



# AWARENESS

A Quarterly E-Newsletter of  
ACTION PROFESSIONALS' ASSOCIATION FOR THE PEOPLE  
(APAP)

*Quarterly Message: "The earth we abuse and the living things we Kill will in the end take their revenge; for in exploiting their presence we are diminishing our future." Marya Mannes*

Online Volume II Issue 2

October 2009

## APAP NEWS UPDATE

### APAP Gives Basic Legal Education and Training to Kebele Counselors of Arada Sub-City

It is to be recalled that one of the activities that APAP undertakes under its Legal Empowerment Program is the provision of basic legal education. Accordingly, during the months of July and August of 2009, APAP provided the members of the Council of Kebele 11/12 under the Arada

*(Continued on page 3)*



*Council members receiving certificates*

INSIDE THIS ISSUE:	Page
APAP NEWS UPDATE . . . . .	1
<b>ARTICLE:</b>	
<i>Organizational Development . . . . .</i>	4

### APAP Gives Course to Council Members in Addis Ababa

APAP gave a course to the members of the Council of Kebele 14/15 under the Bole sub-City on August 03, 2009. The one-day course was given in the Assembly Hall of the Kebele. And the beneficiaries thereof numbered 180. Of these, 58 were females.

Through the course, the members of the Keble's Council were acquainted with the basic concepts of child rights, human rights in general and democracy.

The course was given by two staffs of APAP's, and was aimed at raising the awareness of the members of the Kebele's Council about child rights, human rights and the principles of democracy. It was given as part and parcel of

*(Continued on page 3)*

### APAP Gives Refresher Course to Paralegals at Durame

As part of its Legal Empowerment Program, APAP gave a refresher course to 57 paralegals at the town of Durame, in the Welayita Zone of the Southern Nations Nationalities and Peoples Regional State (SNNPRS) from September 21-25, 2009. Of these, 19 were females.

The refresher course was given on the premises of the Kembate Minte Gezmi Etopie (KMG), the beneficiaries being mainly the paralegals who are serving at the resource centers jointly established by APAP and KMG, a local NGO that is carrying out various human-rights- and development-related activities in several woredas of the zone. The center is now being run by KMG.

The objective of the course was to discuss not only the main problems that the paralegals had encountered while they were rendering basic legal services but also to update and refresh their knowledge of certain basic legal principles—in addition to helping them handle more efficiently the cases that often come to them.

The course was given in collaboration with KMG. Besides the paralegals, a total of six judges who were drawn from the woreda courts and the high court, a few police officers, officials of the women's affairs office and of other offices were also able to benefit from the course. That, of course, was done in the hope that they could use it to better fulfill their respective

*(Continued on page 3)*

APAP'S ADDRESS: Mexico Square, Across from St. George Brewery, Past Mexico Polyclinic

P.O.Box 12484, Addis Ababa, Ethiopia.

Tel. 251-11-5524168

E-mail: [apap@ethionet.et](mailto:apap@ethionet.et)

Website: <http://www.apapeth.org>

## APAP Reestablishes Legal Aid Center in Harar Prison

The legal aid center that was established by APAP in the compound of the main prison at Harar had stopped rendering its services to the inmates incarcerated therein because all the inmates that were trained to render the services were released—having served their respective sentences. APAP had to, therefore, train other inmates who could replace them.

Accordingly, APAP selected a total of 15 relatively new inmates who demonstrated some rudimentary knowledge of the law, gave them the training they needed and re-established the legal aid center on the premises of the Harar main prison. Of the

15 inmates thus trained, one was a female.

The training was given to the volunteers on the premises of the prison from July 08 -15, 2009 and consisted of the following:

- ✦ Basic legal education;
- ✦ Introduction to the concepts of human rights in general; and the structure of the Ethiopian Justice System.
- ✦ Basic legal skills necessary for provision of legal aid.

At the end of the training, the trainees expressed their gratitude to APAP for

selecting them for the training and entrusting them with the responsibility of giving legal aid to their fellow inmates.

APAP and the Harari Prison Administration signed memorandum of understanding (MOU) aimed at reestablishing the legal aid center on the premises of the prison.

APAP has since been providing the center with the necessary material and technical support—as per the provisions of the MOU. Accordingly, legal-aid services are being rendered to the inmates as they are supposed to.

