

THE IBSA MDI SEMINAR SERIES

PALAMA REGIONAL CAPACITY BUILDING PROJECT: INNOVATIONS THROUGH SOUTH-SOUTH PARTNERSHIPS



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Dr S Muthayan
25 August 2009

PRESENTATION

- ◆ **Palama**
- ◆ **International Relations Strategy**
- ◆ **Post Conflict Countries**
- ◆ **South-south Development Initiatives**
- ◆ **Regional Capacity Building Project**
 - ❖ **Innovative Approaches**
 - ❖ **Project Purpose And Results**
 - ❖ **Approach and Methodology**
 - ❖ **Decision Making Processes**
 - ❖ **Delivery Sequence**
 - ❖ **Project Sustainability**



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PALAMA - PUBLIC ADMINISTRATION LEADERSHIP AND MANAGEMENT ACADEMY

The key role of PALAMA as a Management Development Institute is:

to facilitate training on a meaningful scale for the development of a professional public service that shares a common ethos and a common understanding of the transformation agenda and key priorities of the developmental state.



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INTERNATIONAL RELATIONS STRATEGY

PALAMA pursues its strategic objectives cognisant of:

- ◆ South Africa's Foreign Policy objectives – with a focus on African reconstruction;
- ◆ Millennium Development Goals (MDGs) inform country strategies for most African countries;
- ◆ the global context and the need to interface with management development institutions;
- ◆ benchmarking with international standards and practices;
- ◆ global debates on training to improve service delivery; and
- ◆ the importance to participate in, and learn from, global knowledge networks, especially in terms of South-South relations.



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POST CONFLICT COUNTRIES

- ◆ Weaker states in the South have to reconstruct amidst the most challenging circumstances and the current global economic crisis affects these countries more acutely
- ◆ Southern countries with stronger economies and stable systems are required to assist in the reconstruction of weaker countries
- ◆ Well meaning donor interventions to improve governance and public service delivery often do not achieve the desired outcomes for two reasons:
 - ❖ They do not adhere to the tenets of the Paris Declaration e.g. ownership
 - ❖ The content of the designed projects are not aligned to the context and needs of recipient country
- ◆ South-South partnerships may assist in achieving better returns for funded development initiatives.



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SOUTH-SOUTH DEVELOPMENT INITIATIVES

- ◆ South-South initiatives for the design and implementation of donor funded interventions should receive more attention because they are more likely to imbibe the tenets of the Paris Declaration and other progressive international agreements.
- ◆ South-South initiatives may have greater propensity for analyzing and understanding the ‘real’ context for change and for designing interventions with indigenous content, which are more likely to be successful and resource efficient.

REGIONAL CAPACITY BUILDING PROJECT

- ◆ Project has its genesis as a South-South development initiative funded by Canadian CIDA over a 5 year period
- ◆ Palama is the implementing agency working in close partnership with MDI's in 3 post conflict countries
 - ❖ Rwanda Institute for Administration and Management (RIAM)
 - ❖ Ecole National d'Administration (ENA) in Burundi
 - ❖ Southern Sudan Capacity Building Unit (CBU)
- ◆ Project Partners
 - ❖ CIDA - donor
 - ❖ South African National Treasury – development assistance
 - ❖ Department of International Relations and Cooperation
 - ❖ Respective Country Embassies in SA
- ◆ Project budget is R70 million (USD 8.75m) over the period 2008 - 2013



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INNOVATIVE APPROACHES

- ◆ Indigenous management and leadership for improved governance and service delivery
- ◆ Beyond ToT; for sustainable development - focus on MDI capability
- ◆ Capacity building takes place parallel to all project activities
- ◆ 'Comprehensive learning cycle' = baseline studies, TNA, curriculum and materials development, training and monitoring of faculty, quality assurance cycle and M&E
- ◆ Accord with Paris Declaration: ownership, alignment, harmonization, managing results, mutual accountability
- ◆ South-South and North-South partnerships
- ◆ High level of stakeholder buy-in based on well established trust relations
- ◆ Emphasis on contracting local expertise



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PROJECT PURPOSE AND RESULTS

Purpose

- ◆ To improve the management and leadership capability of the public service through training and development in three post-conflict countries

Expected Results

- ◆ Improved skills and capacity for good governance and better service delivery in the targeted post-conflict countries.



