

African Management Development Institutes' Network
(AMDIN)

Public sector capacity development
Training of Trainers
programme

Pre-course

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Welcome

Welcome to the beginning of your involvement in the Training of Trainers programme. The purpose of the African Management Development Institutes' Network (AMDIN) public sector capacity development programme in Training of Trainers is to equip you with the knowledge and skills to competently fulfil your role as a trainer in the Public Service within the context of continent wide development activities.

The set of pre-course material provides you with the following:

- A brief outline of the Training of Trainers course as a whole;
- Some material on the African Management Development Institutes' Network (AMDIN) and the purpose of the Training of Trainers programme;
- Accounts of the New Partnership for Africa's Development (NEPAD) and the Millennium Development Goals (MDGs); and
- An explanation of documentation and resources you should bring to the ten day workshop.

We trust that you will enjoy the course in Training of Trainers!

An outline of the Training of Trainers course

The Trainer of Training course has five main phases:

Phase 1: Pre-course

Some pre-workshop briefing material will be sent to you (this includes this document and other travel and accommodation information).

In preparation for the workshop you are expected to collect certain information and documentation that you will bring with you to the workshop. Details about this are given later in this document.

Phase 2: Workshop

This ten day workshop will take place in Pretoria, the administrative capital of South Africa. At the workshop you will be provided with a Training Manual covering the course content and other resources.

During this workshop you will do some preliminary work on some assignments that form part of the course and also evaluate the workshop.

Phase 3: Workplace application

You are expected to apply new learning's gained from the course in your own training situation. You will work on a number of assignments that enable you to apply what you learned in whatever context it is that you train in.

