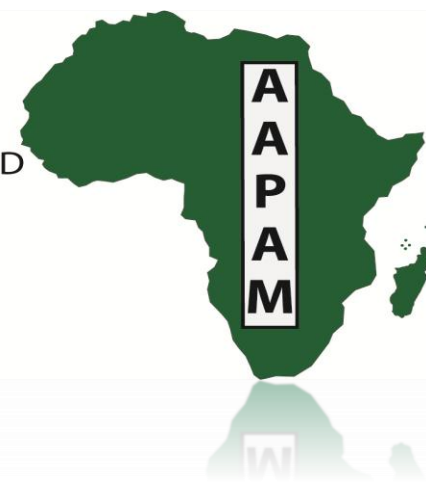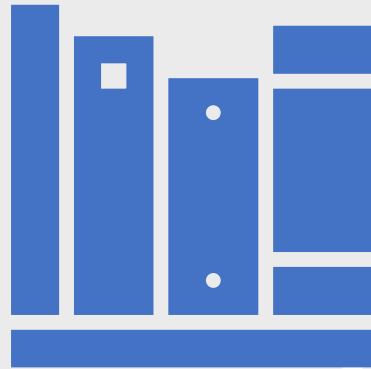AFRICAN ASSOCIATION FOR PUBLIC ADMINISTRATION AND MANAGEMENT (AAPAM)

ASSOCIATION AFRICAINE POUR L'ADMINISTRATION PUBLIQUE ET LE MANAGEMENT (AAAPM)

AAPAM COMPETENCE TOOLKIT

AAPAM Historical Background

-AAPAM is an international professional organization

-History of AAPAM is interlinked with the independence of African nations

- Conceptualization of continental association began in 1962 when a group of permanent secretaries in charge of public services from African countries met to discuss challenges facing the African Public Services

-AAPAM was founded in 1971 by heads of civil service from Africa and inaugurated by the President of Sierra Leone Dr. Siaka Stevens. The 1st AAPAM President was Kenya Cabinet Minister the late Dr. Robert Ouko.

-Other Presidents of AAPAM include Mr. William Wamalwa (Kenya), Dr. Robert Dodoo (Ghana), Dr. Jonathan Chileshe (Zambia), Mr. John Mitala (Uganda), Mr. Tlohang Sekhamane (Lesotho), Mr. Abdon Agaw Jok Nhial (South Sudan), Dr. Roland Msiska, (Zambia) and currently, Dr. John Nakabago (Uganda)

AAPAM Mandate, Vision, Mission and Strategic Plan

Best Practice, Excellence and Professionalism in Public Administration

Guiding Principles

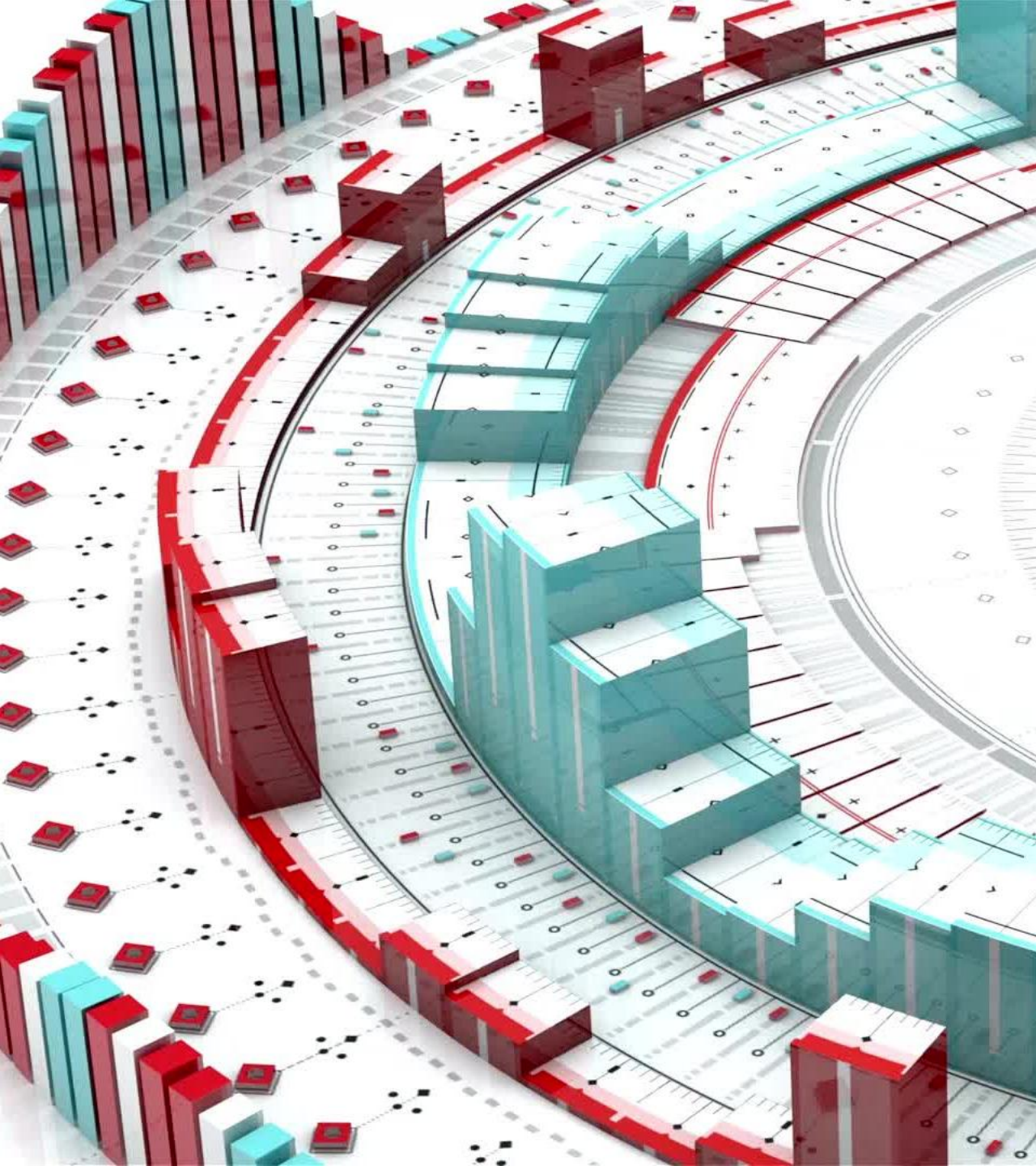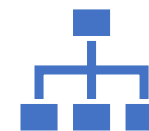|	
Inform	• Inform Policy Making
Professionalize	• Professionalize Public Service Delivery
Network	• Forum for sharing experiences with all stakeholders
Homegrown Solutions	• Results/ action-based solutions to continental challenges

AAPAM as a Continental development accelerator

Pillar 1: Capacity Development

Pillar 2: Research/ Knowledge Management

Pillar 3: Partnership and Collaboration

Pillar 4: Innovation

Introduction Leadership Development and Training- PAM

- Principles of effective governance for sustainable development developed by the Committee of Experts on Public Administration (CEPA)and endorsed by the Economic and Social Council (ECOSOC) in 2018

- Serve as strategies and guidelines for enhancing the policy environment for implementing Agenda 2063 and SDGs