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PROJECT OUTCOMES

- ◆ Enhancing PALAMA capacity to engage in regional capacity building
- ◆ Improved capacity within partner MDIs to develop curriculum and deliver training (approximately 1500 person training days)
- ◆ 6700 civil servants trained across all sectors in the 3 partner countries

APPROACH AND METHODOLOGY (1)

- ◆ Participatory approach in project design, planning, implementation and evaluation
- ◆ Move away from the “classical” train the trainer approach – focus is on MDI capability
- ◆ Comprehensive learning cycle approach
 - ❖ Baseline study
 - ❖ Training needs assessment
 - ❖ Curriculum and materials development
 - ❖ Lead trainer preparation
 - ❖ Quality Assurance and M&E systems
 - ❖ After Care – Post Training Support
- ◆ The Learning Cycle Approach builds indigenous leadership capacity



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APPROACH AND METHODOLOGY (2)

- ◆ Indigenization of project
- ◆ Customised per country based on country policies and legislative frameworks
- ◆ Approach is building on what already exists
- ◆ Utilise local experts and skills as far as possible
- ◆ Researchers, trainers and curriculum developers include selected staff from the 4 MDIs (or dept/ agencies e.g. S Sudan)
- ◆ Courses will be based on relevant and context related live case studies to ensure transfer of knowledge and skills from classroom to work environment
- ◆ Gender, disability & environmental lens will be applied to all courses
- ◆ Spirit and intent of the Paris Declaration guides project
- ◆ Where necessary, international expertise from Canada School of Public Service (CSPS)



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COMPREHENSIVE LEARNING CYCLE



DECISION MAKING PROCESSES

- ◆ Project Steering Committee (PSC) advise and support for project implementation - comprised of representatives from PALAMA, CIDA, National Treasury, Department of International Relations and Cooperation and the partner MDIs
- ◆ Project Management Team; Project Reference Committees
- ◆ Each MDI has Accounting Officer and Project Committee with MDI project coordinators working closely with the Project Regional Coordinator in Kigali
- ◆ At country level there will be a forum/committee of stakeholders

OUTCOMES OF PRETORIA MEETINGS (JULY '08)

- ◆ **First joint meeting** of all four partner MDIs. Development of relations of cooperation and trust amongst partner MDIs.
- ◆ **Capacity Building workshops** on TNA, M&E and Curriculum development.
- ◆ Identification of common **IT and Financial systems**
- ◆ Consensus and signing of **joint agreements and project charters**
- ◆ **Southern Sudan CBU** receives mandate to sign from Juba within 24 hrs
- ◆ **First Project Steering Committee** meeting attended by key stakeholders such as MDIs, CIDA, SA Treasury and embassy representatives.
- ◆ Introduction to **SA history and context** – tours to Cradle of Humankind, Apartheid Museum, Freedom Park.



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OUTCOMES OF KIGALI MEETINGS (DEC '08)

- ◆ **Capacity building workshop** for officials from the four partner MDIs in the areas of conducting and managing base line studies, training needs assessments and developing M&E Frameworks;
- ◆ Rwandan **stakeholders meeting** to provide an update on the Project;
- ◆ **Project Planning Meeting** – focusing on Year 2 project Activities;
- ◆ **Tender Evaluation Committee** to consider the proposals from prospective service providers to conduct baselines and TNA;
- ◆ Introduction to **Rwandese history and context** – tours to Ntarama and Gisozi. Visit to RIAMs Gitarama campus
- ◆ Meeting with S Sudan delegation to discuss challenges and understand and identify differing needs



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OUTCOMES OF BUJUMBURA MEETINGS (APRIL '09)

- ◆ Meeting of **Burundi Stakeholders** for presentation and update on project
- ◆ **Project Management meeting** amongst partners to identify challenges experienced and develop solutions. Planning for next quarter.
- ◆ **Project Steering Committee** meeting for governance of project.
- ◆ **Interviews** for Regional Project Coordinator to be based in Kigali. 5 candidates were interviewed
- ◆ Commencement of **TNA studies**.
- ◆ Bilateral meetings with each MDI to discuss **distinct issues** related specifically to each MDI
- ◆ Introduction to **Burundi context** – tours to rural countryside
- ◆ Meetings with S Sudan to identify additional programme – decision for project head to visit Minister in Juba in May to discuss programme



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DELIVERY SEQUENCE

- ◆ Year 1
 - ❖ Planning, preparation and establishment of partnerships
 - ❖ Establish Kigali Project Office
 - ❖ Commence baseline studies
 - ❖ MDI Capacity Building
- ◆ Year 2
 - ❖ Training needs analysis
 - ❖ Monitoring and evaluation plans for project and MDIs
 - ❖ Curriculum and material development
 - ❖ Upgrading of MDI facilities
 - ❖ Additional differentiated programme for S Sudan
 - ❖ MDI Capacity Building
- ◆ Year 3, 4 and 5
 - ❖ MDI Systems Development and Capacity Building
 - ❖ Training of civil servants from departments
 - ❖ Post training support



