



W.K. KELLOGG FOUNDATION

ACADEMIC PROGRAM PROPOSAL



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Academic Program Proposal

Justification

The W.K. Kellogg was created in 1930 by businessman, Will Keith Kellogg, with the purpose of making donations and investments that contribute to improve the well-being of vulnerable children and to improve their opportunities for the future. For over 60 years the Kellogg Foundation has invested in Latin America, supporting hundreds of projects in health, education, rural development, racial equity and other priority subjects for childhood development. Likewise, it has supported leadership development programs whose participants continue leading important actions in more than 10 countries.

In 2009, after a two-year planning period, the Board of Trustees of the Kellogg Foundation approved a new strategy for Latin America and the Caribbean aiming to “help weave healthy, self-reliant communities where children can have better opportunities now and in the future.” This strategy is based on three key lessons that came from the Foundation’s previous work in the region and in other countries:

1. In order to have better living conditions and opportunities for the future, children, families and communities need **comprehensive development platforms**, which include adequate nutrition and health care, access to quality education and economic security, active civic engagement and a non-discriminatory context.
2. To improve the chances of having a lasting, positive impact, a **geographic focus with a long-term perspective** allows the Foundation to better understand a place, build the necessary trust with local stakeholders and concentrate its resources over at least 10 years.
3. To successfully meet the complex challenge of helping vulnerable children and their families, it is necessary to build effective **multi-sector partnerships**, including communities and social organizations, other foundations and private donors, government at all levels, multilateral organizations, businesses and academia.

With these lessons, the W.K. Kellogg Foundation formally launched its new strategy in Latin America and the Caribbean in 2010, focusing on micro-regions, defined as rural or semi-urban areas clustering around 200,000 people that have high levels of poverty, but also good potential for improvement. Ideally, the Kellogg Foundation aims to work for at least 10 years in these micro-regions. Potential is identified as the presence of strong social fabric and local leadership; availability of natural and/or cultural resources; the possibility to connect with more dynamic economies; and a shared sense of priority with governments, private sector and other funders.

The Kellogg Foundation recognizes that its role is to support local communities as it is them, and not the Kellogg Foundation, that will ultimately generate the positive change to improve the lives of

vulnerable children. Therefore, a key element of this strategy is the empowerment of local community leaders coming from a diverse background, but sharing the commitment to work with their fellow citizens and other stakeholders in their region. To do this, the W.K. Kellogg Foundation would like to fund a leadership development program that basically strengthens the capacities of participants, helps broaden their vision and opens new networks that can ultimately provide the necessary relationships to be more effective in their community work.

During the preparation of this program, visits were made to different micro-regions in the Mexican southeast with the purpose of consolidating cooperation agreements with government, civil society and private companies' representatives. Likewise, consultation mechanisms were developed such as work meetings and interviews with experts in the social and community development and leadership and rural development areas with the aim of obtaining their feedback and opinions with the purpose of developing a quality program adapted to responding to the challenges faced by the micro-regions in the Mexican southeast. Similar agreements and preparatory work will also be conducted when additional micro-regions (for example, the two recently announced micro-regions in Haiti) are implemented.

Curricular Design Principles

The curricular design reveals the actions, organization and objectives of the Leadership Development Program contents through a series of structured and well-organized processes. The W.K. Kellogg Foundation seeks to structure a curricular plan with a clear articulation between theory and practice; that is, the program contents will give the participants the elements to face the problems facing their communities.

The curricular design basic principles that will guide decisions and regulate the actions of the Leadership Development Program modules will be the following:

- Promoting regional development through the leadership of young people.
- The application of knowledge with innovative focus in developing leadership, social responsibility and strengthening strategic alliances.
- Developing management, implementation and sustainability capacities in regional development projects.
- Promoting and encouraging development opportunities for young, indigenous people and their micro-regions.
- Promoting values such as solidarity, freedom and respect to achieve social transformation in communities.

Program Objectives

The Leadership Development Program aims to design a flexible, innovating and dynamic curricular plan, in response to its purpose of training community leaders capable of being agents of change in their communities. One of the first steps when structuring the program's curricular design is determining the general and particular objectives, which will be a guideline that will give context, orientation and justification to the curricular plan.