- As basic principles CEPA-11 principles apply to

Public Institutions
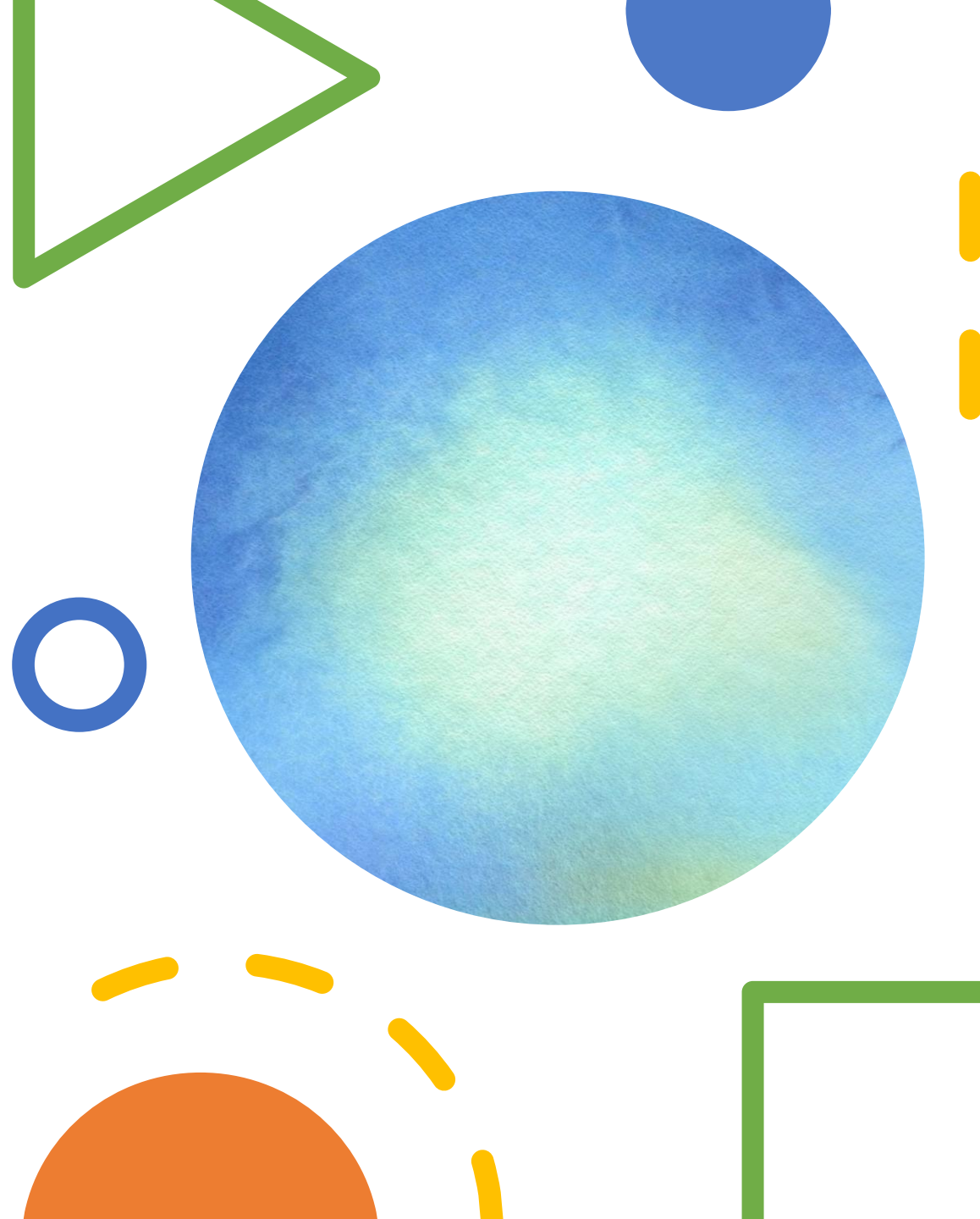
State Corporations

Independent Constitutional Bodies

Security and Justice Sectors

CEPA C-11 to EAI

E-Effectiveness

A-Accountability

I-Inclusiveness

Effectiveness

COMPETENCE   POLICY MAKING   COLLABORATION

- **Effectiveness**: i) competence; ii) sound policy making; and iii) collaboration;

- **Accountability**: iv) integrity, v) transparency and vi) independent oversight; and.

- **Inclusiveness**: vii) leaving no one behind, viii) non-discrimination, ix) participation, x) subsidiarity and xi) intergenerational equity.
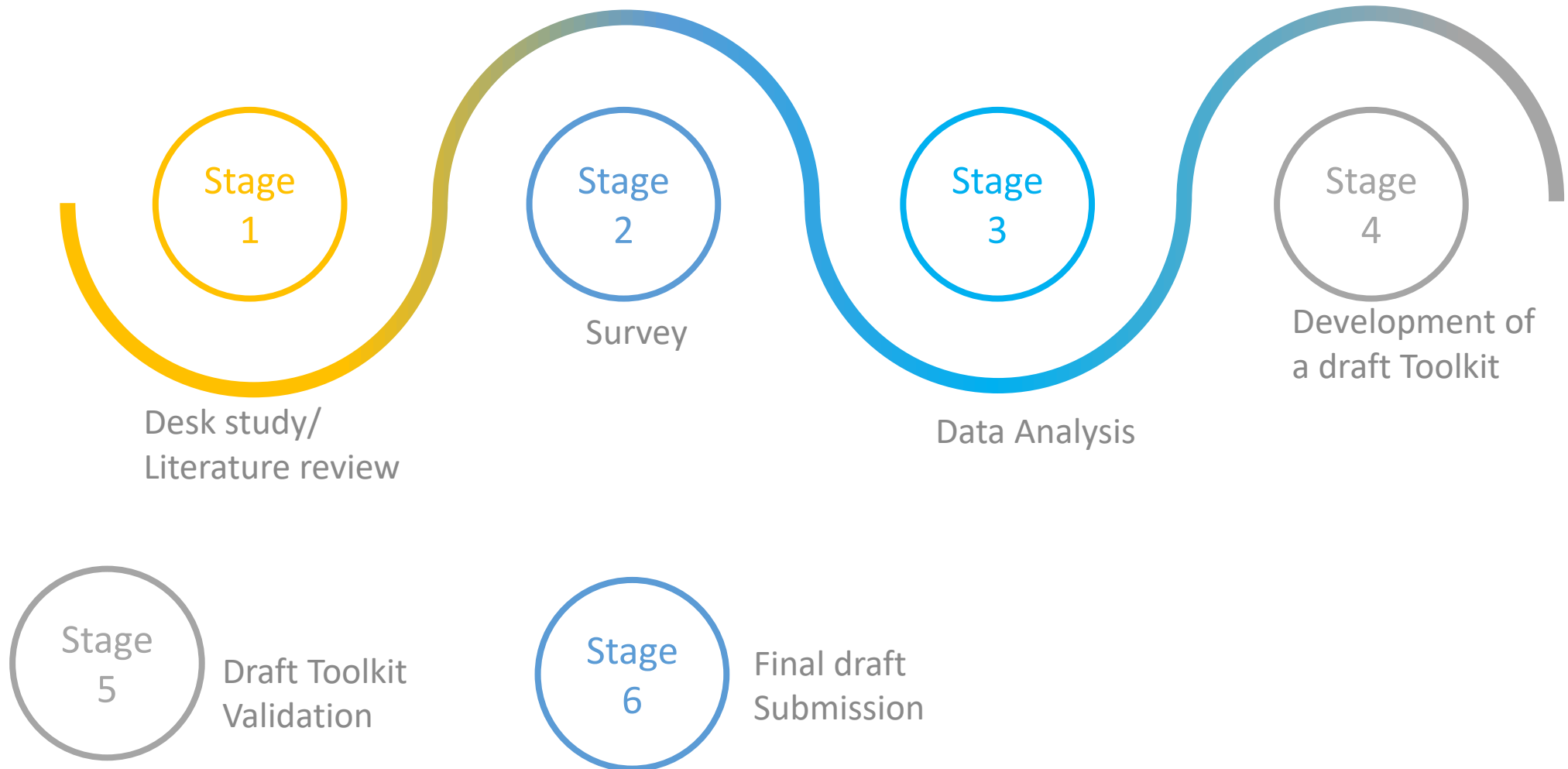
Competence

Competence within the context of this toolkit is defined as a set of knowledge, skills, attitudes, and behaviors that an individual utilizes to maximize productivity

Leadership development and training of public servants one of the strategies for the implementation of the competence principle

LDT-PAM Toolkit Development Methodology

Stage 1 — Desk study/ Literature review

Stage 2 — Survey

Stage 3 — Data Analysis

Stage 4 — Development of a draft Toolkit

Stage 5 — Draft Toolkit Validation

Stage 6 — Final draft Submission

Leadership Development and Training in Public Administration and Management (LDT-PAM) Toolkit

Objectives

- To enhance effectiveness in public administration and management by focusing and strengthening competencies through leadership development and training

- Proposes a guide on the harmonization of leadership development and training in public administration

- In alignment with Agenda 2063 and the SDGs the toolkit further aims to strengthen the implementation of leadership capacity of public administrators for efficient and effective service delivery which directly impacts sustainable development

- Seeks to inform policy making in relation to leadership skills development at the national and local level

- The long-term objective of the toolkit is to transform and strengthen institutions to achieve their mandate of service delivery as well as realization of Agenda 2063 and the SDGs

- The LDT-PAM toolkit will serve as a guide for monitoring, evaluating, reporting, peer learning and exchange of best practices

Literature Review

- Review of the Kenya public service competency framework of 2011
- Uganda competency dictionary of 2007
- The South African Senior Management Service (SMS) Competency Framework for public service leadership 2010
- Egypt has not published a single, comprehensive public service competency framework but has initiatives like the Leadership for Government Excellence (LGE) program to develop skills such as leadership, strategic management, and digital transformation, focusing on creating a capable, strong, and inclusive public sector aligned with Egypt Vision 2030

SDG 16 Strong Institutions and Capacity Building	Aspiration 3.	National Development Agenda
• Strong Institutions • Capacity building to support national plans for implementation of the SDGs	• An Africa of Good Governance • Competent, professional, rules and merit based public institutions	• Vision 2030- Kenya • Vision 2030 South Africa • Vision 2025- Tanzania • Vision 2063 Ghana • Vision 2030- Egypt

Competency Definition

- Competency within the context of this toolkit is the capacity that exists in an individual that enables him/her perform tasks and duties to the expected standard.
- Competencies within the context of this toolkit is defined as a set of knowledge, skills, attitudes, and behaviors that an individual utilizes to maximize productivity in a certain role/task.
-Competencies can be classified as:

TECHNICAL   CORE   BEHAVIORAL

Reflection

- Leadership is not position based but a mindset.

- Competency - Leadership = internal wrangles/ high staff turnover/ low job satisfaction/ mediocre productivity

- Leadership - Competency = bad leadership- Inefficiency/ regression/ laxity in career progression/low productivity…

- All public administrators are leaders

- All public administrators should be competent

- All leaders should be competent

- Not all competent people can be leaders

- Leadership position- competency= inefficiency

Overall Analysis

- Competency does not exist in a vacuum, it is an interplay between skills, tools, processes, people and culture exist.

- Competencies in a workplace and are only useful when they interact with the tools, people and culture of that workplace.

- Skills alone will not translate into capacity and capability at an organisational level – only when they are combined and used effectively (competency) within an organisational context team, resources, tools…

Basic Assumptions made in the contextualization of the Development and Training in Public Administration and Management toolkit (LDT-PAM)

❑ African countries are at varied development stages on socioeconomic and political dimensions;

❑ Competency is in a continuous state of flux. That is, today's competence could possibly be tomorrow's incompetence;

❑ Assessing leadership training is not a perfect science, therefore quantifiable variables are introduced to evaluate the impact of leadership training. Some of the identified variables are: budgetary allocation/ budget awareness, nature of capacity building programmes, and performance evaluation/productivity process;

❑ There is a notable variation in leadership development needs across gender lines among administrators;

❑ LDT-PAM is influenced by socio-economic and socio-cultural factors;

❑ Leadership competencies ought to be standardized across all levels of government at both local and national levels;

❑ There is a positive correlation between leadership development/ training, performance, and development.

