AAPAM Mandate and Strategic Plan

Best Practice, Excellence and Professionalism in Public Administration

Introduction

Guiding Principles

Inform
- Inform Policy Making

Professionalize
- Professionalize Public Service Delivery

Build
- Build Capacity of Public Administrators

Entrench
- Entrench AAPAM as preferred Professional Organization for Public Administration
AAPAM programmes are anchored on the Mandate and Strategic plan

Pillar 1: Capacity Development

Pillar 2: Research/Knowledge Management

Pillar 3: Partnership and Collaboration

Pillar 4: Innovation
Objectives

• Proposes a guide on the implementation and evaluation of leadership competencies in public administration

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

• Seeks to inform policy making in relation to capacity development/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 to realize the vision of Agenda 2063 and the SDGs.

• The LTD-PAM toolkit will serve as a guide for monitoring, reporting, peer learning and exchange of best practices
Who can use the Toolkit

Government Executive Office → MDACs

Public Administrators → MDIs

MDIs
- MDIs
- Professional organizations
  - AAPAM
- Universities
- Development Partners
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
Key Indicators:

- **Leadership capacity building Stakeholders (Who)**
  - MDIs
  - Professional organizations/bodies
  - Universities institutions of higher learning
  - Development partners

- **Public servants (Why)**
  - Engine of government

- **Budget allocation (How much)**
  - Budget awareness

- **Performance Management (What)**
  - Gaps identified

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As a strategic component of competence, leadership training 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.

SDG 16 & 17 Strong Institutions and Capacity Building

- Strong Institutions
- Capacity building to support national plans for implementation of the SDGs

Aspiration 3.

- An Africa of Good Governance
- Competent, professional, rules and merit based public institutions

National Development Agenda

- Vision 2030- Kenya
- Vision 2030 South Africa
- Vision 2025- Tanzania
- Vision 2063 Ghana
- Vision 2030- Egypt
Annex 1. Preliminary Outcomes

- Response 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

- 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

Gender

- Male
- Female

Age

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

Budget Awareness

- Yes
- No
- Maybe

Membership to Professional Body

- Yes
- No
## Draft LTD-PAM Toolkit

<table>
<thead>
<tr>
<th>Government Level</th>
<th>Indicator</th>
<th>Aspect Addressed</th>
</tr>
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<tbody>
<tr>
<td>Executive</td>
<td>• Is LTD-PAM enshrined in the Constitution</td>
<td>- Political commitment at national/local to continental and international</td>
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<tr>
<td></td>
<td>• Is LTD-PAM aligned to national development vision</td>
<td>transformational development agenda</td>
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<td></td>
<td>• Is the country a member of APRM</td>
<td>- Top-down agenda setting with strategies for implementation</td>
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<td>- Submitter VNR, VLR</td>
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<td>• Has the country signed the ACVPPSA?</td>
<td>- Awareness/ domestication of CEPA principles</td>
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<td></td>
<td>• Has the country ratified and domesticated the ACVPPSA?</td>
<td>- Established implementation institutions and systems in place</td>
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<td></td>
<td>- Currently piloting SPAT programme?</td>
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<td></td>
<td>• Are there written policies, strategies and programmes that support LTD-</td>
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<td>National and Local government</td>
<td>PAM (National training policy)</td>
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<td></td>
<td>• Is there legislation to support LTD-PAM</td>
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<td></td>
<td>• Are institutions and systems in place to support LTD-PAM</td>
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<tr>
<td></td>
<td>• Is there political will to support LTD-PAM</td>
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<td></td>
<td>- In political manifesto</td>
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<td>- Formal agreements/ presidential decree</td>
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<tr>
<td></td>
<td>- Informal systems</td>
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<td></td>
<td>• Are there measures to sustain LTD-PAM</td>
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| MDACs (HRM)      | - Is there sufficient budget allocated to LTD-PAM?  
|                  |  
|                  |  
|                  | - Is LTD-PAM among top 5 priority areas in terms of budget allocation?  
|                  | - Is LTD-PAM part of Key Performance Indicators (KIPS)?  
|                  | - Does performance M&E and reporting inform LTD-PAM needs?  
|                  | - Is LTD-PAM aligned to performance contracting?  
|                  | - Does LTD-PAM impact performance management?  
|                  | - Does LTD-PAM result in career progression?  
|                  | - Policy implementation and coordination (Comprehensive human resource policy framework)  
|                  | - Inter-governmental collaboration  
|                  | - Integrated HRM  
|                  | - Budget transparency  
|                  | - Correlation between LTD-PAM and performance/productivity/synergy  
|                  | - Training impact assessment  

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<td>MDIs (Design, delivery of COLT)</td>
<td>• Provides LTD-PAM geared programmes PA&lt;br&gt;• Trains a considerable number of public administrators&lt;br&gt;• Delivers accredited programmes&lt;br&gt;• Awards CPD points&lt;br&gt;• Encourages development of research and new knowledge/ best practice&lt;br&gt;• Promotes linkages between industry, research and training institutions&lt;br&gt;• Keeps an updated database of programmes and participants- skills inventory&lt;br&gt;• Offers options for training programmes&lt;br&gt;• Publishes reports/books/journals&lt;br&gt;• Database of Trainers&lt;br&gt;• Availability of learning materials, digital library&lt;br&gt;• Leverage ICT for learning, evaluation and continuity&lt;br&gt;• Has partnerships and collaborations to support LTD-PAM programmes?</td>
<td>• Contributes to SDGs and Agenda 2063&lt;br&gt;• Multi-stakeholder participation and collaboration&lt;br&gt;• Resource mobilization and management&lt;br&gt;• Challenges in of implementation&lt;br&gt;• Standardization in curriculum development&lt;br&gt;• Gender parity&lt;br&gt;• Budget&lt;br&gt;• Accreditation of LTD-PAM programmes (quality)&lt;br&gt;• Opportunities&lt;br&gt;• Leveraging ICT, LMS&lt;br&gt;• Innovative approaches such as Trainer of Trainers (TOT), Emeritus programmes&lt;br&gt;• Partnerships and collaboration&lt;br&gt;• Relevance&lt;br&gt;• Reporting&lt;br&gt;• Research and evidence-based programmes</td>
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| Public Administrators<br>(Personal attributes, self-awareness and expectations) | • Are you a member of a professional body?<br>• How many training programmes have you participated in?<br>• Has LTD-PAM increased competency in 4 core areas ethics, ethos, equity and efficiency?<br>• Are there adequate LTD-PAM programmes in your country?<br>• Are LTD-PAM programmes accessible?<br>• Are LTD-PAM programmes necessary for career progression<br>• What competencies are in high demand for effective administration?<br>• Are there mentorship programmes targeting senior and junior administrators?<br>• Is the environment conducive for new ideas and thought processes for efficiency and effectiveness? | - A working framework for an annual number of LTD-PAM for public servants  
- Retention/turnover of skilled HRM  
- Coherence between LTD-PAM, 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  
- Overall job satisfaction |
Toolkit Presentation End

Thank You