The Leadership Development Program has the objective of promoting young leaders in the social, public and private sectors who are committed to promoting the social and economic development of their communities by strengthening their knowledge, skills and links with other actors.

The particular objectives that will guide the Leadership Development Program are:

- Increasing the critical analysis capabilities of the problems facing the micro-regions at different levels.
- Promoting innovative and sustainable solutions for the social and economic challenges of the micro-regions.
- Strengthening the leadership and promoting influence, effective negotiation capabilities and the economic and social change of the key actors in the micro-regions to catalyze lasting socio-economic transformation processes.
- Strengthening the community leaders' social and economic performance by developing competences in the dimensions of human, technical and political skills.
- Developing competences to generate alliances and collaboration between the different key actors for the micro-regions' development (governments, civil society organizations, private sector, cooperatives, foundations, donors, etc.).
- Promoting the exchange of community leaders' experiences with:
 - National and international scholars and specialists prominent in several subjects related with leadership and social, community and rural development.
 - Public officials at the federal, state and municipal levels.
 - Successful social entrepreneurs.
 - Prominent young leaders at the national and international level.

- Favoring community collaboration in the social and economic change processes promoted by the W.K. Kellogg Foundation through its strategic donors and partners.

Admittance and Graduation Profile

This Leadership Development Program is aimed at community leaders who have become key actors in their region's development. The program is open to all races, ethnic origins, genders, and religions who meet the basic eligibility requirements. All participants should have the motivation and commitment to face their community's challenges.

Therefore, the participants in the Leadership Development Program should have the following profile:

- Young and/or development leaders between 20-30 years of age;
- From public, private and social sectors and capable of effective change in the community;
- Currently be engaged, and have plans to continue working, in community development or other community work in rural areas, preferably with native populations;
- In a leadership position with an organization serving the community or the potential to be in such a position in the near future; and
- Preferably be living or working in the micro-regions where the W.K. Kellogg Foundation makes grants. These areas are typically among the poorest regions in the countries where the Kellogg Foundation invests in Latin America and the Caribbean.

Selection Process

The program aims to identify ideal candidates through a nomination process where public and private organizations (including, for example, non-profit organizations, academic institutions, companies, and government units) can present the candidacy of qualified individuals who will have institutional support to participate during and following this program. The call for nominations will be distributed widely among the W.K. Kellogg Foundation's network of grantees and, published on the W.K. Kellogg Foundation website, disseminated to local philanthropic sector networks and published in local newspapers within the countries and specific geographies in which the Kellogg Foundation works.

Applications are available both hard copy and electronically and should preferably be submitted online; however, should online submission not be possible, applications can be sent to the



W.K. Kellogg Foundation office in Mexico City (see Selection and Application Process document for specific contact information and additional information required).

A team of consultants familiar with the Kellogg Foundation's work in the region will prescreen all of the applications to ensure there is a match with the publicly-described criteria. This team will then present a group of candidates (estimated to be approximately 40-50 candidates) to a program selection committee for further review and interviews. **Candidates will be reimbursed for travel expenses to participate in the selection process for the program.** The program selection committee will consist of the program supervisor, two representatives from the W.K. Kellogg Foundation, two representatives from prior Kellogg Foundation leadership programs, and two leadership development experts with a proven track record in selection processes.

The program selection committee members will be required to disclose any affiliations with potential program applicants. A committee member cannot participate in the selection process if he or she serves as an employee or Board member of a sponsoring organization that is nominating candidates for the program. In addition, family members of individuals serving on the selection committee or of persons otherwise involved in the selection process will not be eligible to participate in the program. Relatives of Kellogg Foundation officers, directors and substantial contributors also are not eligible.

The program selection committee members are expected to review the submitted applications and materials and interview each candidate (with the committee breaking into smaller groups to conduct interviews). After the interviews, the entire selection committee will meet, compare data, and make the final selection.

The members of the prescreening team and the program selection committee reserve the right to disqualify every postulation that does not meet with the established requirements or if falsehood is proven in any of the information given. The ruling will be uncontestable.

Ideally, the program will have approximately 30 participants per year, per country in which the W.K. Kellogg Foundation has designated micro-regions. The group should reflect a balance in gender, background, ethnicity and geography. An objective is to attract as broad a group of applicants as possible who meet the program criteria, including individuals from indigenous/native origins due to their connection to Kellogg Foundation priorities and because native communities have been traditionally disadvantaged in Latin American and the Caribbean countries.

