

# **AFRICAN REGIONAL WORKSHOP ON EFFECTIVE GOVERNANCE FOR SUSTAINABLE DEVELOPMENT: PUTTING PRINCIPLES INTO PRACTICE**

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## **THEME: Raising awareness and education on the Sustainable Development Goals (SDGs)**

The full achievement of the Sustainable Development Goals depends on a common understanding of the fundamental principles of effective governance.

At the UN, CEPA, to which we belong as members, has developed these principles to help our States build effective, accountable and inclusive institutions at all levels.

Our main concern at this session is **the principle of effectiveness**.

We will therefore set aside the other two principles of responsibility and inclusion, even if at a certain level of their implementation, they become interdependent, interactive or interconnected.

The concept of effectiveness is seen in terms of the need for developing the capacity of civil servants at the central or decentralized levels, as to fulfill their missions effectively, the institutions must have the necessary human capacities, resources and tools.

The innovative approach in training policies is to start by raising the awareness of leaders, who sometimes, have limited knowledge regarding the SDGs, then comes the target populations on development, who are also often poorly educated as far as the 2030 program is concerned.

### **I. RAISING AWARENESS**

#### **a. Leaders for better public policy development**

Building the capacity of local African institutions emphasizes the importance the SDGs to local institutions and communities.

This approach will address the concerns and needs of local decision-makers and citizens to enable them to play a key role in defining the sustainable development priorities of their territories.

- There is a need to sensitize local and regional governments to take the SDGs into account in their day-to-day work, sensitize the general public, the students, the private sector and other stakeholders.
- Training workshops should focus on awareness-raising activities on the 2030 Agenda for Sustainable Development and the best practices for their implementation, including the 17 goals and 169 targets.

**b. Raising the awareness of the general public for a better understanding of the SDGs**

The public administration can participate in the effective implementation of the SDGs in the following manner:

- **Inform the public (citizens) about the policies to be put in place.** Various information and communication tools (radio / press releases) can be put in place, and special action should be given to local populations (targeted local information campaigns in collaboration with local authorities);
- **Strengthen public participation (citizens) in public policy development.** The participation of the public must involve legal entities such as associations, trade unions or cooperatives, and natural persons, individuals or not organized.
- **Involve the public (citizens) in the assessment of public policies.**

The public administration is called to produce a half-yearly or a yearly report of activities. Public consultation platforms, both face-to-face and on line (digital platform), could be organized to discuss on the actions of the public administration or the evaluation of public policies.

## **II. EDUCATION**

Training on the SDGs involve two steps, the first concerns the future public servants, and the second is geared towards acting civil servants.

"Capacity building is defined as the means by which skills, experience, technical and management capabilities are developed within an institution".

**a. Initial training for future civil servants**

Training on the SDGs concerns key areas related to sustainable development and serves as a focal point for knowledge exchange among government officials, non-governmental and international organizations, the private sector, the civil society, universities and the UN system.

Initial training and diplomacy therefore: new training programs, with, through practical exercises and professional meetings, and a readjusted pedagogical engineering.

1. Any training program should include the following areas:

- ❖ Identification of target groups,
- ❖ Define the objectives of the training program,
- ❖ Set the content of the training program, the duration of such training courses, depending on the level of education and the backgrounds.
- ❖ Determine the training methods and time frame for each method.

2. Concerning students in training schools or courses for future employment, their training program should include, in particular, objectives, elements and teaching methods. Adapted to the socio-political environment;

3. Minimize the cost of initial and continuing training.

**b. Continuing training for acting civil servants.**

Through seminars, round tables or forums

Five different groups are suggested depending on the various posts of responsibilities in public administrations; the implication of associations in this training session would be a significant advantage in advance for the implementation of the SDGs.

**Group 1:** Public officials responsible for implementation of the SDG sector programs.

**Group 2:** Managers and officials involved in the management of SDG programs.

**Group 3:** Government, Local and regional officials.

**Group 4:** Directors of the central services of the different sectors (health, education, justice, etc.)

**Group 5:** Managers and senior official undergoing initial education (training of trainers)

**Group 6:** Actors of the civil society. They are directly concerned and should be involved in the training.

Education institutions, especially schools of public administration and civil service training and research institutions have an important role to play in raising awareness and transmitting the skills needed to implement the Sustainable Development Goals. Their programs could be critical in providing officials with the skills they need, including policy integration, participatory decision-making, collaborative arrangements and partnerships.

- To help civil servants perform their duties effectively, it is essential for them to be skilled in some technical domains, including reflection and strategic management, analysis and use

of factual data, communication techniques and management of financial resources, human resources and programs.

- A training network and a set of SDG programs in different countries should be developed.

### **CLOSING REMARKS**

Comprehensive human resource implementation strategies based on learning objectives, political will, and innovative methods of governance are needed to create and maintain a competent and productive public service capable of implementing the SDGs.

Higher education institutions, public administration schools and institutes for the training of civil servants and researchers must be at the forefront and play a major role in transmitting the skills needed to implement the SDGs.

What needs to be done now concerns the development of harmonized training programs that take into account the realities on the ground and the social and sociological specificities of the countries.

The UN system should look for ways to oversee the different SDGs through some of the OIF, Commonwealth, UNICEF, UNDP etc.

It is necessary to allow CEPA experts in their area of origin to accompany, follow and evaluate trainings and sensitize through regional focal points (Africa, Asia, Europe, America ... etc.) the different countries.