Introduction

The African Peer Review Mechanism (APRM) has been instrumental in the accelerated implementation of the Sustainable Development Goals (SDGs) as well as Africa Agenda 2063. The adoption of the 11 principles of effective governance by the Committee of Experts on Public Administration (CEPA) In 2018, further entrenched the need for strengthening capacities of both local and national governments for effective, accountable and inclusive governance.

Following the African Peer Review Mechanism (APRM) Baseline study of 2021, key challenges in the implementation of the CEPA principles were identified among the 13 African countries sampled in the survey. These include a lack of awareness and knowledge of the principles, warranting the need for a knowledge management hub as well as targeted capacity building programmes and specific toolkits to support the application and implementation of the strategies and principles.

Background and Context

The African Association for Public Administration and Management (AAPAM) entered into a partnership with the APRM in 2020 AAPAM. The APRM is a continental organization which promotes best practise, professionalism and excellence in public administration, supports African government's efforts to realize development 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 and promote awareness on the CEPA principles as well as

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 will develop a toolkit on the Competence CEPA Principle focusing on leadership development and training of public servants. The toolkit is named **Competence Leadership Training (COLT) toolkit.**

Purpose of the COLT Toolkit

This toolkit proposes a guide on the implementation and evaluation of leadership competencies in public administration. The toolkit is aligned with Agenda 2063 and the SDGs with the ultimate 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 capacity development at the national and local level. It will impact the executive level of government responsible for policy direction, planning and allocation of funds, the state agencies (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 partnership will also be considered with the international community and development partners such as the United Nations (UN) 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 available 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 COLT toolkit will serve as a guide for monitoring, reporting, peer learning and exchange of best practices.