## APAP Conducts a Needs-Assessment Survey at Jinka

Between August 31 and September 05, 2009, APAP conducted a needs-assessment survey at the town of Jinka, in the SNNPRS. The survey was done to find out how aware the officials of the justice sector and the members of the zonal and woreda Councils were about human rights, the law of the land and good governance, with a view to identifying the institutional problems, if any, that have adversely affected their performances.

The assessment was done by employing various methods, taking into consideration the differences in the backgrounds of the informants. To mention but a few, the methods used included one-on

(Continued on page 3)

## APAP Produces and Distributes Calendar

APAP is pleased to inform all its partners that it was able to recently produce a table calendar in 1,000 copies and distribute it to the concerned government bodies, non-governmental actors, institutions of higher learning, APAP's partners, prominent citizens and the members of APAP's General Assembly. Our foreign partners might be interested to know that the current Ethiopian year was ushered in a little over two months ago. Hence the need for a calendar.

In accordance with its usual *modus operandi*, which focuses on killing two birds with one stone, APAP has, of course, made it a point to prepare the calendar in such a way that it will

also serve its recipients as a teaching aid. Accordingly, it has incorporated into it the major activities that APAP normally undertakes, in close collaboration with its various stakeholders. More specifically, a total of 13 human-rights-related quotes and excerpts taken from the speeches made by prominent human-rights activists have been incorporated into the calendar.

The other pieces of information that APAP has tried to disseminate through this calendar are, to mention but a few, APAP's vision, a list of its major donors, UN human-rights

(Continued on page 3)

(Continued from page 1)

**APAP Gives Refresher ...**

duties.

The course consisted of the following:

- ✦ The court structures of both the federal and the regional states;
- ✦ The Family Law;
- ✦ The Succession Law;
- ✦ The Law of Contract;
- ✦ The Procedure of Appeals in both Criminal and Civil Cases; and

Writing Skills—especially as they relate to the writing of letters of application.

The sessions were lively, in that the participants raised certain issues that were particular to their locality and shared with one another their experiences.

At the end of the course, the participants were given certificates. At the certificate-handing-out ceremony, many of them expressed their satisfaction with the way the course was given to them.

One of them, in particular, said, “There is no doubt whatsoever that we have been able to acquire valuable knowledge that would be very useful to us in the future.”

(Continued from page 1)

**APAP Gives Course ...**

APAP’s Accountability and Capacity Strengthening Program.

The event was given coverage by a few of the FM radio stations in Addis Ababa and by the ADDIS TV channel of ETV.

(Continued from page 2)

**APAP Produces Calendar ...**

commemorations and action days and APAP’s advocacy messages.

The table calendar was produced as part and parcel of APAP’s Accountability and Capacity Strengthening Program.

(Continued from page 2)

**APAP Conducts a ...**

one interviews, focused-group discussions, observations and document analyses.

APAP is now making use of the findings of the needs-assessment survey in the implementation of the project titled *Enhancing Access to Justice in the South Omo Zone*, which is funded by Christian Aid Ethiopia. The project, of course, is aimed at enhancing the human, institutional and technical capacities of the law-enforcing agencies and the administration of the zone.

(Continued from page 1)

**APAP Gives Basic ...**

sub-City with basic legal education.

The objective of the legal education was acquainting the members of the Council of the Kebele with the basic concepts of the law of the country and with certain legal skills that would help them better fulfill their duties and responsibilities, as well as refreshing and updating their knowledge of these laws.

The first part of the education was given on the premises of the kebele and was attended by 75 participants, of whom 34 were females.

The participants were given the lessons by four senior-year students of the Law Faculty of the Addis Ababa University, who used the six street-law materials published by APAP as textbooks. The lessons included the following:

- ✦ Law and Order;
- ✦ The Ethiopian Constitution;
- ✦ Democracy;
- ✦ Human rights;
- ✦ The Family Law;
- ✦ The Law of Succession;
- ✦ The Economic Laws of Ethiopia;
- ✦ The Property Law;
- ✦ The Criminal Law and Procedure; and
- ✦ Basic Legal Skills.

Following the basic legal education, APAP’s staffs gave the members of the Council of the Kebele a four-day training, using the manual prepared by APAP for the purpose under the title *Training in Human Rights*.