AAPAM Survey on Competency CEPA Principle

Annex 1. Preliminary Outcomes

- Response received from 16 countries Republic of Benin, Canada, Ethiopia, Tchad, Kenya, South Africa, Nigeria, Ghana, Somaliland, Rwanda, Zambia, Ethiopia, Burkina Faso, Côte d'Ivoire, Malawi and USA
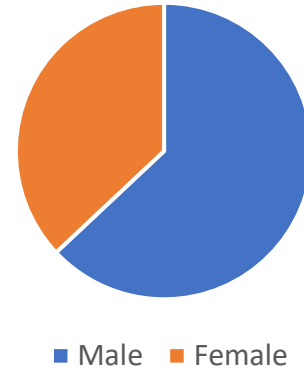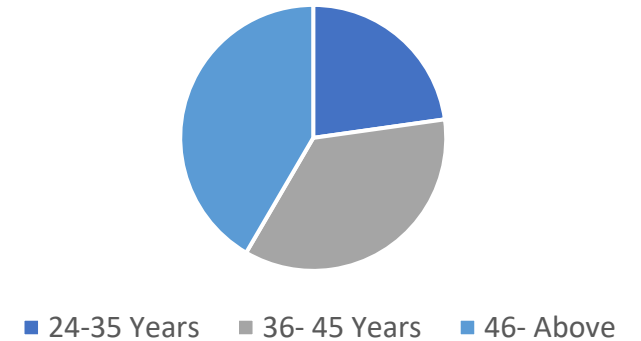
Gender

■ Male ■ Female

Age

■ 24-35 Years ■ 36- 45 Years ■ 46- Above

Budget Awareness

■ Yes ■ No ■ Maybe

Membership to Professional Body

■ Yes ■ No
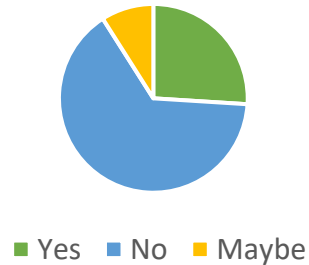
Survey responses

EDUCATION LEVEL – 52% MASTERS LEVEL
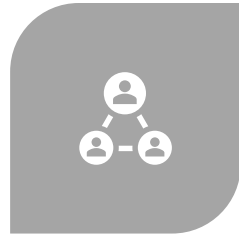
SENIOR MANAGEMENT LEVEL- 56% YOUNG PROFESSIONALS- 7%

BUDGET AWARENESS- 65% NO

SELF SPONSORSHIP- 69%

LACK OF FUNDING- 70%

Recommendations

Promote a culture of continuous learning- leverage digital technology MOOCs, online learning all modes webinars

Adequate resourcing for capacity building programmes- political will evidence in budget allocation and establishing institutions at both National and Local levels e.g. KSG Nairobi, Mombasa...

Partnership and collaboration to bridge resource constraints partners such as AAPAM, UN other multilateral organizations... to offer funding for capacity building programmes

Translation of capacity building, leadership training and development to tangible public value, innovation, problem solving, research, mentorship programmes as well as career progression.

At the macro level better service delivery, sound policy making and overall sustainable development- a multiplier effect

Attitudinal changes- mindset shift, collaboration, co-creation, values integrity

LDT-PAM Toolkit

LTD-PAM Toolkit

Criteria/Aspect	Stakeholder (s)	Indicator	Means of verification
A) Policy/ legal/ Institutional framework **-Enabling environment for LDT-PAM** **-Political will and commitment at national/local levels**	Government level Executive National and Local government (President, Governor, Cabinet Secretary, Minister, Secretary to Cabinet, Head of Public Service, Permanent Secretary, Principal Secretary, CAS) Legislative level	1.Enshrined in the Constitution 2.Aligned to national development vision 3.Membership to APRM 4.Has the country signed the ACVPPSA? • Has the country ratified and domesticated the ACVPPSA? • Currently piloting SPAT programme • Are there written policies, strategies and programmes that support LTD-PAM (National training policy) 5.Is there legislation to support LTD-PAM • Are institutions and systems in place to support LTD-PAM?	1.Constitution 2. ACVPPSA 3. Existence of National School of Administration/ Government
B) Financial/budgetary allocation and awareness	-Executive (Policy makers) - Policy implementers	What percentage of national budget is allocated to LDT-PAM • Is budget adequate for training needs; • How often is training budget reviewed; • To what extent has austerity measures impacted LTD-PAM budget;	1. National budget 2. Number of Government sponsored programmes 3. Development partner sponsored programmes 4. Partnerships and collaboration