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BASELINE STUDY AND TRAINING NEEDS ANALYSIS

- ◆ Design of TOR jointly
- ◆ Tender Process for appointment of providers to undertake study was done with participation of all 4 MDIs
- ◆ Design and implementation of both studies included 3 selected staff members from the MDIs
- ◆ MDIs collected and analysed data supported by the providers
- ◆ Guidelines manual or toolkit for conducting baseline studies and TNAs developed as a system
- ◆ Objective is that at the end of each component in cycle, the MDI will have human capacity and tools to conduct baseline studies and TNAs as and when required by government within the respective countries
- ◆ MDIs, supported by the project coordinator who is Rwandese and based in Kigali, will publicise outcomes of the studies with country stakeholders



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CURRICULUM DEVELOPMENT

- ◆ Curriculum development phase July 2009 to March 2010 commenced post draft TNA report
- ◆ Case Study workshop conducted by experts from Canada, UK and SA attended by curriculum developers from the 4 MDIs as well as other partners such as universities and provincial academies
- ◆ Intention is to move away from conventional course curriculum in the four areas of Project Management, Financial Management, Human Resource Management and Monitoring and Evaluation
- ◆ Rather, commence with comprehensive case studies that will focus on four areas
- ◆ Following learning through case study, attention will then be drawn to theoretical concepts and legislative and regulatory frameworks underpinning the four areas – experiential to theory
- ◆ Cases will be country and sector relevant e.g. project managers from department of health and agriculture will have work on different cases



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TRAINING

- ◆ It is envisaged that lead trainers from the countries will be capacitated on how to teach case studies effectively
- ◆ Carefully designed and detailed training guidelines and materials will have to be developed for this purpose
- ◆ A component of coaching and mentoring will be included in the curriculum not just for lead trainers but for trainees as well so that they may use the coaching methodology as managers in their respective departments
- ◆ MDIs will assume responsibility for the roll out of the training programme after lead trainers have been selected and capacitated



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PROJECT SUSTAINABILITY (1)

- ◆ A midterm evaluation, after the first round of training will seek out reasons for lack of uptake of training in the workplace and a post training support programme will be developed to deal with gaps in the programmes
- ◆ Managers of participants will be consulted to make recommendations on how to ensure greater transfer of and implementation of new learnings in the workplace so that ultimately, service delivery of the respective departments may be improved
- ◆ Kigali office, and staff, for coordination of the project may become a regional hub for ongoing collaboration, sharing of resources and capacity building in the region

PROJECT SUSTAINABILITY (2)

- ◆ Each MDI will have both systems and staff capacitated for baselines; TNA; curriculum development; training coordination; selection, training and monitoring of lead trainers/providers; quality assurance; monitoring and evaluation and post training support programmes
- ◆ Coaching and mentoring is part of the training programmes



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PROJECT ACTIVITIES: 2009

- ◆ Kigali office in place Dec '08;
- ◆ Regional Project Coordinator appointed and commence work in August '09;
- ◆ Project Facilitator for CBU Juba office by August 2009 dependent on agreements with GOSS;
- ◆ M&E plan underway and completed by July '09;
- ◆ Baseline studies (Jan – June '09);
- ◆ Training needs analyses (March – Aug '09);
- ◆ Curriculum design, development and adaptation (Commence July 09);
- ◆ Materials Development and translations (Oct – Dec 09);
- ◆ Trainer preparation and Training facilitation (Oct '09 – March '10).
- ◆ Next series of meetings, including PSC, to be held in Juba, South Sudan in Oct/Nov '09.



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CBU – ADDITIONAL PROGRAMME ‘09/10

- ◆ **Vision:** Utilise CIDA RCB Project interventions to prepare the ground for a functioning MDI in Southern Sudan
- ◆ **RCB Project Support:** Appointment of CBU strategic support person in Juba;
- ◆ **Project Support Objective:** Provide strategic support, capacity building for staff of the CBU for the implementation of the CIDA RCB Project – focus on building human and organisational capacity towards a MDI; develop a Public Service Training Strategy for GOSS
- ◆ **GOSS Support:** Provide dedicated human resources in CBU through the appointment or designation of an experienced and skilled CBU Project Coordinator (under the DG) and an efficient administrator.

Questions for clarity

DISCUSSION....



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Thank you

Shukriyah

Obrigado