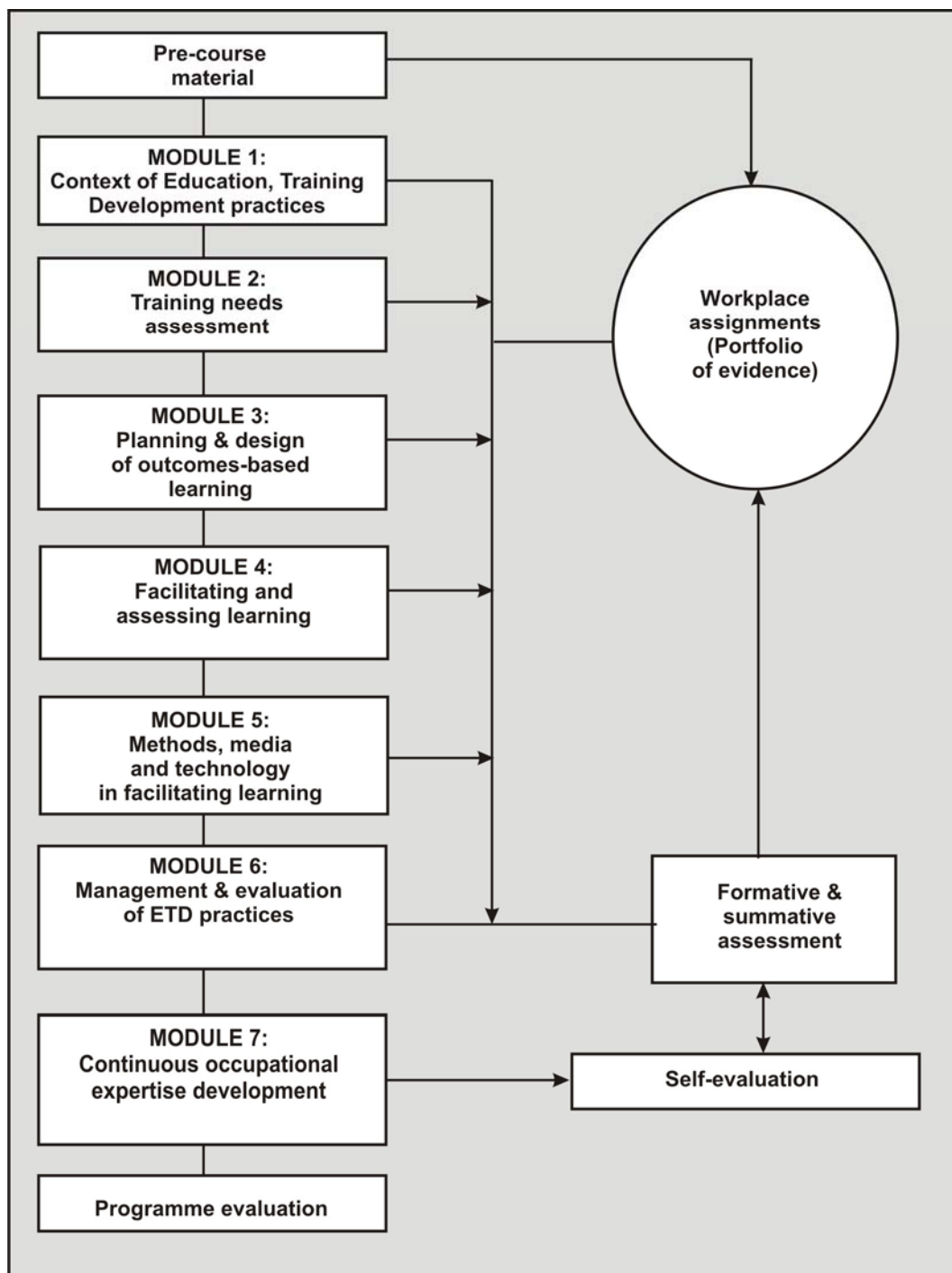
Phase 4: Portfolio of evidence

If you wish to receive certificated recognition of your study on the course you have to submit a portfolio of evidence compiled from the various assignments that you have completed. This portfolio has to be submitted.

Phase 5: Development of new courses

Although not a formal assignment, it is hoped that the work within the workshop on developing course outlines and materials for a number of proposed key focus areas will be followed up by country teams in their own Management Development Institutes.

An outline of the Training of Trainers course



The African Management Development Institutes' Network (AMDIN)

This programme you are about to engage in is one of the public sector capacity development activities of the African Management Development Institutes' Network (AMDIN). This network is intended, *inter alia*, to develop public administration institutional capabilities and the enhancement of knowledge across the African continent.

AMDIN was launched at the Sandton International Convention Centre in Johannesburg in the Republic of South Africa, from the 24th to 26th of August 2005. AMDIN is the initiative of the Conference that was held in 2000 by the Development Policy Management Forum (an independent Pan-African non-governmental civil society organization based in Addis Ababa and hosted at the United Economic Commission for Africa). The Conference agreed to the setting up of a Pan-African 'Governance and Public Administration' Capacity Development Programme. This programme, as approved by African Ministers of Public Service, is intended to serve as a vehicle to mobilize global and continental partners and facilitate the establishment of the required continental and regional interventions to support national governance and public administration improvement efforts that are undertaken by its member Management Development Institutes (MDIs).

AMDIN's strategic plan contains the following vision and mission statements:

Vision statement

For Management Development Institutes to be centres of excellence capable of responding to African development challenges and global engagements.

Mission statement

To create for African Management Development Institute's a platform that articulates their collective voice and that promotes mutual partnership and collaboration with a view to developing leadership and management capacity in response to the needs of the African people and their governments.

AMDIN intends to be the fora where MDIs capacities will be enhanced to face the challenges outlined above. The activities of the Network include core research, consultancy, curriculum and training activities as well as supportive interventions such as organising annual conferences, preparing a directory for MDIs, facilitating staff and information exchanges, facilitating training and research partnerships, assessment of quality support, and acting as a voice and lobbying.

The Network runs programmes that place a special emphasis on building the capabilities of the continent's Management Development Institutes (MDIs) so that they can play a leading role in continental, regional and national public sector capacity development interventions. The enhancement of capacity of public sector institutions is essential to sustaining effective economic growth and responsive rendering of public services.