Figure 1: Policy Direction illustrated

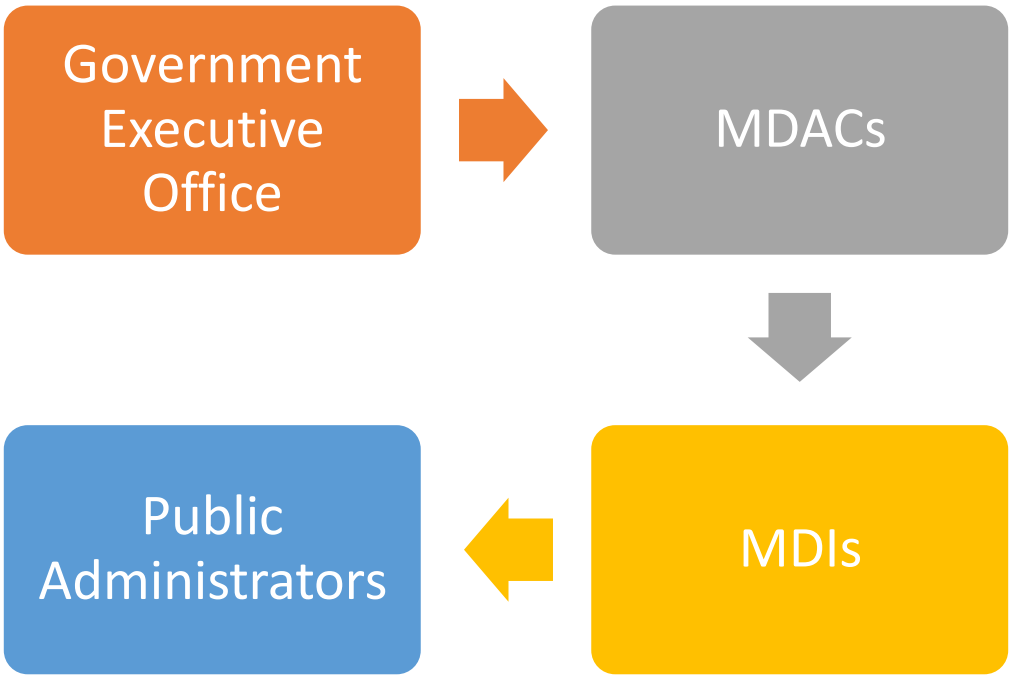

Figure 2: MDIs Partnership and Collaborations illustrated

Figure 3: Alignment with SDGs and Agenda 2063

SDG 16 & 17 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

In general, the 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. An elaborate strategy for leadership development and training of public servants
3. Establish a basis for the delivery of quality leadership training and development
4. A standardized definition of key leadership competencies for African Public Administration
5. A framework for designing curriculum and delivering leadership capacity building programmes to enhance competency in public administration
6. A standardized measure for monitoring, evaluating and reporting on leadership and capacity building training programmes
7. Anchor leadership development and capacity building training framework as the basic tenet for the actualization of the CEPA principles

Expected Outcomes

1. Categorically identify COLT needs among public administrators

2. Mainstream COLT Toolkit
3. Baseline for COLT needs in the African continent
4. Advocacy tool for promoting COLT at all levels of government as a strategy to promote Agenda 2063 and the SDGs
5. Actionable recommendations for policy action on COLT for transformation of public institutions

Basic Assumptions made by the COLT Toolkit

a) African countries are at varied development stages both economically and institutionally
b) Competency is in a continuous state of change today's competence could possibly be tomorrow's incompetency
c) COLT can be cross-sectional/ specific
d) There are leadership competency variations between male and female administrators
e) COLT is influenced by socio-economic and socio-cultural factors
f) Leadership competencies are standardized across all levels of government at both local and national level
g) There is a positive correlation between leadership development/ training, performance and development

Methodology for Toolkit Development

- **Stage 1**. Desk study/ Literature review to examine existing literature and identify gaps which the toolkit can address
    a. Leveraging programmes including the survey AAPAM is undertaking with CIG, as well as training and capacity development programmes including the AAPAM Annual Rountable Conference
- **Stage 2.** Survey on Microsoft forms, we will conduct surveys to assess the indicators to be developed
- **Stage 3.** Data analysis
- **Stage 4.** Development of a draft Toolkit
- **Stage 5.** Draft Toolkit validation
- **Stage 6.** Final Draft of the Toolkit submitted to the APRM

Competency within the context of this toolkit is defined as a set of knowledge, skills, attitudes and behaviors that an individual utilizes to maximize productivity. From the CEPA 11 Principles, competency is categorized under effectiveness with the strategies of implementation focusing on:

- Promotion of a professional public sector workforce
- Strategic human resources management
- **Leadership development and training of civil servants**
- Performance management
- Results-based management
- Financial management and control
- Efficient and fair revenue administration
- Investment in e-government

Competence: Leadership Development and Training (COLT) for Strengthening and Transforming Institutions

Agenda 2063 is a strategic framework for socio-economic transformation of the continent, wherefore, Aspiration 3 advocates for transformative leadership in all fields (political, economic, religious, cultural, academic, youth and women) at continental, regional, national and local levels.[1] The same aspiration is echoed in the SDGs, the exact title is Transforming Our World: the 2030 Agenda for Sustainable Development. According to Dr. John-Mary Kauzya, the transformation that is envisioned in global, regional and development strategies requires transformational leadership that is pervasive in the entire society[2].

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.

[1] https://au.int/sites/default/files/documents/36204-doc-agenda2063_popular_version_en.pdf
[2] Scott G. and Moti G. (2020). *Transformed Leadership for Sustainable Development in Africa: Managing Resources for Attainment of Agenda 2063.* Regal Press

AAPAM Survey on Competency CEPA Principle

Annex 1. Preliminary Outcomes

Variables were classified into six broad categories for analysis this include; General background, budget allocation, design of capacity development programmes, core competencies, leadership (self-awareness), productivity and performance. So far responses have been received from 14* countries Republic of Benin, Tchad, Kenya, South Africa, Nigeria, Ghana, Somaliland, Rwanda, Zambia, Ethiopia, Burkina Faso, Côte d'Ivoire, Malawi and USA, with a male and female representation of 63% and 37% respectively. The highest demographic of respondents were within the age range of 46 years- above with 43%. The youth demographic withing the range of 24-35years was the least in representation at 22% of the total respondents. 89% of respondents recorded academic qualifications of bachelors and above with 53% of the respondents recorded a master's degree.