(Continued from page 8)

## Organizational Development of CBOs: As an End and Means to Development

### I. Introduction

*This article attempts to highlight the meaning of the term "organizational development," which is known in short as OD, in general and as it relates to community-based organizations (CBOs) in particular. It will also discuss what a people-centered development approach is all about and the role that CBOs are supposed to play in the development of a given country. True, OD has a long history, numerous methodologies borrowed from many other sciences and is an evolving practice. As such, it will be impossible to give a whole picture thereof in this brief article. This article will have to, therefore, be taken only as an eye opener, or as an article designed to give interested parties a general idea and instigate further reading in the area. In other words, it focuses mainly on the general overview of the OD of CBOs and on its relevance to development endeavors.*

### II. Definitions and Concepts of Organizational Development (OD)

*Various definitions of OD have been given by different scholars, based on the pertinent issues and the level of the development of the practice. The following are some of the definitions:*

**Burke (1982) "A planned process of change in an organization's culture through the**

**utilization of behavioral science, technologies, research, and theory." (p. 10)**

**French and Bell (1978): "A long-range effort to improve an organization's problem-solving and renewal processes, particularly through a more effective and collaborative management of an organization's culture . . . with the assistance of a change agent, or a catalyst, and the use of the theory and technology of applied behavioral science, including action research." (p. 14)**

**Margulies and Raia (1972): "A value-based process of self-assessment and planned change, involving specific strategies and technology, aimed at improving the overall effectiveness of an organizational system." (p. 24)**

**Porras and Robertson (1992): "Planned, behavioral-science-based interventions in work settings for the purpose of improving organizational functioning and individual development." (p. 721)**

**Jamieson, Bach, Kallick and Kurt (1984): "Long-term, planned changes in the culture, technology and management of an organization or, at least, a significant part of the organization." (p. 4)**

**Warrick (1984): "Planned, long-range systems and a primarily**

**behavioral-science strategy for understanding, developing, and changing organizations to improve their present and future effectiveness and health."(p. 916)**

*According to many OD practitioners, although many definitions of OD are given at various times, the enormous growth of new approaches and techniques has blurred the boundaries of the field and made it increasingly difficult to describe.*

*Still, it would be advisable to take the following definition, which tries to clarify the emerging aspects of OD while drawing on the previous definitions of the field:*

**Organizational development is a system-wide process of applying behavioral-science knowledge to the planned change and to the development of the strategies, components and processes that enable organizations to be effective.**

*Organizational development addresses an entire system, in the form of a team, department or the organization. It also deals with the relations that a system has with its environment as well as the various features that com-*

*(Continued on page 5)*

(Continued from page 4)

### **Organizational Development ...**

prise a system's design. Organizational development is viewed as a system that deals with multiple levels and interrelated parts that exist in the context of a larger dynamics of organizational change and learning. It also uses one's knowledge and practice of behavioral science to help organizations bring about change and thereby achieve greater effectiveness. Furthermore, it seeks to improve how organizations relate to their external environments and function to attain a high performance and quality of work life internally.

As a result, a change at one level of the organization (in its individual members, teams, or in the organization as a whole) can affect other levels. A change in one part of the organization, such as in its structure, can also require supporting changes in other parts, whereas a change in the organization's environment can necessitate a change within the organization, and so on.

Organizational development treats change as a process, not as an event or as an end in and of itself. Organizational change involves an ongoing series of diagnosis, planning, implementation and evaluation. These activities overlap and feed on one another so that a diagnosis informs action planning and implementation, whereas evaluation guides

the subsequent diagnosis and modification of the changes. Consequently, this process is highly adaptive, so much so that new information is encountered and new events are experienced.

### **III. The Role of Community-Based Organizations (CBOs) in Development**

Given the above overview of the meanings and concepts of OD, prior to describing the added value of an OD in the context of CBOs, it is crucial to provide a brief description of the evolution of development thinking, the people-centered development approach and the role CBOs play in the national development effort.

Various development approaches have evolved and tried to address the issue of poverty at different points in history. Before the year 1970, for instance, development thinking and development-related actions were perceived mainly from an economic point of view. Economic growth was thus taken as a solution to the problem of underdevelopment, as it was seen largely as a technical and as an economic exercise. This approach emphasizes that the more growth there is, the more development there will be, based on the belief that the benefits of growth would automatically reach all levels of society. History has, however, witnessed that, despite economic growth measured by the maximum increase in the gross national product per capita, the problems of underdevelopment continue and that economic growth in and of itself does not bring about a qualitative structural change to the whole system. Yet structural change is imperative to ensuring

the inclusion of the poor and to protecting them from marginalization or total exclusion.

