meetings, women's activities, street plays or school programs.¹³¹ Additionally, community members were trained in construction supervision, management of finances, water system operation and maintenance, as well as the monitoring of water quality.¹³² Not only was awareness raised, but it also allowed WASMO to understand specific community needs from the ground-up.

Healthy public-private partnerships: A large number of NGOs and private corporations supported the project by providing and sharing technical expertise and best practices in infrastructure, capacity building and system maintenance.¹³³ Pani Samitis started with the support of 13 different NGOs and were the point of contact with the government together with Community Management Support Units (CMSUs) that served as an interface between WASMO and resource users.¹³⁴

¹³⁰ Saravanan, M., and K. Shreedhar, Impact of Innovation in Public Service Delivery. p. 10

¹³¹ UN Public Service Award Honours Water Supply Initiative in Gujarat, India (n.d.). Retrieved November 4, 2019, from UNICEF: https://www.unicef.org/policyanalysis/india_49663.html

¹³² Balakrishnan, G., and M. Vesvikar, International Conference on Political Economy of Water. p. 54.

¹³³ UN Public Service Award Honours Water Supply Initiative in Gujarat, India." UNICEF, Retrieved November 4, 2019 from UNICEF website: https://www.unicef.org/policyanalysis/india_49663.html

¹³⁴ Prakash, Anjal, et al. Informing Water Policies in South Asia. Taylor & Francis, 2018

Project: Alimentary Program (MANÁ)
Country: Colombia

Summary: Child malnutrition in the Department of Antioquia, Colombia became a priority when the mortality rate among children under five years of age due to malnutrition jumped in 2001 to 31.6%.¹³⁵ To address this issue, the Sectional Direction of Health under the Health Secretary of the government of Antioquia, launched the Alimentary Program MANÁ to secure nutrition and health among children of the department.¹³⁶ The MANÁ developed six different fronts divided into: food complementation, nutritional recovery, nutritional vigilance, agriculture development, and public policies and education in food security and nutrition.¹³⁷ These programs intended to improve the availability and access to food, health provisioning and nutrition services and work towards the enhancement of quality of life of the most vulnerable population. The initiative targets 125 municipalities within the department. As a result of the project, coverage increased for the number of children in the program and the number of days the program is available for children to attend, from 200,000 children and 240 days in 2007 to 216,000 children and 365 days in 2010.¹³⁸

Examples of institutional traits that supported the project:

Effective Stakeholder Engagement:

The department of Antioquia's Health Secretary builds relationships with private corporations to fulfill food service commitments with community. The program division within the government ensures that the contracts are up to date and rolling 365 days a year to secure the assistance. Some of the participant stakeholders are on the public side, including the ICBF – Colombian Institute for Family Wellbeing who is in charge of child welfare in the country, local schools and municipalities that make the program succeed through engaging parents and sites to participate in the initiative. The public stakeholders work with private sector food providers who

¹³⁵ Garrett, James. MANA: Improving Food and Nutrition Security in Antioquia, Colombia. p. 50.

¹³⁶ User, Super. Maná, Por La Seguridad Alimentaria Del Departamento Retrieved November 2, 2019 <http://www.antioquiatic.edu.co/noticias-general/item/12-mana-por-la-seguridad-alimentaria-del-departamento>

¹³⁷ MANÁ Programa de Seguridad Alimentaria y Nutricional de Antioquia, Colombia Retrieved November 15, 2019 from SecureNutrition website: <https://www.securenutrition.org/resources/man%C3%A1-programa-de-seguridad-alimentaria-y-nutricional-de-antioquia-colombia>

¹³⁸ United Nations Public Service Awards Case Studies (n.d.). Retrieved November 2, 2019 <https://publicadministration.un.org/en/Research/CaseStudies/unpsacases/ctl/NominationProfile/mid/1170/id/910>

distribute food throughout the department. Contract execution in the year 2016 was more than 95%.¹³⁹

Accountability: Given the nature of the program, public statistics are available for many of the indicators the program impacts. The secretary shares accountability reporting with the public, and the National Administrative Department of Statistics (DANE), an independent entity in charge of the country statistics measurement, delivers reports at the national, departmental and municipal levels. Entities such as Contraloría General de la República, Procuraduría General de la Nación, Contaduría General de la Nación exist explicitly to supervise transparent executive and make public programs and governments accountable for their actions and omissions.¹⁴⁰

Examples of leadership competencies that supported the project:

Builds trust: The program focuses on providing public, transparent information so that communities can see that it is accountable. It also aims to include not only children, but also other vulnerable communities such as indigenous people and people from rural communities that have access to educational programs through MANA.¹⁴¹ The program included 193 indigenous communities divided into 51 indigenous groups. The priority was the three target municipalities with the highest percentage of people living in poverty¹⁴².

Examples of environmental conditions that supported the project:

Participation: The program focuses on six different areas, including food complementation, nutritional recovery, nutritional vigilance, agriculture development, and public policies and education in food security and nutrition.¹⁴³ All these areas strive for community participation and

¹³⁹ Gobernación de Antioquia. Bases Del Plan de Desarrollo de Antioquia (n.d.). Retrieved November 15, 2019 from Asamblea de Antioquia website:

<http://www.asambleadeantioquia.gov.co/2016/images/articles/planDesarrollo.pdf>,

¹⁴⁰ Entes de Control (n.d.). Retrieved November 2, 2019 from Gobernación de Antioquia, Piensa en Grande, <http://www.antioquia.gov.co/index.php/gobernacion/entes-de-control>

¹⁴¹ Gerencia Seguridad Alimentaria y Nutricional MANA. Atención Integral y Recuperación Nutricional Ambulatoria a Los Niños y Niñas Menores de Seis Años En Riesgo de o Con Desnutrición, Madres Gestantes y Lactantes de Las Comunidades Indígenas Rurales Dispersas de Los Municipios de Vigía Del Fuerte, Murindó y Frontino. 2005 2003, https://publicadministration.un.org/unpsa/Portals/0/UNPSA_Submitted_Docs/2018/EFAE548C-8ED3-40EF-AB18-03B07B212EDC/RNA%20INDIGENA%202015%20ENCUENTRO.pdf?ver=2018-02-12-121017-327

¹⁴² ibid

¹⁴³ MANÁ Programa de Seguridad Alimentaria y Nutricional de Antioquia, Colombia (n.d.). Retrieved November 15, 2019 from SecureNutrition website:

consider vulnerable population in need of help in one or more of the mentioned fronts. FAO supports the initiative, among other reasons, because the program supports indigenous communities and food security in the department thus the country.¹⁴⁴