Problems with many existing management development programmes

To ensure that the public sector has the required capabilities, governments from across the African continent have established a variety of training institutes. These institutes, often with donor support, have established and continue to establish programmes for the training of public sector officials.

Management training programmes of the majority of the Management Development Institutes have tended to be based on borrowed and transferred curriculum and teaching materials based on North American and European models. These programmes pay inadequate attention to the development of good governance, training for democracy or conflict management within the African context. Most MDIs comprehend these problems and are expanding and revising their programmes, including the review of courses to meet the changing demands of liberalised market economies that characterise the 21st century.

The Training of Trainers programme

Given the common curriculum and training capacity challenges across many MDIs, there is an opportunity to respond to the challenge through a supportive training of trainers programme under the auspices of AMDIN. Such a programme seeks to respond to the common capacity challenges confronting MDIs. The development of the **Training of Trainers** (ToT) programme is therefore one of the important components in addressing these challenges. For this reason, the vision of AMDIN is one of the central influences on the training you and your organisation are engaged in.

The Training of Trainers programme has a focussed five-year plan and has been funded by the Japan International Cooperation Agency (JICA) as part of its response to the overall New Partnership for Africa's Development (NEPAD) objective of “building the capacity of the state for development”. In keeping with the overall partnership approach, the programme is formulated as a partnership between JICA and the South African Management Development Institute (SAMDI) under the existing framework of the Japan – South Africa Cooperation Agency. The SAMDI has now reconstituted to the Public Administration Leadership and Management Academy (Palama).

The central overriding objective of the ‘Training of Trainers’ programme is to establish a network of capable trainers, with a focused curriculum and training material which is responsive to the needs of NEPAD. The choice of curriculum and areas of focus for the training will be directed at establishing the participating MDIs as centres of excellence for high-level Public Administration training within five years. Whilst being responsive to the needs of NEPAD, the curriculum and material will be developed in a manner that will accommodate diversity of needs and contextual information. The central focus would however be to build a community of trainers, delivering a high level programme with common core elements of focus.

At the end of the five-year programme, it is envisaged that the following key results would have been achieved:

- Development of a curriculum framework and learning methodology to develop and facilitate learning courses and material on the key focus areas identified.
- Development of cutting edge train the trainer learning material.
- Institutionalisation of the Training of Trainers programme for each region on the continent.
- A Network of capable Trainers developed to support African MDIs.

Development of courses in key focus areas

The Training of Trainers programme will have a strong focus on building course development capacity. It is hoped to establish a high level African training programme for senior managers in African public sector institutions within five years. The programme will constitute of a maximum of ten courses or self standing modules to be developed over the five-year period.

Courses required in key development areas

1. Globalisation and Regional Integration
2. Inter and Intra-Governmental Relations
3. Public Policy Development and Management
4. Strategic Planning and Budgeting
5. Leadership and Human Resources Development
6. Public Sector Restructuring and Human Resource Management
7. Public Finance, Budgeting and Financial Management
8. Ethics and Anti-Corruption
9. E-Government and Knowledge Management
10. Public Participation and Service Delivery

Outputs for each of these would include:

- Curriculum Content: A high level peer-reviewed curriculum that includes a clear indication of the areas to be covered and the knowledge, skills and attitude changes that the curriculum responds to.
- Training Material: High-level training material, with the relevant reading materials, teaching case studies, assessment material and a guidance for training delivery for the trainers.
- Trainers: Approximately 200 trainers from African MDIs who are able to understand and utilize the curriculum and training material for delivery to senior public sector officials. They will be selected from MDIs in the five regions in Africa will be trained on the programme over the period of five years (from 2006 to 2010) at the rate of 40 per year (in two groups of 20 each).

It is worth noting that the development of the ten courses will require further funding support to develop training material on these topical issues.