During the latter half of the 1970s, development thinking entailed the theory that the elimination of poverty and the achievement of greater equality should supplement the growth of GNP as the target of development. This approach emphasizes the formulation of policies aimed at meeting the basic needs of poor people that would ultimately result in growth. It is, of course, based on the assumption that poverty is the problem of the poor and that it (poverty) would be solved by helping the poor to help themselves. This approach does not, nonetheless, address the power structure within which the poor are marginalized. Thus it did not solve the situation of poverty.

Advocating popular development in his book titled *Popular Development-Rethinking: the Theory and Practice of Development*, John Brohman asserts that "More appropriate development strategies must pay close attention to the historical legacy that created Third-World societies, to the socio-cultural factors and to the other particulars of those societies, and to the overarching structural conditions that make development along classical Western lines highly unlikely." Further criticizing Western theoretical models, he states that "Theoretical models are too formalistic and abstract to be relevant to the everyday world of their would-be beneficiaries." According to him, one of the most valuable resources for theory-building should emanate from the development experience itself as

(Continued on page 6)

(Continued from page 5)

## **Organizational Development**

...

practiced by various social groups. Human, moral and social issues are excluded from analysis in most modeling techniques. In such cases, people are treated as objects rather than subjects of development whose perceptions and understanding of the world might contribute to the findings and planning and implementation of development work. The belief that values attached to many development frameworks are universal and applicable to any society, without taking into consideration the local realities, has further excluded the wishes of the marginalized.

This failure on the part of many development approaches to understand and take into consideration the diverse socio-economic, cultural and other social contexts had an adverse impact particularly on local participation. Development strategies that do not view people as agents of their own development and do not take people as their main focus in development have prevented the majority of people from participating in the decision-making process of development and thereby undermined the contribution of grassroots groups by blocking them from acquiring the knowledge and skills needed to analyze and solve their problems on their own. As a result, theoreticians lacked the opportunity to understand local contexts and ignored indigenous concepts and methods, since they are very far from the realities that affect the majority of the people.

In order to address this limitation, development studies and practices should involve people as development agents, and interventions should be designed in such a way

that popular participation is enhanced.

Cognizant of this relatively recent thinking, many organizations whose major objective is alleviating poverty and promoting development in order to change the situation of the poor are increasingly getting involved in the promotion of community-based organizations and in ensuring the active involvement of the community in development interventions. The evaluations hitherto done on the results of their participation have not, nevertheless, been encouraging.

That is because, though participation is included as a goal for development promoters, an in-depth analysis of who among the members of a given community participates, the level of their participation (either as recipients or project designers) and the reasons given for their participation (to make the projects effective or as an end in and of itself) shows that much more remains to be done before one can claim that the goal of meaningful participation is attained by development interventions.

Though it is understood to be an active involvement of people in matters that affect their lives—be it economic, social, political or cultural—the manner in which participation is practiced and the thinking behind the promotion thereof by different actors have created variations.

That in turn has entailed the necessity of further categorizing participation. Participation is, therefore, categorized as being coerced, induced and spontaneous or bottom-up. Among the three, the last is taken to be ideal, for it reflects voluntary and autonomous action on the part of the people to organize and deal with their problems, un-

aided by external agencies.

Another distinction is made between authentic participation and pseudo participation. Accordingly, the former relates to a form of participation where local people democratically control the decision-making process in the implementation of a project, whereas the latter refers to a situation where projects are carried out in accordance with the decisions made earlier by outsiders. Likewise, a distinction is made between participation as a means of improving project results and as an end. When it is taken as a means, participation is regarded as a means of improving the quality and relevance of the projects by facilitating the conditions needed for their proper implementation. But when it is taken as an end, it is regarded as an essential component, which considers people's participation in the execution (i.e., planning, implementation and management) of the projects that affect their lives. When participation is considered only as a means, therefore, the resulting strategy would only ensure community participation at the implementation level, whereas when it is taken as an end, its objective is the empowerment of the people.

In order to ensure an authentic participation and bring about the desired change in peoples' lives, the key role that the community and mass-based organizations must play in promoting the participation and empowerment of the poor as well as in bringing

(Continued on page 7)

(Continued from page 6)

## **Organizational Development**

...

about social transformation and sustainable development will have to be given due recognition.

People's organizations—in particular, community- and mass-based organizations—are important structures that mediate between the macro and micro elements of society.