On the organizational level variable, 59% of the respondents identified as being in senior management and 8% responded under entry level/young professionals. Competencies which were rated above 50% include Leadership 60.4%, Integrity and accountability 58.5% and Resilience 56.6%. Competencies that were rated below 40% include Change management 39.6%, Communication skills at 39.6% and Time management 37.7%.

Draft Competency and Leadership Training (COLT) Toolkit

Government Level	**Indicator**	**Aspect addressed**
Executive National and Local government	• Is COLT enshrined in the Constitution • Is COLT aligned to national development vision • Is the country a member of APRM • Has the country signed the ACVPPSA?	-Political commitment at national/local to continental and international transformational development agenda - Top-down agenda setting with strategies for implementation - Awareness/ domestication of CEPA principles

	• Has the country ratified and domesticated the ACVPPSA? - Currently piloting SPAT programme? • Are there written policies, strategies and programmes that support COLT (National training policy) • Is there legislation to support COLT • Are institutions and systems in place to support COLT? • Is there political will to support COLT -In political manifesto -Formal agreements/ presidential decree -Informal systems • Are there measures to sustain COLT - Are there partnerships and funding sources? - Does it fall within the agenda of development partners?	- Established implementation institutions and systems in place
MDACs (HRM)	• Is there sufficient budget allocated to COLT? -Is COLT among top 5 priority areas in terms of budget allocation? • Is COLT part of Key Performance Indicators (KIPS)? • Does performance M&E and reporting inform COLT needs?	-Policy implementation and coordination (Comprehensive human resource policy framework) - Inter-governmental collaboration - Integrated HRM - Budget transparency - correlation between COLT and performance/productivity/synergy -Training impact assessment

	• Is COLT aligned to performance contracting? • Does COLT impact performance management? • Does COLT result in career progression?	
MDIs Design, delivery of COLT	• Provides COLT geared programmes PA - 3- 5 - 5-10 - 10 above • Trains a considerable number of public administrators - 30- 50 - 50-75 - 75- 100 - 100- above • Delivers accredited 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	-Contributes to SDGs and Agenda 2063 -Multi-stakeholder participation and collaboration -Resource mobilization and management - Challenges in of implementation - Standardization in curriculum development - Gender parity - Budget - Accreditation of COLT programmes (quality) - Opportunities -Leveraging ICT, LMS - Innovative approaches such as Trainer of Trainers (TOT), Emeritus programmes - Partnerships and collaboration - Relevance - Reporting - Research and evidence-based programmes

	- Physical programmes - Hybrid - Blended programmes featuring online, multiple-locations • Publishes reports/books/journals • Database of Trainers • Availability of learning materials, digital library • Leverage ICT for learning, evaluation and continuity • Has partnerships and collaborations to support COLT programmes?	
Public Administrators Personal attributes, self-awareness and expectations	• Are you a member of a professional body? • How many training programmes have you participated in? • Has COLT increased competency in 4 core areas ethics, ethos, equity and efficiency? • Are there adequate COLT programmes in your country? • Are COLT programmes accessible? • Are COLT programmes necessary for career progression • What competencies are in high demand for effective administration?	- A working framework for an annual number of COLT for public servants - Retention/turnover of skilled HRM - Coherence between COLT, Productivity/ performance and development -Clarity on performance evaluation - Challenges in implementation -Budget awareness - Accessibility - Inclusivity - Level of interest and commitment to COLT -Inter-generational skills transfer -Innovation and organizational culture -Institutionalization of mentorship programmes

	• Are there mentorship programmes targeting senior and junior administrators? • Is the environment conducive for new ideas and thought processes for efficiency and effectiveness?	- Overall job satisfaction

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