Activity: Your views on the areas of focus of AMDIN and the role of your Management Development Institute

- Globalisation and Regional Integration
- Inter and Intra-Governmental Relations
- Public Policy Development and Management
- Strategic Planning and Budgeting
- Leadership and Human Resources Development
- Public Sector Restructuring and Human Resource Management
- Public Finance, Budgeting and Financial Management
- Ethics and Anti-Corruption
- E-Government and Knowledge Management
- Public Participation and Service Delivery

Look at this list of training courses envisaged to form part of AMDIN's plan for training senior managers. Think about the extent to which training in these areas will enhance their understandings of their roles as public sector managers. Say why you think this.

Now think about the Management Development Institute in which you work (or in which you will be working). To what extent do you already deal with the above areas of training? If you are not already training in these areas, how could you go about including these areas? What obstacles (if any) would hinder the introduction of such training? Say how you would overcome such obstacles.

The role of AMDIN in supporting the aims of NEPAD

What is NEPAD?

The previous section mentioned that AMDIN was aimed at addressing the needs of NEPAD. NEPAD, or the New Partnership for Africa's Development, aims to address the current challenges facing the African continent. Issues such as the escalating poverty levels, underdevelopment and the continued marginalisation of Africa needed a new radical intervention aimed at:

- eradicating poverty;
- placing African countries on a path of sustainable growth and development;
- integrating Africa into the globalisation process (which we discuss below);
- integrating Africa into the global economy;
- accelerating the empowerment of women.

Background to NEPAD

In this section we look at the New Partnership for Africa's Development within the context of the African Union (AU).

The NEPAD strategic framework document arises from a mandate given to the five initiating Heads of State (Algeria, Egypt, Nigeria, Senegal, South Africa) by the Organisation of African Unity (OAU) to develop an integrated socio-economic development framework for Africa. The 37th Summit of the OAU in July 2001 formally adopted the strategic framework document.

The OAU initiatives paved the way for the birth of the African Union. In July 1999, the Assembly decided to convene an extraordinary session to expedite the process of economic and political integration in the continent. Since then, four Summits have been held leading to the official launching of the African Union:

- The Sirte Extraordinary Session (1999) decided to establish an African Union.
- The Lome Summit (2000) adopted the Constitutive Act of the Union.
- The Lusaka Summit (2001) drew the road map for the implementation of the AU.
- The Durban Summit (2002) launched the AU and convened the first Assembly of the Heads of States of the AU.

Vision of the African Union

- The AU is Africa's premier institution and principal organisation for the promotion of accelerated socio-economic integration of the continent, which will lead to greater unity and solidarity between African countries and peoples.
- The AU is based on the common vision of a united and strong Africa and on the need to build a partnership between governments and all segments of civil society, in particular women, youth and the private sector.
- As a continental organisation it focuses on the promotion of peace, security and stability on the continent as a prerequisite for the implementation of the development and integration agenda of the Union.

The advent of the AU can be described as an event of great magnitude for the continent. On 9 September 1999, the Heads of State and Government of the Organisation of African Unity issued a Declaration (the Sirte Declaration) calling for the establishment of an African Union, with a view to enabling Africa to play its rightful role in the global economy while addressing the social, economic and political problems which are exacerbated by certain negative aspects of globalisation.

African countries, in their quest for unity, economic and social development under the banner of the OAU, have taken various initiatives and made substantial progress in many areas which paved the way for the establishment of the AU. Noteworthy among these are the following:

- Lagos Plan of Action (LPA) and the Final Act of Lagos (1980): This incorporated programmes and strategies for self-reliant development and cooperation among African countries.
- The African Charter on Human and People's Rights (Nairobi 1981) and the Grand Bay Declaration and Plan of Action on Human rights: These two instruments were adopted by the OAU to promote Human and People's Rights in the Continent. The Human Rights Charter led to the establishment of the African Human Rights Commission located in Banjul, The Gambia.
- Africa's Priority Programme for Economic recovery (APPER) – 1985: This was an emergency programme designed to address the development crisis of the 1980s, in the wake of protracted drought and famine that had engulfed the continent and the crippling effect of Africa's external indebtedness.
- OAU Declaration on the Political and Socio-Economic Situation in Africa and the Fundamental Changes taking place in the World (1990): This declaration underscored Africa's resolve to seize the initiative, to determine its destiny and to address the challenges to peace, democracy and security.
- The Charter on Popular Participation adopted in 1990: This is a testimony to the renewed determination of the OAU to endeavour to place the African citizen at the centre of development and decision making.