Specifically, following final selection, the resulting Leadership Development Program participant groups will have approximately the following characteristics: 80 percent are young people, 20-30 years of age; the proportion of male to female participants is equitable; and at least 50 percent of the participants are of indigenous origin.

The W.K. Kellogg Foundation is seeking to promote a wide participation of leaders from select micro-regions where it will focus its efforts in future years. Therefore, we seek a wide percentage of participants to come from the states of Chiapas, Campeche and Yucatan in Mexico; the central

and southern corridors in Haiti, and any micro-regions selected in the future. Regardless of the aforementioned, this does not mean that the participation of other young leaders located in any of the micro-region areas will be limited.

In addition to the previously stated graduation profile, it is anticipated at the end of the program the participant will be capable of:

- Designing and implementing practical solutions for the problems facing his/her community;
- Using dialogue and negotiating skills to interact with greater confidence and effectiveness, not only with people in their immediate social environment, but also with members of other key sectors in their community's development; and
- Becoming facilitators of lasting economic and social changes and promoting the social participation in their community in a more effective manner.

Curricular Structure

The curricular structure is defined as the element that allows organizing and distributing in a pre-determined time the academic and non-academic contents that are part of the Leadership Development Program. The curricular structure consists of the following elements:

- Coherence in the organization of its pedagogic and non-pedagogic contents;
- Favors the development of basic leadership competences;
- Promotes a constructivist and intercultural teaching model;
- Teaching strategies that include learning based on problem resolution, research-action, projects in real situations and preparation of written reports;
- Active methodologies centered on the participant, integrating theory and practice and stimulating reflection; and
- Existence of collective activities (seminars, workshops, conferences, etc.), guaranteeing a solid training of the future program graduates.

The Leadership Development Program will take place over one year and consists of approximately eight sessions, each session lasting four days. The sessions will take place in different locations within the country where the program takes place. In addition, there will be 1-2 international trips, each lasting 7-9 days (including travel time), and include relevant dialogues, field visits and classes.



Leadership skills will be developed through a combination of facilitated discussions where participants cover different aspects of effective leadership for rural development; field visits to learn about different approaches to improve living conditions in poor, rural areas; leveraging peer learning with local leaders; and exchanging points of view with experts and leaders based on their own experiences, though team-building activities where participants learn to be part of a team and to form teams back in their organizations and communities.

Program content will include:

- Building self-knowledge, individual empowerment and self-esteem
- Fostering critical analysis, planning, problem solving and project management capacities;
- Developing skills in communication, negotiation, consensus and partnership building and conflict and change management;
- Developing community engagement and purpose-driven networking;
- Building awareness to indigenous cultures and rural community development best practices

Study Plan

1. Self-knowledge as a base to develop leadership skills

- a. Design a personal development plan
- b. Self-esteem
- c. Leadership simulators
- d. Personal potential

2. Analysis of the social, economic and institutional context in the targeted micro-region the participants are selected from

- a. Information analysis and interpretation tools
- b. Analysis models of the political, social and economic reality

3. Effective Leadership

- a. The leader with and for the community

- b. Teamwork
- c. Effective communication
- d. Change processes
- e. Building agreements and conflict resolution

4. Development Processes

- a. Comprehensive planning
- b. Projects design, implementation and evaluation
- c. Social economy
- d. Fund raising

5. Successful Experiences

- a. Practical cases in the micro-region's rural environment

Participation and Progress of Fellows

An important part of this Leadership Development Program will be to facilitate and track the participation and progress of each participant to facilitate successful completion of the program. This will be accomplished in a variety of ways:

- A consultant will provide overall supervision, logistical support and payments to service providers. The consultant, on an exception basis and with prior approval, could make very small (\$50-\$100) out-of-pocket, directly attributable expenses to the Fellows. In addition, each participant will be able to choose a mentor from a former W.K. Kellogg Foundation Leadership Program in Latin America and the Caribbean.
- Provision of travel and expenses (see section below titled Program Travel and Expenses for more information).
- Each participant will establish his/her own development goals for the program and then write two essays (one in the middle of the program and one at the end) to provide an update of their progress toward their goals.
- Participants will also be asked to prepare a five-year work plan to be discussed with the leadership program group during the last session.

