

# Emerging African Leaders Programme

## Public Leadership for Development and Inclusive Governance in Africa: Insights from first 3 years of UCT GSDPP EALP

14 June 2017

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*Strategic Leadership for Africa's Public Sector*



# Introduction

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# Purpose of paper/seminar

- To document genesis of GSDPP leadership development work
- To frame approach and outline key ingredients of pedagogy
- To own our work as African leadership development practitioners
- To reflect on learning and share useful lessons
- To identify areas for further leadership development research

# Overview of GSDPP, BB and EALP

- GSDPP and Building Bridges  
<https://www.youtube.com/watch?v=BoQBvUsCL0Y>
- Leadership of critical ingredient of successful development
- Emerging African Leaders Programme (EALP) as response to challenge
  - 3 EALP programmes undertaken (2015, 2016, 2017) drawing 74 participants selected from 10 countries
  - Spin-off programmes (e.g Lead Campus with SciencesPo and ISM)
- Virtuous triangle of teaching, research and practice

# Our Theory of Change

Inclusive governance and strong leadership in Africa capable of addressing “big challenges in place

Cohort of committed capable public leaders

Continental inclusive governance platform

Research agenda to support activism for inclusive governance

Annual EALP course (critical competencies)

Coaching support provided

Alumni network deepened

Advocacy campaigns supported

Alumni research agenda developed

University research consortiums established





# Public Leadership Development Model

David Schmidt



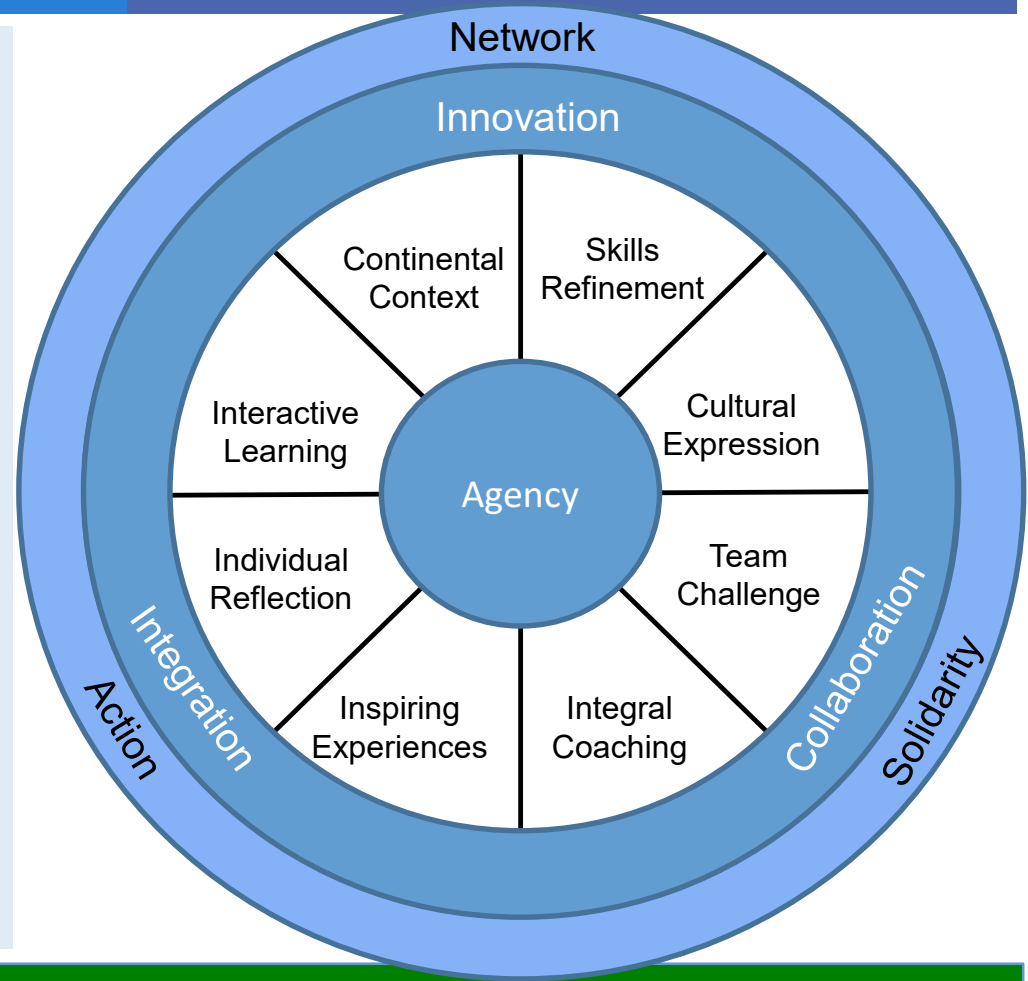
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# Public Leadership Model

## Public leadership framing

- Dynamic shared and distributed process
- Multi-faceted capacity linked to context and personality
- Exercise in enabling solutions rather than providing answers
- Complex often ambiguous responsibility
- Call to be exceptional



# EALP Alumni Network Concept







# Participants and assessment

Mabel Sithole



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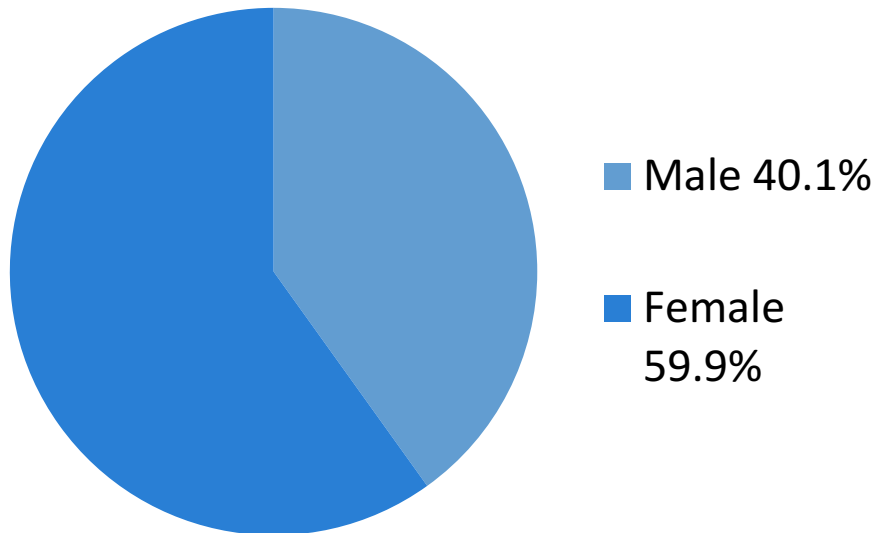
# Participants

Country	Participants
Ethiopia	5
Ghana	7
Kenya	11
Nigeria	8
Senegal	4
South Africa	14
Tanzania	8
Uganda	4
Zambia	8
Zimbabwe	5
Total	74



# Participants

## Gender Distribution - EALP



Country	Civil Society	Public Sector	Private Sector
Ethiopia	3	1	1
Ghana	5	2	0
Kenya	9	1	1
Nigeria	6	2	0
Senegal	2	1	1
South Africa	8	4	2
Tanzania	5	3	0
Uganda	3	1	0
Zambia	8	0	0
Zimbabwe	4	1	0
Total	53	16	5



# Monitoring and evaluation approach

- Daily participant feedback
- End of programme evaluation – exit interview
- Coaching feedback – 6 months post programme
- Annual tracer study
- Stories of change (on-going)

# The Assessment

- Methodology – Computer Assisted Qualitative Data Analysis using Nvivo Pro 11
- Application of Miles and Huberman's Approach to qualitative data analysis (1994)
- The Kellogg's Indicators



# The Assessment

Outcome	Kellogg Indicators
Agency	<ul style="list-style-type: none"> <li>• Courage and Confidence</li> <li>• Self-Awareness and Reflective Capacity</li> <li>• Personal Development<sup>[L]</sup><sub>[SEP]</sub></li> <li>• Professional Development</li> </ul>
Collaboration	<ul style="list-style-type: none"> <li>• Collaboration/Partnership<sup>[L]</sup><sub>[SEP]</sub></li> <li>• Skills Development</li> </ul>
Change and innovation	<ul style="list-style-type: none"> <li>• Collaboration/Partnership<sup>[L]</sup><sub>[SEP]</sub></li> <li>• Leadership in Action/</li> <li>• Demonstrating Leadership</li> </ul>
African Context	<ul style="list-style-type: none"> <li>• Communication</li> <li>• Knowledge Development</li> <li>• Leadership Development</li> <li>• Perspective Development</li> <li>• Visibility</li> </ul>



# The Assessment - Agency

- Alumni expressed the following about their personal development :
- Deeper awareness and understanding about their personalities' strengths, weaknesses and opportunities for growth.
- The role of regular journaling and reflection exercises in maintaining a healthy balance between “work and life”, and developing resilience where sacrifices have to be made in order to see change.

# The Assessment - Agency

- The importance of intergenerational dialogue in contextualising individuals as change makers and the challenges previous generations have had to overcome.
- The “potential” of the coaching process to contribute to their personal development.



# The Assessment - Collaboration

- Intergenerational Dialogue and Collaboration
- Inter-Alumni and Peer Network Exchanges



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# The Assessment – Change and Innovation

- The need for change makers to recognize “enablers and constraints” for mobilising change.
- The need for change makers to take advantage of “opportunities” where there seem to be no avenues for change.
- The need for change makers to recognize their efforts must not be channelled towards “individuals” but rather “institutions.”
-



# The Assessment - Integration

Feedback from participants noted the following:

- The emerging leaders' understanding of the African context through speaker inputs and peer learning (intra and inter EAP alumni exchanges).
- The emerging leaders' knowledge about theoretical and practical approaches to solving Africa's development challenges.

# What have we learned?

Lessons focus on:

- **Delivery** of the EALP in 2015, 2016 and 2017
- Based on **participant feedback** and **faculty reflections**
- **Key ingredients** identified for delivery of an African public leadership development programme

## Lessons

Maria Phalime



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# Key ingredients



# Key ingredients

## Participant composition

- Highly motivated participants selected through rigorous process
- Challenges each other and speakers
- Contributed to quality of interactions

## Agent centered

- Considerable emphasis on personal development
- Speakers infused expert inputs with personal leadership journeys

## Expert speakers

- Experts speakers key to knowledge expansion
- Platform for intergenerational exchange
- Future needs – more women and non-SA speakers

## Context matters

- A distinctly African programme to drive change on the continent
- Physical location of CT situates programme in the SA narrative

# Key ingredients

## Modelling inclusivity

- Majority women participants – an enabling space to challenge stereotypes
- Conscious inclusion of participants on basis of disability, sexual orientation

## Professional delivery

- Professional delivery and logistical arrangements
- Contributed to building trust
- Enabled all to focus on content

## Cohesive team

- Continuity in the core facilitation team
- Complementary skills sets and good working relationship

## Learning from feedback

- Participant feedback has enabled fine tuning
- Evolving feedback system
- Future feedback needs to speak to programme impacts





# Key ingredients

## Ongoing growth & development

- Coaching key to building capacity of the individual to drive change
- Coaching element extends the programme beyond the two weeks
- Future in-depth coaching assessment

## Alumni programme

- Began informally; becoming more formalised
- Alumni contributed to knowledge generation, in-country networks and acts of solidarity
- Alumni programme to evolve into collaborative initiatives, informing models of African inclusive governance

# Applying the lessons



- Building a growing cohort of ethical African leaders requires a long-term view
- Ongoing reflection required to ensure efforts related to delivery translate into impacts
- