

REPUBLIC OF SENEGAL
ONE NATION – ONE AIM – ONE FAITH

PRIMATURE

NATIONAL ADMINISTRATION
SCHOOL

REGIONAL AMDIN/NAS WORKSHOP of Senegal

Dakar, Senegal, 5-7 June 2008

GENERAL REPORT

On Thursday 05 June 2008, from 09h00, the *Ecole nationale d'Administration (ENAM)* of Senegal hosted a regional workshop co-organised by AMDIN and the Senegal ENA (national administration school) on the theme: "turn public administration schools and management institutes into centres of excellence of the 21st century for the production and transfer of knowledge and skills".

This workshop placed under the patronage of the President of the Republic and under the mentoring of the Prime Minister, was presided over and opened by Dr Sheikh-Ahmed ABDULLAH, Chairman of the AMDIN network.

The workshop took place with the financial support of the UNDP office based in South Africa.

In his opening speech before welcoming the participants, Mr. Abdoulaye CAMARA, Managing Director of ENA presented the apologies of the Government authorities, who were supposed to form part of the workshop committee, but who have been detained by national duties.

Nevertheless, it is necessary to recall that the Secretary General of the Government was represented by Mr Oumar Samba BA, technical advisor to the Office of the Prime Minister.

Following the presentation of the workshop objectives by Dr. Abdullah, the chairman of the session presented the agenda for approval.

Following consultation of the participants, the working programme was subject to a few changes before being adopted by consensus.

After each representative of the countries and networks had introduced himself, Mesdames Johanna ROBERTSON and Lynn- Samanta YEOWART emphasised the vocation of their respective organisations.

The following countries were represented:

- Benin ;
- Burkina Faso ;
- Ivory Coast;
- Gambia;
- Ghana;
- Guinea- Bissau ;
- Liberia;
- Mali;
- Morocco;
- Mauritania;
- Niger;
- Nigeria ;
- Senegal
- Togo

The following networks effectively took part in the works.

These include:

- AMDIN ;
- CAFRAD ;
- And OFPA.

Training structures which took part in the works:

- CFJ ;
- ESMT ;

- HEC ;
- IAM ;
- ISM.

Structures which use ENA graduates included:

- Ministry of Trade;
- Ministry of Internal Affairs;
- Ministry of Decentralisation, Local Authorities
- Ministry of Foreign Affairs;
- Ministry of public service, labour, employment and professional organisations.

In his speech, the Chairman of AMDIN revealed the different objectives of his organisation:

- strengthening of the capacities of the different administration schools and management institutes;
- backing of relations between schools and training institutes in the sub region;
- improvement in databases of the Management Institutes' experts regarding curricula.
- facilitating apprenticeship by peers;
- acquisition of common vocabulary and background.

With regard to the experiences and problems raised in respect of the ENAs and institutes, it is important to underline:

- terms and conditions of adaptation of the management institutes and schools to the latest requirements and environment;
- lack of qualification in certain institutes and schools;
- competition to national training schools by the private sector;
- difficulties linked to the paltriness and weakness of financial resources;

- insufficiency of apprenticeship period;
- inaccuracy in the definition of criteria of excellence;
- difficulties linked to weakness or even the absence of collaboration between management training schools and institutes;
- lack of use of TICs;
- low leave rate;
- specific case of Ghana before reaching the self-financing threshold for training;
- research-action remains the poor parent of MDIs from the point of view of production and exchanges.

The talks by Mr. Abdou Karim LO, national consultant and Professor Jacques Mariel NZOUANKEU, external consultant were followed by the contributions of the public administration schools and management institutes.

In the talks centred on the terms and conditions of management of national Administration schools and African management institutes, on the logics of excellence and centres of learning, the local consultant summarised their development context, marked by globalisation and the advent of information and communication technologies (ICT) and characterised by:

- pace of innovation and technological breakthroughs;
- diversity of parties involved in development
- and the decompartmentalisation of areas of knowledge favouring interdependence of States in several sectors, including safety and environment, without forgetting economic and commercial relations.

He summarised the challenges and stakes generated by this context and which give rise to requirements linked to the permanent quest for quality by organisations. In

this regard; he suggests that the national administration schools and management training institutes should work towards the logics of excellence in order to contribute efficiently to the areas of State reform.

While explaining the fundamentals and logics of excellence, the local consultant emphasised the definitions and characteristics of excellence and above all the terms and conditions linked to the recognition of a centre of excellence. This includes the exercising of efficient leadership and the creation of values for the parties involved, who amongst others are shareholders, clients, users, staff, partners, community etc.

Furthermore he suggested turning the ENAs and management schools and institutes into learning organisations, either through their own experiences and knowledge produced by themselves or by being inspired by good benchmarking and network collaboration practises.

With regard to the external consultant, he preferred to opt for a diachronic approach to recall the development of public Administration school and institutions in Africa.

This being the case, he established a parallel link between university type institutes and those placed under governmental authority without forgetting the case of so-called independent institutes.

This option has made it possible to provide clarification on the experiences in English speaking and French speaking countries and above all, to target the malfunctioning observed in public Administration schools and institutes, with regard to changes in the administrative environment.

Furthermore, in order to better understand and share future prospects of these organisations, he targeted new challenges in relation to indicated deviations and proposed new strategic guidelines.

The contributions of representatives of the Administration schools and institutes are basically focussed on the following observations:

- brain drain;
- appearance of competitors in training who are better equipped with regard to financial resources;
- progressive drop in financial means of training schools and institutes;
- absence of productive exchanges and transfer of knowledge;
- inaccuracy in the defining of research policies;
- non-existence of common programmes and modules;
- limited mobility of trainers;
- insufficient distribution of applied research results.

Following these talks, the participants studied the following four sub-themes, which were finally examined in the plenary session.

1. role of the public administration schools and management institutes in public sector reform;
2. identification of requirements to strengthen the capacities of public administration schools and management institutes;
3. exchanges in experience with regard to the creation of educational, skills and knowledge acquisition and transfer tools;
4. action plan for the strengthening of networks (AMDIN, PFMSP,...) and collaboration between the organisations.

With regard to the first theme of the first day, the "role of public administration schools and management institutes in public sector reform", a consensus was reached on the necessity to find solutions to the following points:

- difficulties of administration schools in playing their role in their State; these arise due to the fact that the ministries design training programmes intended for these training structures without involving the latter;
- inaccuracy of certain training schools in relation to those of the State, whereas their role of advisor or consultant should be recognised if they establish themselves as research laboratories in public policies or the evaluation of public policies. To these roles could be added amongst others, that of forecaster (within the framework of research action), motor of change (as supplier of staff within the framework of initial and further training) and integrator via the specialisation of some of them, who would be promoted to sub-regional and regional schools with regard to public administration training;
- option of a type of civil service (career or employment) with latest stakes;
- lack of training, putting emphasis on values such as transparency, good governance, ethics, imputability, fight against poverty, amongst others;
- impasse observed in further training modules, taking into account new central issues of budgetary, institutional, judicial and legal reforms.

The second topic on “identification of requirements to strengthen the capacities of public administration schools and management institutes” enabled the participants to raise the following points:

- negligence or imperceptibility of new demands, of the necessity linked to self-evaluation prior to any opening to others;
- weaknesses in the face of the variation in cross-curricular subjects ;
- difficulties in understanding the new training paradigms consisting of favouring the entry of skills to the detriment of the entry by content or by objectives;
- competitive and joint intervention of university practitioners;
- incapacity of certain MDIs’ in adapting to change;

- failure by universities to master research techniques;
- difficulties in distinguishing fundamental research from active research in some schools and institutes.

The third topic “exchange of experience in educational, skills and knowledge acquisition and transfer tools” made the recommendations listed below, excluding the mentioning of prohibitive costs for the payment of trainers in countries with an average cost of living in relation to others. .

The last theme focussed on the “plan of action for strengthening networks (AMDIN, PFMSP...) and collaboration between the organisations” only gave rise to proposals and recommendations.

To restructure MDIs and make them into quality skills production and transfer bodies, the following recommendations were made:

With regard to general recommendations, a few ideas were noted around the real necessity to promote basic leadership with the prospect of increasing creativity without which the quest for quality and excellence would only be an illusion.

Added to these are objectives to which training schools and institutions should be subjected and which are related to the harmonisation of training programmes, distribution of areas of specialisation, sharing in experience and expertise, combining of research means in view of creating skills centres within the framework of partnerships and alliances on a sub-regional and regional level.

Furthermore it was suggested in view of the adaptation of schools and institutes to the new environment, to encourage central Government to set the boundaries of its perimeter.

Following the talks on the sub-topics, the following ideas were presented:

- drawing up and application of new administration techniques in order to determine the expected capacities of the MDIs, which implies imagination in identifying the demand in relation to the content of public policies to be compiled or implemented;
- strengthening of human, material and information resource capacities (facilitate intranet access between schools in order to better impart information to be shared);
- undertaking to ensure the recruitment of quality trainers in order to supply marketable products intended for both the private and public sector;
- necessity to define a vision, to opt for a Civil Service suited to the realities of our continent and to produce values;
- facilitating of the mobility of trainers and the exchange in experience;
- harmonisation of training programmes or modules;
- re-compiling of curricula thanks to true training engineering;
- consolidation of the African MDI network;
- improvement in the institutional and organisational framework;
- promotion of partnerships which are fruitful to regional and international plans;
- harmonisation of exchange strategies (conferences, ...)
- generation of own resources from further training and consultancy;
- sharing of case studies and filmed simulations by means of video-conferencing or internet based distance learning;
- guiding the role of training schools in management towards a situation where strictly economic concerns are not taken into account;
- turning of AMDIN into a central structure so as to create bridges between schools and institutes and bring together complementary points;

- the publication of a review backed by a scientific committee in order to have more visibility and credibility within the framework of research and innovation; use of electronic addresses would ensure good distribution of information;
- facilitating access to modern documentation centres thanks to the electronic library in order to have a database on the public Administration and to ensure reinforcement of capacities and instil the taste for openness and a comparable approach of our Civil Services;
- contribution of governments to the performance of states by preventing any measures aimed at affecting the operation of training schools and institutes by deductions from their financial resources;
- promotion of the national administration schools as agencies for the execution of government policies.