- The Treaty establishing the African Economic Community (AEC) – 1991: commonly known as the Abuja Treaty, it seeks to create the AEC through six stages culminating in an African Common Market using the Regional Economic Communities (RECs) as building blocks. The Treaty has been in operation since 1994.
- The Mechanism for Conflict Prevention, Management and Resolution (1993): This is a practical expression of the determination of the African leadership to find solutions to conflicts, promote peace, security and stability in Africa.
- Cairo Agenda for Action (1995): The agenda sets out a programme for relaunching Africa's political, economic and social development.
- African Common Position on Africa's External Debt Crisis (1997): This is a strategy for addressing the Continent's external debt crisis.
- The Algiers decision on Unconstitutional Changes of Government (1999) and the Lome Declaration on the framework for an OAU Response to Unconstitutional Changes (2000).
- The 2000 Solemn Declaration on the Conference on Security, Stability, Development and Cooperation: The declaration establishes the fundamental principles for the promotion of democracy and good governance in the continent.
- Responses to other challenges: Africa has initiated collective action through the OAU in the protection of the environment, in fighting international terrorism, in combating the scourge of the HIV/AIDS pandemic, malaria and tuberculosis, and dealing with humanitarian issues such as refugees and displaced persons, landmines, small and light weapons among others.
- The Constitutive Act of the African Union: The Act was adopted in 2000 at the Lome Summit (Togo) and entered into force in 2001.
- The New Partnership for Africa's Development (NEPAD): This was adopted as a Programme of the AU at the Lusaka Summit (2001).

What are the principles of NEPAD?

Against the above background, NEPAD is guided by a series of principles for all countries. These are:

- good governance as a basic requirement for peace, security and sustainable political and socio-economic development;
- African ownership and leadership, as well as broad participation by all social sectors;
- anchoring the development of Africa on its resources and people;
- partnership between and among African peoples;
- acceleration of regional and continental integration;
- building the competitiveness of African countries and the continent;

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- forging a new international partnership that changes the unequal relationship between Africa and the developed world; and
- ensuring that all Partnerships with NEPAD are linked to the Millennium Development Goals (discussed below) and other agreed development goals and targets.

To achieve the above, NEPAD aims at:

Establishing the conditions for sustainable development by ensuring:

- peace and security;
- democracy and good, political, economic and corporate governance;
- regional co-operation and integration;
- capacity building.

Effecting policy reforms and increased investment in the following priority sectors:

- agriculture;
- human development with a focus on health, education, science and technology and skills development;
- building and improving infrastructure, including information and communication technology (ICT), energy, transport, water and sanitation;
- promoting diversification of production and exports, particularly with respect to agro-industries, manufacturing, mining, mineral beneficiation and tourism;
- accelerating intra-African trade and improving access to markets of developed countries;
- sustaining the environment.

Mobilising resources by:

- increasing domestic savings and investments;
- improving management of public revenue and expenditure;
- improving Africa's share in global trade;
- attracting foreign direct investment; and
- debt reduction and increasing ODA flows.

The Millennium Development Goals

Heads of state and government, representing the largest collective of this type ever, agreed under the aegis of the United Nations (UN) to achieve certain outcomes that would constitute key goals in the fight against underdevelopment and poverty in developing countries. The Millennium Development Goals (MDGs), as these are known, are eight specific, measurable, time-bound targets – which range from halving poverty to halting the spread of HIV/AIDS and providing universal primary education.

These targets bind countries and leading development institutions to do more in fighting unequal income distribution, widespread hunger, illiteracy, gender inequality, environmental deterioration, and lack of education, health care and clean water. All United Nations engaged to work to achieve the MDGs by the target date of 2015, adapting the goals to country specific development levels. Each country must take primary responsibility for its own development, and for the establishment of appropriate national policies and development strategies.

