

## **Introduction**

The African Association for Public Administration and Management (AAPAM) entered a partnership with the APRM in 2020. AAPAM is a continental organization which promotes best practise, professionalism and excellence in public administration. On its own part, AAPAM programmes complement and support African government's efforts to realize developmental aspirations through the guiding principles of informing policy making, professionalizing service delivery and building the capacity of public administrators. The vision and mandate of AAPAM places it at a strategic position to build the capacity of public administrators, promote awareness on the CEPA principles, and to develop a comprehensive toolkit for mainstreaming leadership development and training as a strategy for enhancing competency for effective public administration.

Through the evolving APRM/AAPAM collaboration, AAPAM hereby proposes a toolkit on the Competence principle with a special focus on leadership development and training of public servants. The toolkit is named **Leadership Development and Training in Public Administration and Management (LDT-PAM) Toolkit**.

## **Purpose of the (LDT-PAM) Toolkit**

This toolkit proposes a guide on the implementation and evaluation of leadership training and development in public administration. The toolkit is aligned with Agenda 2063 and the SDGs with the aim of strengthening the leadership capacity of public administrators for efficient and effective service delivery, which directly impacts sustainable development. This toolkit is designed for all levels of government including policy makers, practitioners, and researchers.

Among other objectives, the toolkit seeks to inform policy making in relation to leadership capacity development at the national and local levels. It is aimed at influencing the executive level of government that is responsible for policy direction, planning and allocation of funds, the state agencies Ministries, Departments, Agencies and Counties- or Local governments (MDACs) top leadership responsible for policy making, implementation, budgeting and mainstreaming policies, Management Development Institutions (MDIs) and professional organizations at regional, continental and international levels who develop curriculum for training programmes.

Multilateral partnerships are also considered with the international community and development partners such as the units within the United Nations that work with African governments and support capacity building programmes. Other important players are public administrators who, firstly, understand the skills/competency gaps that present a challenge to overall performance and delivery of services secondly, consumers of training programmes and finally performance is assessed based on existing competencies.

In the long-term, the objective of the toolkit is to transform and strengthen institutions to achieve their mandate of service delivery to realize the vision of Agenda 2063 and the SDGs. The (LDT-PAM) toolkit thus serves as a guide for reporting, monitoring, peer learning and exchange of best practices. The structural formation, application, and alignment of the toolkit with related instruments are depicted in the figures that follow:

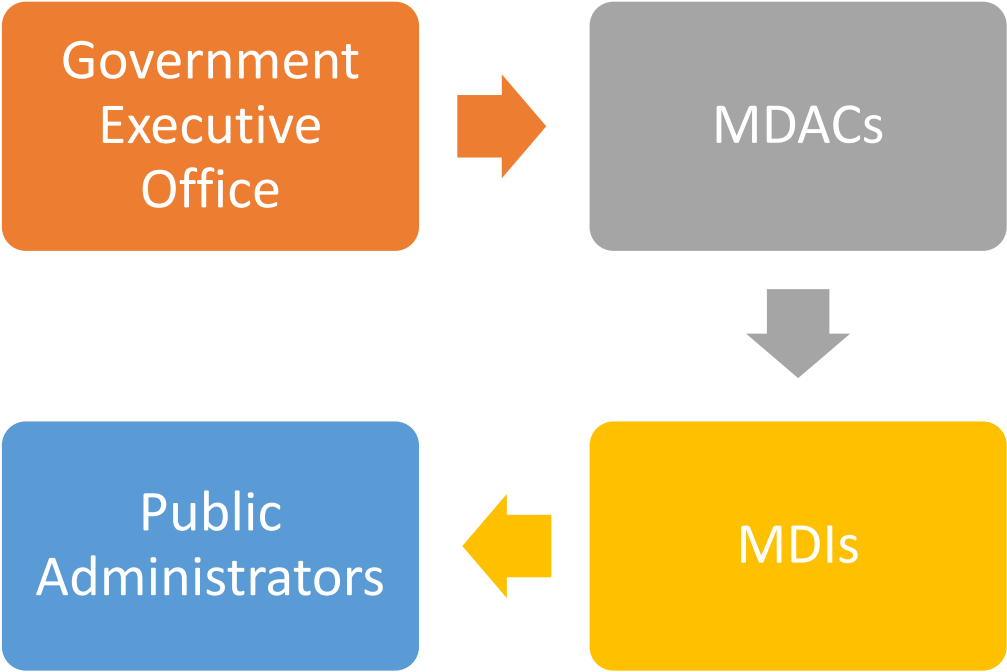
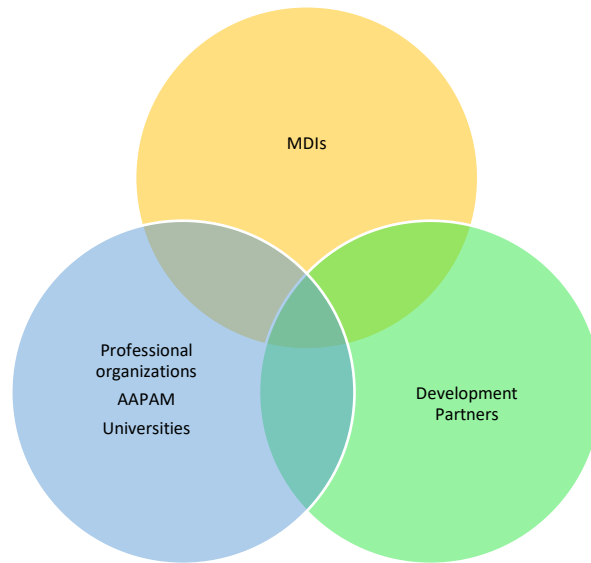


Figure 1: Policy Direction illustrated.



**Figure 2: MDIs Partnership and Collaborations illustrated**

SDG 16 & 17 Strong Institutions and Capacity Building	Aspiration 3.	National Development Agenda
<ul style="list-style-type: none"> <li>• Strong Institutions</li> <li>• Capacity building to support national plans for implementation of the SDGs</li> </ul>	<ul style="list-style-type: none"> <li>• An Africa of Good Governance</li> <li>• Competent, professional, rules and merit based public institutions</li> </ul>	<ul style="list-style-type: none"> <li>• Vision 2030- Kenya</li> <li>• Vision 2030 South Africa</li> <li>• Vision 2025- Tanzania</li> <li>• Vision 2063 Ghana</li> <li>• Vision 2030- Egypt</li> </ul>

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

- a) African countries are at varied development stages on socioeconomic and political dimensions;
- b) Competency is in a continuous state of flux. That is, today's competence could possibly be tomorrow's incompetence;
- c) 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;
- d) LDT-PAM can be cross-sectional/ specific;
- e) There is a notable variation in leadership development needs across gender lines among administrators;
- f) LDT-PAM is influenced by socio-economic and socio-cultural factors;
- g) Leadership competencies ought to be standardized across all levels of government at both local and national levels;
- h) There is a positive correlation between leadership development/ training, performance, and development.

### **The major aims and strategic importance of the AAPAM Toolkit on Leadership and Training**

Against this background, this toolkit aims to:

1. Encourage the harmonization of policies and procedures related to leadership development and capacity building training for enhancing competence in Public Administration and Management (PAM);
2. Provide an elaborate and inclusive strategy for leadership development and training of public servants;

3. Establish a basis for the delivery of quality leadership training and development for the operational environments of civil service across the continent;
4. Advance a standardized definition of key leadership competencies for African Public Administration;
5. Build a framework for designing curriculum and delivering leadership capacity building programmes to enhance competency in public administration;
6. Amalgamate a standardized measure for monitoring, evaluating, and reporting on leadership and capacity building training programmes; and
7. Anchor leadership development and capacity building training framework as the basic tenet for the actualization of the development aspirations of Agenda 2063 and SDGs

**Expected Outcomes**

1. Establish a standardized baseline for LDT-PAM needs, identify necessary gaps and opportunities in the public administration units of government across the African continent.
2. Mainstream LDT-PAM Toolkit.
3. Calibrate an advocacy tool for promoting LDT-PAM at all levels of government as a strategy to promote Agenda 2063 and the SDGs.
4. Generate actionable recommendations for policy action on LDT-PAM for transformation of public institutions in Africa.

<b>LDT-PAM for Institutions</b>	<b>LDT-PAM for Citizens</b>	<b>LDT-PAM for Public servants</b>
<ul style="list-style-type: none"> <li>• Strengthen institutions.</li> <li>• Increase productivity/ synergy.</li> </ul>	<ul style="list-style-type: none"> <li>• Efficient and effective service delivery.</li> <li>• Enforce public trust.</li> </ul>	<ul style="list-style-type: none"> <li>• Empower public servants.</li> </ul>

<ul style="list-style-type: none"> <li>• Increase public trust.</li> <li>• Ensure organizational sustainability.</li> <li>• Create conducive environment for innovations.</li> <li>• Reduce working in silos.</li> </ul>	<ul style="list-style-type: none"> <li>• Strengthen public participation.</li> </ul>	<ul style="list-style-type: none"> <li>• Instill ethical and accountable behaviour.</li> <li>• Enhance leadership competency.</li> <li>• Encourage public administrative innovation.</li> </ul>
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### Proposed Toolkit on Leadership Development and Training in Public Administration and Management (LDT-PAM)

**As a strategic component of competence, leadership in this toolkit is geared towards transforming and strengthening public institutions in Africa for the alignment and attainment of Agenda 2063 and SDGs. This toolkit will advocate for transformational leadership development and training.**

Criteria/Aspect	Stakeholder (s)	Indicator	Means of verification	Guiding notes
<b>A) Policy/ legal/ Institutional framework</b>  -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)	1.Enshrined in the Constitution 2.Aligned to national development vision 3.Membership to APRM 4.Has the country signed the ACVPPSA? <ul style="list-style-type: none"> <li>• Has the country ratified and domesticated the ACVPPSA?</li> <li>• Currently piloting SPAT programme</li> <li>• Are there written policies, strategies and programmes that support LTD-PAM (National training policy)</li> </ul> 5.Is there legislation to support LTD-PAM	1.Constitution 2. ACVPPSA 3. Existence of National School of Administration/ Government	Responses should be descriptive; they can also be on a Likert scale or discrete (yes or no response)

		<ul style="list-style-type: none"> <li>• Are institutions and systems in place to support LTD-PAM?</li> </ul>		
<b>B) Financial/budgetary allocation and awareness</b>	<p>-Executive (Policy makers)</p> <p>- Policy implementers</p>	<p>What percentage of national budget is allocated to LTD-PAM</p> <ul style="list-style-type: none"> <li>• Is budget adequate for training needs;</li> <li>• How often is training budget reviewed;</li> <li>• To what extent has austerity measures impacted LTD-PAM budget;</li> <li>• Are there partnerships in place to support training and capacity building needs;</li> <li>• Is budgeting inclusive of women, young professionals and PLWD;</li> </ul>	<ol style="list-style-type: none"> <li>1. National budget</li> <li>2. Number of Government sponsored programmes</li> <li>3. Development partner sponsored programmes</li> <li>4. Partnerships and collaboration (short-term, medium-term, long-term)</li> </ol>	<p>-Actual % over 5 years</p> <p>-Duration of partnership</p> <p>-Sustainability of partnership (renewal)</p> <p>-Impact and effectiveness of partnership</p>
<b>C) Design and delivery of LDT-PAM</b> -Curriculum development	<p>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...</p>	<p>a) Academic administrative nexus- Is curriculum aligned to;</p> <ul style="list-style-type: none"> <li>• National development agenda</li> <li>• Continental Agenda 2063 and SDGs</li> <li>• Sectoral needs assessment</li> </ul> <p>b) Curriculum standardized at local and national level</p> <p>c) Standards and quality assurance (accredited, credible, certified programmes)</p> <ul style="list-style-type: none"> <li>• Awards CPD points</li> <li>• Encourages development of research and new knowledge/ best practice</li> <li>• Promotes linkages between industry, research, and training institutions;</li> <li>• Keeps an updated database of programmes and participants- skills inventory;</li> <li>• Offers options for training programmes: <ul style="list-style-type: none"> <li>- Online</li> <li>- Physical programmes</li> <li>- Hybrid</li> </ul> </li> </ul>	<ol style="list-style-type: none"> <li>1. Empirical evidence based public administration Accrediting authority</li> <li>2. MDIs curriculum (curriculum development process, curriculum review, agility of curriculum)</li> <li>3. Capacities of MDIs (human-education level, competency, skills, experience; ratio of expert to learner)</li> <li>4. Infrastructure in place (both physical and technology)</li> <li>5. Membership to professional bodies</li> </ol>	<p>This section analyzes the nature of LDT-PAM programmes and their alignment to development agendas</p>



		<ul style="list-style-type: none"> <li>- Blended programmes featuring online, multiple-locations</li> <li>• Publishes reports/books/journals;</li> <li>• Database of expert trainers;</li> <li>• Availability of learning materials, digital library;</li> <li>• Leverage ICT for learning, evaluation, and continuity;</li> </ul>		
<p><b>D) Competencies-knowledge, skills, attitudes and behaviors</b></p> <p>Impact of LDT-PAM in 4 core competency areas ethics, ethos, equity and efficiency</p>	Public Administrators	<ul style="list-style-type: none"> <li>• Performance contracting (how is LDT-PAM aligned to performance contracting)</li> <li>• Innovation and productivity (ability to find solutions to challenges previously encountered)</li> <li>• Career progression (promotion, more responsibilities, mentorship...)</li> <li>• Resource optimization (time and money)</li> <li>• Job satisfaction (eliminating bottlenecks of bureaucracy and glass ceiling effects)</li> <li>• Membership to a professional body</li> <li>• Skills gaps identified</li> </ul>	<ol style="list-style-type: none"> <li>1. Performance evaluation and appraisal (performance contracts, Key Performance Indicators (KIPS))</li> <li>2. Participation in LDT-PAM programme per year</li> <li>New paradigms (skills and tools to operate effectively)</li> <li>3. Job evaluation</li> <li>4. Staff turnover</li> <li>5. Budget</li> <li>6. Project management (timelines, cost, effectiveness, communication, collaboration and teamwork, conflict management...)</li> <li>7. Service delivery (citizen satisfaction)</li> </ol>	This section is geared towards building the capacity of the individual with the ultimate goal of improving service delivery