- Participation in a formal tracking process to assess additional progress one year after program completion.

Program Travel and Expenses

It is anticipated that each session within the country where the program takes place will include four days, including travel, to primarily rural areas. In each session, time is divided into facilitated discussions (25 percent), field visits for peer learning and best practices (25 percent), dialogues with experts and leaders from different sectors (25 percent), and team-building activities (25 percent). Each international trip will last nine days, including travel time and is structured similarly to the local sessions.

The W.K. Kellogg Foundation will provide approximately \$25,000 per participant (approximately 30 per year per country in which the Kellogg Foundation has designated micro-regions), including travel, lodging, meals and sessions. No salary or stipend payments will be provided. Expenses will be paid by a contracted, third party administrator.

Academic Program Phases

The academic program will be divided into three phases:

Phase I. Designing the basics of the leadership development program

During this phase, the initial agreements for the design of the Leadership Development Program will be established. The activities in this phase are the following: candidate selection; curricular structure and study plan design; selection of teachers and speakers; and establishing cooperation networks with actors in the public, private, social and academic sectors.

The selection of candidates will be organized in the following steps: sending summons, receiving postulations and evaluating candidates. It is estimated that this process should take approximately one month with the participation of the previously mentioned review team. Applicants to the Leadership Development Program will be evaluated using the following criteria: potential and experience as leader, interest areas, future goals, professional and personal skills and commitment to the socioeconomic development of their communities.

The curricular structure will be made in three steps. The first step consists of designing the structure and the units of the modules that will be part of the Leadership Development Program. The knowledge, concepts and skills that the participants will acquire during the



duration of the program's term will be defined. The second step consists of designing the teaching materials to be provided to the participants during the Leadership Development Program. Finally, the third step consists in defining the locations where the modules will be carried out during the duration of the Leadership Development Program.

As a third activity, the selection of teachers and speakers is considered. Initially, we seek to design a list of possible teachers and persons from the social, public, private and academic sectors who might enrich the experiences of the participants in the program. Teachers and speakers with a wide professional trajectory in the social and community development leadership and rural development sectors and those with a practical teaching method who seek to transmit knowledge among the program's participants, will be considered. Interviews with potential teachers and speakers will be made in order to define a final list of teacher/speaker participants during the duration of a particular Leadership Development Program.

Phase II. Leadership Program Implementation

During the development of this phase, the logistics, implementation and follow-up of the activities related to the Leadership Development Program and its participants will be carried out.

The activities that have been established as having priority in this phase are the following: coordinating, supervising and executing the logistic tasks; coordinating with organizations to implement the modules; integrating and executing the practical tasks in other locations; and coordinating and executing the extracurricular activities.

In addition to the the coordination, supervision and execution of the logistics tasks, the implementing entity will supervise the responsibilities personally in each one of the locations established and will be responsible for articulating the cooperation mechanisms for the duration of the Leadership Development Program.

The coordination with other public, private, social and academic organizations for the execution of the program's workshops and modules will be made during the different program modules.

The integration and execution of the practical activities in different locations will be performed under the analysis of the best schemes appropriate for the program participants and within the programmatic priorities of the W.K. Kellogg Foundation. The participation in projects will be prioritized according to the participants' profiles, interests and contexts.

The implementing entity will be responsible for managing the travel and accommodations of the participants, as well as the comprehensive development of the program's modules

Phase III. Leadership Program Evaluation

The evaluation phase is focused on measuring the impacts that the Leadership Development Program contents and tools have on the participants. Among the activities established as having priority during this phase are the following: design of quantitative and qualitative evaluation mechanisms and gathering and communicating findings and the use of results.

The evaluation objectives should be based on the following concepts:

- Gathering information,
- Identifying improvement mechanisms during the implementation and
- Documenting inputs from the participants in the Leadership Development Program

Leadership Program Completion

To successfully complete the Leadership Program, participation in meetings and completion of all plans/materials is necessary. For extraordinary reasons, participants can miss no more than 20 percent of the total program days and will be asked for a justifiable cause (for example, personal, family or community emergency). Candidates will be dismissed from the program beyond these limits.