Healthy public-private partnerships: MANA initiative supports and relies on healthy public-private partnerships. The program uses the partnerships with private organizations that could vary from food services foundations such as “Fundación Central Mayorista” to other NGOs such as “Ikala” offering social and technical expertise that supports the fronts depending on necessities.¹⁴⁵ These integrative projects with other private organizations allowed the program to be scalable to all 125 municipalities in Antioquia.¹⁴⁶

Enabling policies: Colombia has a national policy that undertakes a combat to fight child malnutrition. The alimentary program MANA is part of a larger initiative the country has called PAE.¹⁴⁷ The MANA program is outstanding for its scalability to all of the department municipalities and potential to be adopted by other departments that are interested in developing a stronger policy. The policy resulted in mortality rates in the Department of zero in 2017, three years after the program began.¹⁴⁸

<https://www.securenutrition.org/resources/man%C3%A1-programa-de-seguridad-alimentaria-y-nutricional-de-antioquia-colombia>

¹⁴⁴ de Antioquia, Departamento. Sistemas de Abastecimiento Alimentario Bases Para La Inclusión de La Agricultura Familiar (n.d.). Retrieved November 15, 2019 from FAO website: <http://www.fao.org/3/a-i5203s.pdf>

¹⁴⁵ Alarcon, Luz Mery. Ikala - Premio Naciones Unidas al Servicio Público. 2018.

¹⁴⁶ Quintero, Martha. Fundación Central Mayorista - Certificación Empresarial. 2018.

¹⁴⁷ “Política de Seguridad Alimentaria.” Colombia (n.d.). Retrieved November 15, 2019 from Portal ICBF - Instituto Colombiano de Bienestar Familiar ICBF website <https://www.icbf.gov.co/bienestar/nutricion/politica-seguridad-alimentaria>

¹⁴⁸ Gobernación de Antioquia. Bases Del Plan de Desarrollo de Antioquia. Gobernación de Antioquia, 2019 2016. Retrieved November 15, 2019 from Asamblea de Antioquia Website: <http://www.asambleadeantioquia.gov.co/2016/images/articles/planDesarrollo.pdf>



Project: Child First Work Together (CF-WT)
Country: Thailand

Summary: Child development is a fundamental element that defines children's ability to fully reach their potential in the future and can be considered as an important determinant of the quality of public health and services.¹⁴⁹ Public health care in Thailand had limited provisions for children with delayed development focusing only on vaccination as a key prevention tool.¹⁵⁰ To address this issue, the Rajanagarindra Institute of Child Development (RICD), an Institute under the supervision of the Department of Mental Health and The Ministry of Public Health, implemented the Child First – Work Together project to enhance awareness on the importance of assessing child development at an early stage, identifying any developmental issues and providing appropriate treatments and trainings. Under the project, RICD developed screening and assessment tools on child development and implemented a wide range of training and awareness activities for health professionals and personnel who work with children. As a result of the project, children with delayed development who came for treatment at the RICD, increased from 22,576 patients in 2007 to 35,153 patients in 2011.¹⁵¹

Examples of environmental conditions that supported the project:

Strong technical expertise: Before implementing the project, screening and assessment tools for child development were mostly imported from other countries. They were not adopted for Thailand's child development norms or cultural and behavioral differences which led to incorrect results and improper treatments.¹⁵² The project enhanced strong local technical expertise by developing tailored assessment methodologies, handbooks and tools based on a model assessment framework that specifically focused on Thai children's development. A research study has shown that

¹⁴⁹ Samai Sirithongthaworn et.al. (2011) The Study of Child Developmental Milestone Norms of Thai Children from Birth to 5 Years using Development Skills Inventory for Children. Retrieved November 15, 2019 from <https://www.thaichilddevelopment.com/images/doc/research/abstract%20Eng%20E0%B8%97%E0%B8%B1%E0%B9%88%E0%B8%A7%E0%B8%9B%E0%B8%A3%E0%B8%B0%E0%B9%80%E0%B8%97%E0%B8%A8.pdf>

¹⁵⁰ Samai Sirithongthaworn et.al. (n.d.). A Study of Child Developmental Norms for Children from Birth to 5 Years of Age in Chiang Mai. Retrieved November 3, 2019 from <https://www.tci-thaijo.org/index.php/cdmh/article/view/67044/54732>

¹⁵¹ United Nations Public Service Awards Case Studies (n.d.). Retrieved November 3, 2019 from <https://publicadministration.un.org/en/Research/CaseStudies/unpsacases/ctl/NominationProfile/mid/1170/id/1937>

¹⁵² United Nations Public Service Awards Case Studies (n.d.). Retrieved November 15, 2019 from <https://publicadministration.un.org/en/Research/CaseStudies/unpsacases/ctl/NominationProfile/mid/1170/id/1937>

the tools developed by RICD were effective and highly valid measures to assess the development levels and gaps of Thai children. The accuracy of child development assessment and treatments have improved significantly over the years by filling the local expertise gap.¹⁵³

Enabling policy: The project builds on the Thai government's National Economic and Social Development Plan (8-10th) that has important targets related to child development in the early childhood stage.¹⁵⁴ In 2004, the Child Protection Act came in place with the aim promote the protection of children's rights by assigning official bodies, including the Ministry of Public Health (MPH) which is in charge of the supervision and coordination of activities to promote the well-being of children.¹⁵⁵ RICD operates under supervision of the MPH and is responsible as a center of excellence on child development by providing medical services and knowledge support for public health facilities.¹⁵⁶ This project has benefited from financial, technical and human resources from MPH, and project tools were successfully expanded into a national universal framework.¹⁵⁷

Examples of leadership traits that supported the project:

Coaches and develops people: Besides the lack of locally tailored screening tools, another issue that hindered the effective assessment of treatment of early childhood development was the limited capacity and skills of health care professionals to identify developmental issues and provide proper guidance for parents to continuously work with their children. To address this issue, the project improved the skills and knowledge of health personnel and other professionals who closely work with children through various trainings, small group sessions, guides and manuals.¹⁵⁸ Between 2002-2012, 3,447 nurses were trained on how to screen, assess, and promote child development, and

¹⁵³ Samai Sirithongthaworn et.al. (n.d.). A Study of Child Developmental Norms for Children from Birth to 5 Years of Age in Chiang Mai. Retrieved November 3, 2019 from <https://www.tcithaijo.org/index.php/cdmh/article/view/67044/54732>