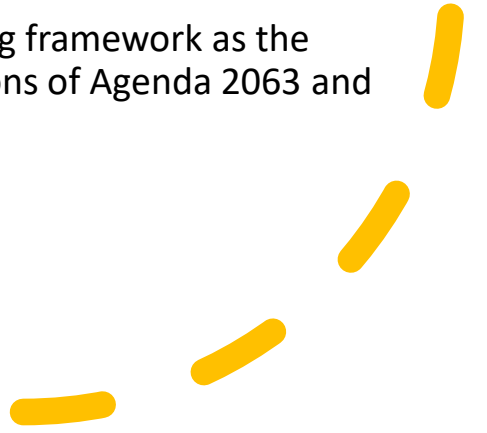| Criteria/Aspect	Stakeholder (s)	Indicator	Means of verification
C) Design and delivery of LDT-PAM -Curriculum development	MDIs/ Stakeholders in capacity building responsible for Design, delivery of LDT-PAM (Management Development Institution, School of Government, School of Leadership, University, Professional organizations- National, continental, international, continental and international organizations- AU, UN, AAPAM, APRM…	a) Academic administrative nexus- Is curriculum aligned to; • National development agenda • Continental Agenda 2063 and SDGs • Sectoral needs assessment b) Curriculum standardized at local and national level c) Standards and quality assurance (accredited, credible, certified programmes) • Awards CPD points • Encourages development of research and new knowledge/ best practice • Promotes linkages between industry, research, and training institutions; • Keeps an updated database of programmes and participants- skills inventory; • Offers options for training programmes: - Online - Physical programmes - Hybrid - Blended programmes featuring online, multiple-locations	1. Empirical evidence based public administration Accrediting authority 2. MDIs curriculum (curriculum development process, curriculum review, agility of curriculum) 3. Capacities of MDIs (human-education level, competency, skills, experience; ratio of expert to learner) 4.Infrastructure in place (both physical and technology) 5. Membership to professional bodies

Criteria/Aspect	Stakeholder (s)	Indicator	Means of verification
D) Competencies-knowledge, skills, attitudes and behaviors Impact of LDT-PAM in 4 core competency areas ethics, ethos, equity and efficiency	Public Administrators	• Performance contracting (how is LDT-PAM aligned to performance contracting) • Innovation and productivity (ability to find solutions to challenges previously encountered) • Career progression (promotion, more responsibilities, mentorship...) • Resource optimization (time and money) • Job satisfaction (eliminating bottlenecks of bureaucracy and glass ceiling effects) • Membership to a professional body • Skills gap identified	1. Performance evaluation and appraisal (performance contracts, Key Performance Indicators (KIPS) 2. Participation in LDT-PAM programme per year New paradigms (skills and tools to operate effectively) 3. Job evaluation 4. Staff turnover 5. Budget 6. Project management (timelines, cost, effectiveness, communication, collaboration and teamwork, conflict management...) 7. Service delivery (citizen satisfaction)