The Millennium Development Goals

Goal 1: Eradicate extreme poverty and hunger

Goal 2: Achieve universal primary education

Goal 3: Promote gender equality and empower women

Goal 4: Reduce child mortality

Goal 5: Improve maternal health

Goal 6: Combat HIV/AIDS, malaria and other diseases

Goal 7: Ensure environmental sustainability

Goal 8: Develop a Global Partnership for Development

Source: United Nations General Assembly, 2001



Activity: How do AMDIN, NEPAD and the MDGs link up with one another and with your country's poverty reduction strategy?

Up to now, we have focused on the AMDIN programme, the NEPAD and the AU mission and the Millennium Development Goals: How do these programmes underpin each other? Also think about whether your country has a poverty reduction strategy and, if so, how its goals may be aligned with the MDGs, AMDIN and the NEPAD goals.

Indicate some similarities between:

AMDIN	NEPAD	MDGs	Your own country's strategy

Pre-workshop information gathering – what you need to bring to the workshop

In all adult learning the experience the learner brings to a learning event is always a valuable resource. We want the ten day workshop to be a rich learning event in which you also will have much to contribute and share.

It will therefore be really useful for you to do some preliminary collecting of information and resources from your own country and work situation. These you can use within the workshop and its activities. Generally, for all resources and materials, try and find out whether the information is readily available on websites or in published documents

The following checklist suggests some ideas.

<i>Information:</i>	<i>Resources/materials:</i>
Does your country have a National Qualifications Framework or equivalent? Are there registers of qualifications, standards, etc. for Public Service training qualifications? Or do certain industries have such lists of qualifications?	<ul style="list-style-type: none"> • Acts of parliament • Lists of qualifications/standards • Websites of agencies that keep such qualification or standards registers.
As examples look up the website of the South African Qualifications Framework (SAQA) at http://www.saqa.org.za of the South African Management Development Institute at http://www.samdi.gov.za	
Are there policies and support for Lifelong Learning?	<ul style="list-style-type: none"> • Policy documents • Acts of parliament
What skills development policies, strategies and implementation plans are there?	<ul style="list-style-type: none"> • Policy documents • Acts of parliament • Skills development plans (national or departmental) • Websites of Department of Labour or equivalent
Policies on particular learning approaches (such as Outcomes Based Education and Training in South Africa)	<ul style="list-style-type: none"> • Policy documents • Websites of Department of Education and Training or equivalent
Examples of training needs assessments	<ul style="list-style-type: none"> • Instruments such as Interview schedules and questionnaires • Job descriptions and competency lists • Reports
Curriculum and courses descriptions from your work situation Lists of standards, competencies, learning outcomes, objectives	<ul style="list-style-type: none"> • Course outlines • Prospectus • Handbook • Texts

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<i>Information:</i>	<i>Resources/materials:</i>
Course designs	<ul style="list-style-type: none"> • Texts
Assessment policies Assessment methods	<ul style="list-style-type: none"> • Policies • Assessment materials, tests, exams, etc.
Training materials (especially one you use or have designed)	<ul style="list-style-type: none"> • Manuals • Handouts • CDs • Data projector presentations • Websites of web-based online courses
Evaluations	<ul style="list-style-type: none"> • Reports • Questionnaires
Training unit management	<ul style="list-style-type: none"> • Policy documents • Mission statement • Administrative regulations and forms and records
Career path policies and regulations	<ul style="list-style-type: none"> • Policy documents • Staff record forms
<p>Information and material on the ten topical issues:</p> <ul style="list-style-type: none"> • Globalisation and Regional Integration • Inter and Intra-Governmental Relations • Public Policy Development and Management • Strategic Planning and Budgeting • Leadership and Human Resources Development • Public Sector Restructuring and Human Resource Management • Public Finance, Budgeting and Financial Management • Ethics and Anti-Corruption • E-Government and Knowledge Management • Public Participation and Service Delivery 	