¹⁵⁴ United Nations Public Service Awards Case Studies (n.d.). Retrieved November 3, 2019 from <https://publicadministration.un.org/en/Research/CaseStudies/unpsacases/ctl/NominationProfile/mid/1170/id/1937>

¹⁵⁵ UNESCO (2007). Country profile for the Education for ALL Global Monitoring Report. Retrieved November 15, 2019 from <https://unesdoc.unesco.org/ark:/48223/pf0000147249>

¹⁵⁶ RICD (n.d.). Website: History. Retrieved November 15, 2019 from <https://ricd.go.th/webeng1/history/>

¹⁵⁷ Morrison, Joanna Dr et al (2018). "Thailand's national universal developmental screening programme for young children: action research for improved follow-up." Retrieved November 15, from <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5859813/>

¹⁵⁸ Morrison, Joanna Dr et al (2018). "Thailand's national universal developmental screening programme for young children: action research for improved follow-up." Retrieved November 15, 2019 from <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5859813/>

parents were trained 35,153 times.¹⁵⁹ Awareness among the general public was enhanced through a website, different media sources such as Facebook and the radio and digital technologies such as e-books, apps. MPH actively participated in many public awareness raising events to empower people and raise attention to the issue at a national scale.¹⁶⁰

Examples of institutional traits that supported the project:

Effective stakeholder engagement: The success of the project was enabled by strong engagement and intervention of multi-stakeholder groups. A multidisciplinary team, consisting of a wide range of health care providers and academics, developed the screening and assessment tools with the provision of data by 50 hospitals across Thailand. Public agencies such as the Ministry of Public Health and Department of Health, provided budget support for the project, created a database and helped expand the project nationally.¹⁶¹ Schools and universities facilitated child assessment and training outside the public health system, through child development centers. The project also engaged parent clubs, foundations, and volunteers. For example, village health volunteers advised minority groups who could not understand Thai language on the usage of the assessment tool.¹⁶²

Strong measurement: The project paid strong attention to measure the outcomes of the initiatives and introduced a data and information report system that connected public and community information. The effectiveness of the tools and manuals were evaluated and continued follow up improvements were made to the assessment framework.¹⁶³ Some findings have shown that 83.13% of these parents could train their children at home very well after project implementation.

¹⁵⁹ United Nations Public Service Awards Case Studies (n.d.). Retrieved November 3, 2019 from <https://publicadministration.un.org/en/Research/CaseStudies/unpsacases/ctl/NominationProfile/mid/1170/id/1937>

¹⁶⁰ <https://www.thaichilddevelopment.com>

¹⁶¹ UNPSA (2013). Factsheet. Retrieved November 3, 2019 from <https://www.thaichilddevelopment.com/images/doc/17%20Sep%2055/Birth%20Asphyxia.pdf>

¹⁶² LANA Birth Asphyxia Center (n.d.). Presentation. Retrieved November 15, 2019 from <https://www.thaichilddevelopment.com/images/doc/17%20Sep%2055/Birth%20Asphyxia.pdf>

¹⁶³ Samai Sirithongthaworn et.al. (n.d.). A Study of Child Developmental Norms for Children from Birth to 5 Years of Age in Chiang Mai. Retrieved November 3, 2019 from <https://www.tcithaijo.org/index.php/cdmh/article/view/67044/54732>

¹⁶⁴ The percentage of children who were treated by RICD and experienced development improvement increased from 75% in 2008 to 87% in 2011.¹⁶⁵

¹⁶⁴ Morrison, Joanna Dr et al (2018). "Thailand's national universal developmental screening programme for young children: action research for improved follow-up." Retrieved November 15, 2019 from <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5859813/>

¹⁶⁵ United Nations Public Service Awards Case Studies (n.d.). Retrieved November 3, 2019 from <https://publicadministration.un.org/en/Research/CaseStudies/unpsacases/ctl/NominationProfile/mid/1170/id/1937>



FINDINGS

Combining the results of the survey, database research and in-depth case analysis, the Columbia SUMA research group concluded that all the 17 traits are relevant and are mutually supportive. The environmental conditions are enablers to set the foundation for institutions and projects to perform effectively. The key institutions and leaders who are driving national and local sustainability targets will benefit from an understanding of what makes a project successful.

During case study evaluations, some traits, competencies, and conditions were found to be most often associated with successful outcomes. The below table highlights those six commonalities verified by the case analysis. A detailed version of the common traits' analysis with the number of projects assigned to each trait is included in the executive summary.

Common traits	Number of projects that encompass the trait as either verified or unverified		
Pillar 1: Institutional Traits	Verified	Unverified	Total
Effective stakeholder engagement	11	1	12
Integrative policy	6	6	12
Pillar 2: Leadership Competencies	Verified	Unverified	Total
Coaches and develops people	8	2	10
Encourages innovative thinking	6	3	9
Pillar 3: Environmental Conditions	Primary	Unverified	Total
Participation	7	5	12
Strong technical expertise	7	3	10

The analysis highlights that effective **stakeholder engagement**, **integrative policy**, and **participation** were important traits in all the 12 projects analyzed, and these traits were verified in at least six of the projects. **Coaches and develops people** and **strong technical expertise**, as observed in 10 projects and verified in at least seven projects, are other traits that were found to be commonly effective in delivering successful project results. In addition, nine of the projects have highlighted that **encouraging innovative thinking** has been an important leadership trait, with at least six verified examples supporting this finding.

The following section further describes each common trait.

Verified institutional traits

1. Effective stakeholder engagement

The participation of various stakeholders in project design and implementation leads to projects that better reflect local priorities and have a higher likelihood of success.¹⁶⁶ Common engagement strategies observed in the case study analysis include more traditional methods such as face-to-face meetings and surveys and innovative approaches such as the development of digital technologies and social channels. Effective stakeholder engagement aligns with the transformational leadership behavior of building trust-based relationships.

2. Integrative policy

Institutions that have embedded integrated policy approaches across the planning cycle have seen strong implementation of SDG projects. These institutions have systems that ensure specific projects or programs work cohesively toward agreed upon higher-level goals and targets, such as those outlined in the SDGs. This is especially important for sub-national policies because cities develop governance structures that closely influence processes and project outcomes.¹⁶⁷ Integrative policy is part of the transformational leadership behavior of creating a vision.

Leadership competencies

3. Coaches and develops people

A project leader's ability to coach and develop its people was consistent across projects. Effective leaders recognize that transformation and success will require a team effort, and they make investments in their people through innovative HR policies, education, training, mentoring and coaching. Coaches and develops people aligns with Bass' "individualized consideration" or acting like a coach as described in the literature review section.

4. Encourages innovative thinking

Sustainability transformation also requires individual change agents. Many of the projects introduced ideas, policies, or practices that were innovative in the respective country or community. Project leaders were able to create an environment that encourages improvement, adaptation, and freedom to test new approaches. Project leaders that promote innovation invest in civil servants as

¹⁶⁶ Compact Development Guidance: Compact Development Guidance (n.d.). Retrieved November 5, 2019, from Millennium Challenge Corporation website: <https://www.mcc.gov/resources/story/story-cdg-chapter-4-guidelines-for-public-consultations-and-stakeholder>

¹⁶⁷ Hawkins, C., & Wang, X. (2013). Policy Integration for Sustainable Development and the Benefits of Local Adoption. *Cityscape*, 15(1), 63-82. Retrieved November 4, 2019, from <http://www.jstor.org/stable/41958957>



change catalysts, create a culture and norms that facilitate new ways of working and promote new partnerships. Encourage innovative thinking correlates with the transformational leader's ability to manage the delivery of the vision.

Environmental conditions

5. Participation

The World Bank defines participation as engaging in decision making, getting together to participate in discussions and meetings, expressing opinions and being heard, and having control or influence over the decisions made.¹⁶⁸ Project-specific evidence suggests user participation in decision making produces more effective and sustainable projects.¹⁶⁹ The Columbia SUMA research group's analysis shows that projects that are successful in achieving SDGs often involve the participation of their beneficiaries through in-person debates and discussions, the implementation of online platforms and feedback mechanisms.

6. Strong technical expertise

The Columbia SUMA research group's analysis indicates that either external or internal specialized expertise was fundamental for project success. Strong technical expertise, including policy analysis skills, financial analysis capabilities, big data analytics experience or basic technical skills for infrastructure allows for facilitation of sustainable development.

Unverified common traits:

Some of the traits that were commonly highlighted in the UNPSA project database but were not able to be verified by external sources are described below.

Enabling policies

To successfully implement SDGs at the municipal level, policies should be well-established. Enabling policies promote integrated municipal plans, linking human and ecosystem health with

¹⁶⁸ The Character of Institutions. (n.d.) Retrieved November 14, 2019, from World Bank website: <http://siteresources.worldbank.org/INTPOVERTY/Resources/335642-1124115102975/1555199-1124115201387/cry9.pdf>

¹⁶⁹ Role of beneficiary participation in project effectiveness (n.d.). Retrieved November 14, 2019 from Humanity Development Library 2.0 website: <http://www.nzdl.org/gsdImod?e=d-00000-00---off-0hdl--00-0---0-10-0---0---0direct-10---4-----0-1l--11-en-50---20-about---00-0-1-00-0--4---0-0-11-10-0utfZz-8-00&cl=CL2.12.5&d=HASH635536e1c8ac8be3f83995.8>=1>

reason and good sense.¹⁷⁰ The Columbia SUMA research group found a positive association among the projects that enable solid grounded policy making and the progress towards achieving ambitious goals. Therefore, projects that enable SDGs-guided policies accelerate progress towards the 2030 agenda for sustainable development. Enabling policies aligns with transformational leader's ability to inspire motivation through a vision and inspiring behavior.

People-centered

To develop sustainable innovation that is people-centered, municipalities should ensure effective stakeholder engagement that includes individuals, groups and organizations that may be affected or could affect the decision making of public organizations. Through direct engagement in the planning and delivery of services, effective stakeholder engagement should harness different ideas and perspectives and improve service delivery by exerting pressure on bureaucracies.¹⁷¹ This is especially important when defining the target group for the innovation process. Adaptability to culture and understanding how to really solve something that is a problem for people is key for a local project to succeed. People-centered aligns with aspects of transformational leaders' ability to foster intellectual stimulation- community members have a voice.

Resource allocation

A consistent trait among the projects is the municipalities' ability to efficiently allocate resources and the project leader's ability to create an environment that encourages improvement, adaptation and freedom to test new approaches. The project leader piece of resource allocation aligns with transformational leaderships idealized influence- stakeholders emulating the behavior of the leader.

¹⁷⁰ Number of Enabling Local Policies ordinances/policies supporting PHE. (n.d). Retrieved November 14 from FPEH website: https://www.measureevaluation.org/prh/rh_indicators/health-service-integration/phe/number-of-enabling-local-ordinances-policies

¹⁷¹ Cities need to innovate to survive. Here are four ways they can do it (n.d.). Retrieved October 26, 2019 from World Economic Forum website: <https://www.weforum.org/agenda/2017/02/cities-must-tirelessly-innovative-to-respond-to-their-challenges/>



RECOMMENDATIONS

For a monitored long-term approach to understanding leadership success with UNPSA, the Columbia SUMA research group has four high-level recommendations for DPIDG. These recommendations are intended as ways to further track project success and identify traits that enable to achievement of SDGs through local level initiatives.

First, initiate a tracking mechanism for nominated and winning projects, potentially through an annual survey, to measure and verify project success beyond the initial submission of the UNPSA application. This will help DPIDG continuously improve its assessment on whether the SDG targets are met and if any updated innovative models have developed from the respective project which can then be implemented in other municipalities across the world. DPIDG could facilitate the survey through a software like Qualtrics and publish a separate annual UNPSA Project Status document with the project status for those that respond to the survey and any new updates. When and if UNPSA obtains more resources, it could add project status and update fields to the UNPSA database and update these fields annually with survey responses or not applicable if no survey response was received.

Second, increase transparency in the UNPSA application process through standardization of the submission process and implementation of statistical analysis to show the correlation between successful traits, competencies, and conditions. The application should contain mostly closed-ended questions so that different responses can be easily compared, coded and statistically analyzed by DPIDG to create measurable and verifiable analysis for future SDG program development. Furthermore, pre-categorized questions ensure that the answers are easier to quantify, while obtaining the specific information that is desired.

Third, create a clearer link between each project and the applicable SDG by including questions related to SDG targets. For example, the WASMO project, listed in the case study section of this report, empowers communities to manage their own water sources including drinking-water supply and sanitation facilities. This project has relevancy to SDG target 6.1 “by 2030, achieve universal and equitable access to safe and affordable drinking water for all” and 6.2 “by 2030, achieve access to adequate and equitable sanitation and hygiene for all and end open defecation, paying



special attention to the needs of women and girls and those in vulnerable situations”.¹⁷² This information can be used to assess the progress of the specific SDGs and to analyze if there is a balanced amount of projects across the various SDGs.