It is mainly through these organizations that individuals, especially the poor, come to grips with the structural and policy levels of societal functioning.

These organizations are important intermediaries to access, empower and improve the wellbeing of the poor and other disadvantaged groups.

The development of a society in general and of the specific sectors in particular has a positive correlation with the extent and strength of the society's organizational capacity.

This recognition has led some to understand development as the building of civil society—particularly CBOs. It has also led them into identifying the facilitation of the building of CBOs as the major realm of development actors.

Enhancing the capacities of grassroots or community-based organizations is the key to bringing about social transformation and people-centered development, which ultimately leads to the empowerment and wellbeing of the poor and the other marginalized groups.

## **IV. OD as Applied to Community-Based Organizations**

If the people-centered development approach and the role that CBOs play is pivotal to development, it goes without saying that CBOs need to be strengthened and made sustainable.

Emphasizing the role of CBOs in development, Allan Kaplan states that "...the extent of a society's consciousness-read 'development' will be measured by the strength of its civil society. Only a multitude of freely-operating, competent people's organizations will ensure that the dangers of hegemony, fundamentalism and dogma are reduced."

He also says that "if we are serious about 'people-centered development,' a development approach which genuinely works from the bottom up and ensures that people are not only at the center of all development efforts but are also encouraged to shoulder the responsibility for their own development, the facilitation of the building of the institutions of civil society becomes the true realm of the development practitioner."

The struggle for civil society, Allan asserts, "is the struggle towards a more conscious, a wide-awake society capable of self-analysis and self-reflection and the righting of imbalances as they occur and as they inevitably will as new routines, habits and preferences reassert their unconscious force."

So, according to many contemporary development practitioners, the main type of intervention that de-

velopment practitioners should aim at is developing the organizational capacity of civil societies.

The development practitioner in this sense is not just an activist, but also a facilitator, since development is seen not as something to be imposed on a certain community but as something that must be nurtured.

The role is not importing or inducing knowledge and methods, but mainly helping the already-existing knowledge and resources to emerge from the people by creating an environment that is conducive therefor and doing the necessary facilitation to that end.

That means, organizations are helped to self-reflect about their local realities, vision, shared values, goals, limitations and strengths. They are also supported to self-analyze and point out solutions and methodologies or strategies on their own. This is the process that brings about organizational consciousness.

As such, it is very much different from the conventional capacity building of CBOs as practiced by many through the mere provision of funds and training. This aspect is the key that differentiates organizational development from other capacity-building activities.

The organizational development of CBOs viewed in this sense is, therefore, an end in and of itself, for the presence of conscious civil-society organizations in a nation is regarded as an indicator of development.

(Continued on page 8)

*(Continued from page 7)*

**Organizational Development**

...

*Apart from that, the organizational development of CBOs is also a means of ensuring the effectiveness of development interventions. When a CBO, or any form of civil society, is organizationally developed, it becomes capable of self-reflecting about its limitations and strengths, has a clear shared vision and goals and the skills and knowledge needed for forging effective internal and external relations. Put differently, it is conscious about its local context and is capable of dealing with changing and emerging situations and is capable of finding solutions to all its problems. Such an organization can, of course, function effectively in the promotion of its causes.*

*Thus, used as a means, OD can be*

*instrumental for the effective planning, implementing and evaluating of projects that serve the community at large.*

**Conclusion**

*Recent development thinking and practices recognize the importance of people’s active participation therein and the role that civil societies, particularly CBOs, must play in achieving development objectives. Development interventions should, therefore, enhance participation by strengthening the capacity of people’s organizations or of CBOs as their main goal. After all, the OD of CBOs is both an end in and of itself, which reflects development, and a means of attaining*

*other development goals. That means, the main roles that development practitioners should play are the following:*

- *Facilitating the conditions necessary for attaining this goal; and*
- *Promoting the self-reflection and analysis of organizations—as opposed to inducing ideas and methods—if their interventions are to bring about the desired change in the lives of the community and to ensure its (the change’s) sustainability.*

*(Continued from page 3)*

**APAP Gives Basic ...**

The training consisted of the economic, social and cultural rights of citizens, community mobilization, community participation and the rights-based approach to development.

At the end of the training, the participants were given certificates. What is more, the closing ceremony was given wide coverage by the mass media of the Addis Ababa City Administration.



*Participants of the training*