Who can use the Toolkit

Government Executive Office → MDACs

MDACs ↓

MDIs → Public Administrators

MDIs

Professional organizations AAPAM

Development Partners
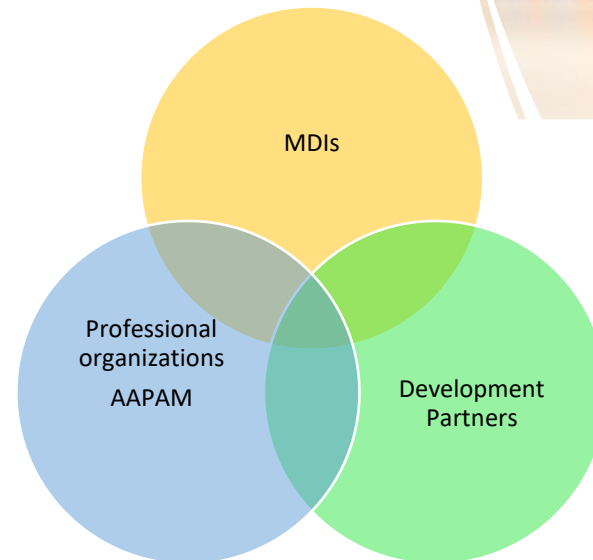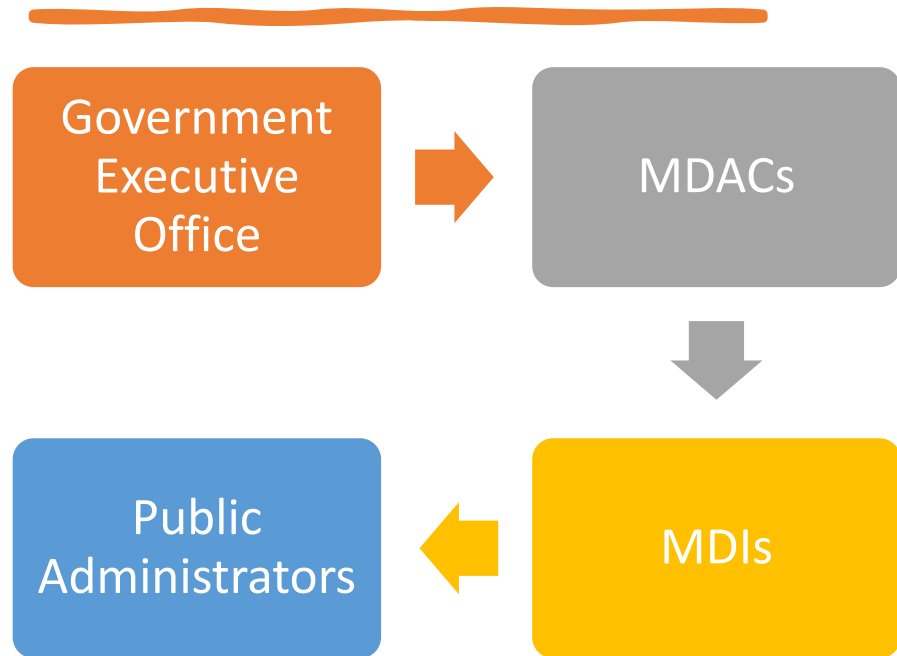
Strategic importance of the AAPAM Toolkit on Leadership Development and Training

Against this background, this toolkit aims to:

➢ Encourage the harmonization of policies and procedures related to leadership development and capacity building training for enhancing competence in Public Administration and Management (PAM); African competence dictionary, African competency framework

➢ Advance a standardized definition of key leadership competencies for African Public Administration 5 years;

➢ Propose a framework for designing curriculum and delivering leadership capacity building programmes and review of programmes to enhance competency in public administration;

➢ Amalgamate a standardized measure for monitoring, evaluating, and reporting on leadership and capacity building training programmes; and

➢ Anchor leadership development and capacity building training framework as the basic tenet for the actualization of the development aspirations of Agenda 2063 and SDGs

AAPAM Toolkit - Leadership Development and Training in PAM

LINK

- https://forms.office.com/Pages/ResponsePage.aspx?id=1HX9Vh-CsEqBW5ou1C4QD_S_uS4Cz2llo-ZVWHl_0I9UQzAzNVhZN0pEODZLSkdRWUxSVThSWTlXTC4u

Toolkit Presentation End

Thank You