Finally, DPIDG should establish an UNPSA mentorship community for idea exchange and best practices sharing among previous and current nominees. This could be done through establishing a designated site within the UN DPIDG website using platforms such as Salesforce, Hivebrite or Mighty Network where UNPSA applicants could post messages and find information of other applicants. With the increasingly important role that municipalities hold in order to achieve the SDG goals, there will be many observations and lessons from their respective projects that may not be reported to DPIDG. However, by providing this community to the nominees, it is very likely that the good ideas will be discussed at large between the mentors and mentees, and this will organically reach DPIDG, through oversight of this community. These ideas can then be used to inform future SDG program development and to identify innovations which can be shared with other governments.

¹⁷² Sustainable Development Goals (n.d.). Retrieved November 6, 2019, from Sustainable Development Goals Knowledge Platform website: <https://sustainabledevelopment.un.org/topics/sustainabledevelopmentgoals>



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APPENDICES

Appendix A: UN overview of all leadership competencies

	Description	Commonly Used Strategies
Effectiveness		
Sound policy making	To achieve their intended results, public policies are to be coherent with one another and founded on true or well-established grounds, in full accordance with fact, reason and good sense	<ul style="list-style-type: none"> • Strategic planning and foresight • Regulatory impact analysis • Promotion of coherent policymaking • Strengthening national statistical systems • Monitoring and evaluation systems • Science-policy interface • Applied research
Integration	Introduces and operates institutional frameworks that integrate and harmonize policies, strategies and programs for implementation of the 2030 Agenda. This must be driven by the highest levels of the company	<ul style="list-style-type: none"> • Innovative mechanisms to promote integration & harmony • Alignment between inter-agency strategies, objectives, roles • Horizontal and vertical integration, among different levels and different sectoral departments of government
Competence	To perform their functions effectively, institutions are to have sufficient expertise, resources and tools to deal adequately with the mandates under their authority	<ul style="list-style-type: none"> • Promotion of a professional public sector workforce • Changing mindset of public servants • Strategic human resources management • Leadership development and training of civil servants • providing technical and organizational resources that encourage continuous learning • Performance management • Results-based management • Use of digital tools



Operational efficiency	Enhances organizational performance, interoperability, and open standard in a sustainable manner	<ul style="list-style-type: none"> • Open standards, open data and encourages use of shared systems • Minimizes duplication of efforts and conflicting programs • Reduces costs through knowledge sharing, effective deployment of resources through integration of operations, utilization of innovative channels and tools. • Promote systems for exchange of information, with due respect for data integrity and data privacy
Collaboration	To address problems of common interest, institutions at all levels of government and in all sectors should work together and jointly with non-State actors towards the same end, purpose and effect	<ul style="list-style-type: none"> • Collaboration, coordination, integration and dialogue across levels of government and functional areas • Develops partnerships between public service and various stakeholders, including (i) the poor; (ii) women; (iii) the persons with disabilities; (iv) the illiterate; (v) youth; (vi) the older persons; (viii) migrants; and (viii) the indigenous peoples • Development of effective communication channels
Accountability		<ul style="list-style-type: none"> •
Integrity	To serve in the public interest, civil servants are to discharge their official duties honestly, fairly and in a manner consistent with soundness of moral principle	<ul style="list-style-type: none"> • Promotion of anti-corruption policies, practices and bodies • Codes of conduct for public officials • Competitive public procurement • Elimination of bribery and trading in influence • Conflict of interest policies • Whistle-blower protection • Provision of adequate remuneration and equitable pay scales for public servants



Transparency	To ensure accountability and enable public scrutiny, institutions are to be open and candid in the execution of their functions and promote access to information, subject only to the specific and limited exceptions as are provided by law	<ul style="list-style-type: none"> • Proactive disclosure of information, especially for the poor, vulnerable, and disadvantaged • Easy to understand information • Budget transparency • Open government data • Registries of beneficial ownership • Lobby registries
Independent oversight	To retain trust in government, oversight agencies are to act according to strictly professional considerations and apart from and unaffected by others	<ul style="list-style-type: none"> • Promotion of the independence of regulatory agencies • Arrangements for review of administrative decisions by courts or other bodies • Independent audit • Respect for legality
Accountability	Ensures accountability in the delivery of public services	<ul style="list-style-type: none"> • Introduces mechanisms through which people including the poor, vulnerable and disadvantaged can hold the government accountable in the delivery of public services. • Innovative mechanisms to provide feedback on the relevance, quality and cost of public services; report any wrongdoing; initiate investigations; file complaints or request compensation where relevant
Inclusiveness		<ul style="list-style-type: none"> •
Access/Leaving no one behind	To ensure that all human beings can fulfil their potential in dignity and equality, public policies are to take into account the needs and aspirations of all segments of society, harnessing diversity	<ul style="list-style-type: none"> • Increase the accessibility of quality and affordable public services to all • Mobility access • Access to digital technologies • Promotion of equitable fiscal and monetary policy • Promotion of social equity • Data disaggregation



		<ul style="list-style-type: none"> • Systematic follow-up and review
Participation	To have an effective State, all significant political groups should be actively involved in matters that directly affect them and have a chance to influence policy	<ul style="list-style-type: none"> • Mechanisms, tools, and approaches to engage people and civil society organizations in decision making on policies and programs • Free and fair elections • Regulatory process of public consultation • Multi-stakeholder forums • Participatory budgeting • Community-driven development
Intergenerational equity	To promote prosperity and quality of life for all, institutions should construct administrative acts that balance the short-term needs of today's generation with the longer-term needs of future generations	<ul style="list-style-type: none"> • Sustainable development impact assessment • Long-term public debt management • Long-term territorial planning and spatial development • Ecosystem management
Subsidiarity/Local Responsiveness	To promote government that is responsive to the needs and aspirations of all people, central authorities should perform only those tasks which cannot be performed effectively at a more intermediate or local level	<ul style="list-style-type: none"> • Fiscal federalism • Strengthening urban governance • Strengthening municipal finance and local finance systems • Enhancement of local capacity for prevention, adaptation and mitigation of external shocks
Transformational		<ul style="list-style-type: none"> •



Long-term, shared vision	Build a proactive and innovative public service that takes a long-term perspective in the design and implementation of policy and services that contribute to creating a better world.	<ul style="list-style-type: none"> • Define the long-term values of the public service • Promote values-based decision-making • Plan for long-term impacts and to give directions towards this
Innovation	Introduces an innovative idea, policy, practice or structure	<ul style="list-style-type: none"> • Introduces idea, policy, practice, or structure that is distinctively new, innovative and unique in the context of a given country or region, for reaching the poor, vulnerable and disadvantaged to ensure that they make progress towards the SDGs
Measurement & Adaptability	Leadership must be adaptive, flexible, self-renewing, resilient, learning, intelligent	<ul style="list-style-type: none"> • Set indicators or measures • Regular monitoring and evaluation processes • Self-evaluation or self-check • Flexibility to feedback
Technology & Digital Use	Uses frontier technologies to transform public administration	<ul style="list-style-type: none"> • Strategic application of ICT in service provision and in digital government with a special focus on new technologies such as robotics, artificial intelligence, deep-machine learning, blockchain, big data, cloud computing, and Internet of Things. • Promotes digital cooperation across organizations, institutions, sectors and/or across borders as well as mitigate the risks the digital technology could pose.



Appendix B: Survey Questions

The following questions were developed using the 17 traits identified in the literature review and sent to the leads for the 67 projects that occurred within municipal and regional governments and that had a project track record of five or more years.

- 1) Among the necessary resources identified for the project, were there enough (i.e. budget, expertise, human capital, technology) to execute the project?
- 2) Was information and communication technology (ICT) development critical for the project implementation? If not, do you invest in ICT generally?
- 3) Was technical training provided for employees, in order to enhance capacity building?
- 4) Did the project leaders develop the project in order to fundamentally improve an internal process or service?
- 5) Did the project leaders solicit stakeholder input during project development?
- 6) Does your organization have integrated internal policies (i.e. do the policy-makers within various departments such as risk and HR work together to develop the policies)?
- 7) Were there existing national policies that enabled the project to succeed?
- 8) Did the project leaders intend to fill a particular policy gap in order to align the interests of all stakeholders?
- 9) Did the project leaders include relevant technical experts?
- 10) Did the project result in the institution of a new policy or in a policy reform?
- 11) Are there defined processes and procedures for monitoring and evaluating new initiatives?
- 12) Did the project create a new service for the community that didn't already exist?
- 13) Were partnerships and collaboration efforts established between other parties outside of the government (i.e. public-private partnerships) in the realization of the project?
- 14) Were the Millennium Development Goals or Sustainable Development Goals used in the development of your project?
- 15) Was there collaboration with other levels of government or different departments as part of project development?
- 16) Is there an established national or regional framework for utilization of private-public partnerships?
- 17) Did the project leaders create sufficient platforms for stakeholders to contribute with new and innovative ideas (i.e. Townhalls, Citizen Representative Workshops, etc.)?



- 18) Did project leaders promote public capacity building during the planning and execution of the project?
- 19) Did the project leaders take anti-corruption steps, if and when necessary?
- 20) Did the organization avoid any conflict of interests in implementing its initiatives?
- 21) Was there unbiased technical expertise available throughout the implementation of the project?
- 22) Were there any complaints from stakeholders regarding the lack of public disclosure of the project (i.e. data on results, progress status, challenges, costs and funding, etc.) both during its implementation as well as after completion?
- 23) Did the project leaders establish a system for updating stakeholders on project development?
- 24) Were project challenges shared with a variety of stakeholders?
- 25) Did the organization ensure that new initiatives and projects were audited by objective external third parties?
- 26) Did the project implementation include a mechanism for feedback of lessons learned?
- 27) Once the project was deployed, were all target groups able to benefit from the intended outcome (for e.g. 100% of the target group was able to benefit vs only 50% of the target group)?
- 28) Did the target group have sufficient resources to take advantage of the project?
- 29) Did the organization ensure that measurement and tracking of the results of the project were done impartially?
- 30) Did the organization leaders provide regular opportunities for employees to propose new project ideas?
- 31) Did the project implementation result in newly-formed partnerships, either within your organization or between external private parties?
- 32) Was there a formal feedback process for the stakeholders to express their opinion and influence the final project outcome?
- 33) Did the initiative provide inter-generational engagement?
- 34) Was there a specific institutional trait, leadership competencies or environmental condition that was most important for project development and implementation?
- 35) How important was outreach and training for laying the foundation for the project implementation



Appendix C: Survey Responses

Project		Gender and Health	Victorian Rabbit Action Network	Fast-track Service for High-risk Pregnancies	Eau de Paris	e-Government Project
Year		2013	2019	2015	2017	2007
Country		Kenya	Australia	Thailand	France	Switzerland
Q1	Among the necessary resources identified for the project, were there enough (i.e. budget, expertise, human capital, technology) to execute the project?	Partially	Yes	Partially	Yes	Yes
Q2	Was information and communication technology (ICT) development critical for the project implementation? If not, do you invest in ICT generally?	Partially	Yes	Partially	Yes	Yes
Q3	Was technical training provided for employees, in order to enhance capacity building?	Partially	Partially	Yes	Yes	No
Q4	Did the project leaders develop the project in order to fundamentally improve an internal process or service?	Yes	No	Yes	Yes	Yes
Q5	Did the project leaders solicit stakeholder input during project development?	Yes	Yes	Yes	Yes	Yes
Q6	Does your organization have integrated internal policies (i.e. do the policy-makers within various departments such as risk and HR work together to develop the policies)?	Yes	No	Yes	Yes	Yes
Q7	Were there existing national policies that enabled the project to succeed?	Partially	No	Partially	Yes	Yes
Q8	Did the project leaders intend to fill a particular policy gap in order to align the interests of all stakeholders?	Partially	Yes	Yes	Yes	Yes
Q9	Did the project leaders include relevant technical experts?	Yes	Yes	Yes	Yes	Partially
Q10	Did the project result in the institution of a new policy or in a policy reform?	Partially	Yes	Yes	Partially	Yes
Q11	Are there defined processes and procedures for monitoring and evaluating new initiatives?	Yes	No	Partially	Yes	Yes
Q12	Did the project create a new service for the community that didn't already exist?	Yes	Yes	Yes	No	Yes
Q13	Were partnerships and collaboration efforts established between other parties outside of the government (i.e. public-private partnerships) in the realization of the project?	Yes	Yes	Yes	No	Yes
Q14	Were the Millennium Development Goals/Sustainable Development Goals used in the development of your project?	Yes	No	Yes	Yes	Yes

Q15	Was there collaboration with other levels of government or different departments as part of project development?	Yes	Yes	Yes	No	Yes
	Project	Gender and Health	Victorian Rabbit Action Network	Fast-track Service for High-risk Pregnancies	Eau de Paris	e-Government Project
	Year	2013	2019	2015	2017	2007
	Country	Kenya	Australia	Thailand	France	Switzerland
Q16	Is there an established national or regional framework for utilization of private-public partnerships?	Partially	No	Yes	Yes	No
Q17	Did the project leaders create sufficient platforms for stakeholders to contribute with new and innovative ideas (i.e. Townhalls, Citizen Representative Workshops, etc.)?	Yes	Yes	Yes	Yes	Yes
Q18	Did project leaders promote public capacity building during the planning and execution of the project?	Yes	Yes	Yes	Yes	Yes
Q19	Did the project leaders take anti-corruption steps, if and when necessary?	Yes	No	Yes	Yes	No
Q20	Did the organization avoid any conflict of interests in implementing its initiatives?	Yes	Yes	Yes	Yes	Yes
Q21	Was there unbiased technical expertise available throughout the implementation of the project?	Yes	Yes	Yes	Yes	Partially
Q22	Were there any complaints from stakeholders regarding the lack of public disclosure of the project (i.e. data on results, progress status, challenges, costs and funding, etc.) both during its implementation as well as after completion?	No	No	Partially	No	Partially
Q23	Did the project leaders establish a system for updating stakeholders on project development?	Yes	Yes	Yes	Yes	Yes
Q24	Were project challenges shared with a variety of stakeholders?	Yes	Yes	Yes	Yes	Yes
Q25	Did the organization ensure that new initiatives and projects were audited by objective external third parties?	Yes	Yes	Yes	Yes	Yes
Q26	Did the project implementation include a mechanism for feedback of lessons learned?	Yes	Yes	Yes	Yes	Yes
Q27	Once the project was deployed, were all target groups able to benefit from the intended outcome (for e.g. 100% of the target group was able to benefit vs only 50% of the target group)?	Yes	Yes	Yes	Yes	Partially
Q28	Did the target group have sufficient resources to take advantage of the project?		Yes	Yes	Yes	Partially
Q29	Did the organization ensure that measurement and tracking of the results of the project were done impartially?	Partially	Yes	Yes	Yes	Yes
Q30	Did the organization leaders provide regular opportunities for employees to propose new project ideas?	Yes	Yes	Yes	Yes	Yes

	Project	Gender and Health	Victorian Rabbit Action Network	Fast-track Service for High-risk Pregnancies	Eau de Paris	e-Government Project
		2013	2019	2015	2017	2007
		Kenya	Australia	Thailand	France	Switzerland
Q31	Did the project implementation result in newly-formed partnerships, either within your organization or between external private parties?	Yes	Yes	Yes	Partially	Yes
Q32	Was there a formal feedback process for the stakeholders to express their opinion and influence the final project outcome?	Yes	Yes	Yes	Yes	Yes
Q33	Did the initiative provide inter- generational engagement?	Yes	Yes	Yes	Yes	Yes
Q34	Was the project leader an elected official?	Yes	No	Partially	Yes	Yes
Q35	Was there a specific institutional trait, leadership trait or environmental condition that was most important for project development and implementation?	Women's leadership	Authorizing context that allowed deeper forms of engagement, and brining in diverse voices and experiences.	leadership trait	Political commitment, continuous democratic control	
Q36	How important was outreach and training for laying the foundation for the project implementation?	Extremely important			They were key, especially in the initial years of the project	



Project		SWAVALAMBAN	Child First – Work Together (CF-WT)	Senior Citizen Liaison team (SCLT)	Communal Ablution Blocks for Informal Settlements
Year Country		2013 India	2013 Thailand	2017 United Kingdom	2013 South Africa
Q1	Among the necessary resources identified for the project, were there enough (i.e. budget, expertise, human capital, technology) to execute the project?	Yes	Yes	Yes	Yes
Q2	Was information and communication technology (ICT) development critical for the project implementation? If not, do you invest in ICT generally?	Yes	Yes	Yes	Yes
Q3	Was technical training provided for employees, in order to enhance capacity building?	Yes	Yes	Yes	Yes
Q4	Did the project leaders develop the project in order to fundamentally improve an internal process or service?	Yes	Yes	Yes	Yes
Q5	Did the project leaders solicit stakeholder input during project development?	Yes	Yes	Yes	Yes
Q6	Does your organization have integrated internal policies (i.e. do the policy-makers within various departments such as risk and HR work together to develop the policies)?	Yes	Yes	Partially	Partially
Q7	Were there existing national policies that enabled the project to succeed?	Yes	Yes	Yes	Yes
Q8	Did the project leaders intend to fill a particular policy gap in order to align the interests of all stakeholders?	Yes	Yes	Partially	Partially
Q9	Did the project leaders include relevant technical experts?	Yes	Yes	Partially	Yes
Q10	Did the project result in the institution of a new policy or in a policy reform?	Yes	Yes	Yes	Yes
Q11	Are there defined processes and procedures for monitoring and evaluating new initiatives?	Yes	Yes	Partially	Yes
Q12	Did the project create a new service for the community that didn't already exist?	Yes	Yes	Yes	Yes
Q13	Were partnerships and collaboration efforts established between other parties outside of the government (i.e. public-private partnerships) in the realization of the project?	Yes	Yes	Yes	Partially
Q14	Were the Millennium Development Goals/Sustainable Development Goals used in the development of your project?	Yes	Yes	Yes	Yes
Q15	Was there collaboration with other levels of government or different departments as part of project development?	Yes	Yes	Yes	Yes

Project		SWAVALAMBAN	Child First – Work Together (CF-WT)	Senior Citizen Liaison team (SCLT)	Communal Ablution Blocks for Informal Settlements
Year		2013	2013	2017	2013
Country		India	Thailand	United Kingdom	South Africa
Q16	Is there an established national or regional framework for utilization of private-public partnerships?	Yes	Yes	Yes	Yes
Q17	Did the project leaders create sufficient platforms for stakeholders to contribute with new and innovative ideas (i.e. Townhalls, Citizen Representative Workshops, etc.)?	Yes	Yes	Yes	Yes
Q18	Did project leaders promote public capacity building during the planning and execution of the project?	Yes	Yes	Partially	Yes
Q19	Did the project leaders take anti- corruption steps, if and when necessary?	Yes	Yes	No	Yes
Q20	Did the organization avoid any conflict of interests in implementing its initiatives?	Yes	Yes	Yes	Yes
Q21	Was there unbiased technical expertise available throughout the implementation of the project?	Yes	No	Partially	Yes
Q22	Were there any complaints from stakeholders regarding the lack of public disclosure of the project (i.e. data on results, progress status, challenges, costs and funding, etc.) both during its implementation as well as after completion?	No	Partially	No	No
Q23	Did the project leaders establish a system for updating stakeholders on project development?	Yes	Yes	Yes	Yes
Q24	Were project challenges shared with a variety of stakeholders?	Yes	Yes	Yes	Yes
Q25	Did the organization ensure that new initiatives and projects were audited by objective external third parties?	Yes	Yes	Yes	Yes
Q26	Did the project implementation include a mechanism for feedback of lessons learned?	Yes	Yes	Yes	Yes
Q27	Once the project was deployed, were all target groups able to benefit from the intended outcome (for e.g. 100% of the target group was able to benefit vs only 50% of the target group)?	Yes	Yes	Yes	Yes
Q28	Did the target group have sufficient resources to take advantage of the project?	Yes	Yes	Partially	Yes
Q29	Did the organization ensure that measurement and tracking of the results of the project were done impartially?	Yes	Yes	Yes	Yes
Q30	Did the organization leaders provide regular opportunities for employees to propose new project ideas?	Yes	Yes	Yes	Yes

Project		SWAVALAMBAN	Child First – Work Together (CF-WT)	Senior Citizen Liaison team (SCLT)	Communal Ablution Blocks for Informal Settlements
Year Country		2013 India	2013 Thailand	2017 United Kingdom	2013 South Africa
Q31	Did the project implementation result in newly-formed partnerships, either within your organization or between external private parties?	Yes	Yes	Yes	Partially
Q32	Was there a formal feedback process for the stakeholders to express their opinion and influence the final project outcome?	Yes	Yes	Yes	Yes
Q33	Did the initiative provide inter- generational engagement?	No	Yes	Yes	Yes
Q34	Was the project leader an elected official?	No	Partially	Partially	Yes
Q35	Was there a specific institutional trait, leadership trait or environmental condition that was most important for project development and implementation?	Yes	Flexible, friendship, evidence based	Innovation	Development and Empowerment
Q36	How important was outreach and training for laying the foundation for the project implementation?	Very Important	Proactive Approach	Quite important	Critical to the success of the project

Project		Programa Alimentario MANA	Tli Cho Community Services Agency	Institutionalization of community managed drinking water supply programme and user level water quality	The Domestic Violence Front-End Project	Participatory Irrigation Management by Civil Society Committee and Water User Organizations	Project TEACH (Therapy, Education, Assimilation of Children with Handicap)
Year Country		2011 Colombia	2007 Canada	2009 India	2006 Canada	2011 Thailand	2015 Philippines
Q16	Is there an established national or regional framework for utilization of private-public partnerships?	Yes	No	Partially	No	Partially	Yes
Q17	Did the project leaders create sufficient platforms for stakeholders to contribute with new and innovative ideas (i.e. Townhalls, Citizen Representative Workshops, etc.)?	No	Yes	Yes	Yes	Yes	Yes
Q18	Did project leaders promote public capacity building during the planning and execution of the project?	Yes	Yes	Yes	Yes	Yes	Yes
Q19	Did the project leaders take anti-corruption steps, if and when necessary?	Yes	Yes	Yes	No	Yes	Yes
Q20	Did the organization avoid any conflict of interests in implementing its initiatives?	Yes	Yes	Yes	Yes	Yes	Yes
Q21	Was there unbiased technical expertise available throughout the implementation of the project?	Yes	Yes	Yes	Partially	Yes	Yes
Q22	Were there any complaints from stakeholders regarding the lack of public disclosure of the project (i.e. data on results, progress status, challenges, costs and funding, etc.) both during its implementation as well as after completion?	Yes	No	No	Yes	No	No
Q23	Did the project leaders establish a system for updating stakeholders on project development?	Yes	Yes	Yes	Yes	Yes	Yes
Q24	Were project challenges shared with a variety of stakeholders?	Yes	Yes	Yes	Yes	Yes	Yes
Q25	Did the organization ensure that new initiatives and projects were audited by objective external third parties?	Yes	Yes	Partially	Partially	Partially	Yes
Q26	Did the project implementation include a mechanism for feedback of lessons learned?	Yes	Partially	Yes	Yes	Yes	Yes
Q27	Once the project was deployed, were all target groups able to benefit from the intended outcome (for e.g. 100% of the target group was able to benefit vs only 50% of the target group)?	Yes	Yes	Yes	Yes	Yes	Yes
Q28	Did the target group have sufficient resources to take advantage of the project?	No	Partially	Yes	Partially	Yes	
Q29	Did the organization ensure that measurement and tracking of the results of the project were done impartially?	Yes	Partially	Yes	Partially	Yes	Yes
Q30	Did the organization leaders provide regular opportunities for employees to propose new project ideas?	No	Yes	Yes	Yes	Yes	Yes

Project		Programa Alimentario MANA	Tli Cho Community Services Agency	Institutionalization of community managed drinking water supply programme and user level water quality	The Domestic Violence Front-End Project	Participatory Irrigation Management by Civil Society Committee and Water User Organizations	Project TEACH (Therapy, Education, Assimilation of Children with Handicap)
Year Country		2011 Colombia	2007 Canada	2009 India	2006 Canada	2011 Thailand	2015 Philippines
Q31	Did the project implementation result in newly-formed partnerships, either within your organization or between external private parties?	Yes	Yes	No	Yes	Yes	Yes
Q32	Was there a formal feedback process for the stakeholders to express their opinion and influence the final project outcome?	Yes	Yes	Yes	Yes	Yes	Yes
Q33	Did the initiative provide inter- generational engagement?	Yes	Yes	Yes	No	Yes	Yes
Q34	Was the project leader an elected official?	Yes	Partially	No	No	No	Yes
Q35	Was there a specific institutional trait, leadership trait or environmental condition that was most important for project development and implementation?	Yes-Política Pública.	willingness to reverse hierarchies: community vs government	village community through water committee of the village is empowered to plan and to implement in village water supply scheme, to ensure adequate, regular, safe drinking water to all households in the village	Charisma	Yes, there was.	leadership that is compassionate and transformational
Q36	How important was outreach and training for laying the foundation for the project implementation?	Very important.	essential	Regular training programs are conducted for members of village water committee, NGO partners and WASMO Project Staff to orient and build up their capacity to achieve the objective of project.	Very important	Very important.	very important





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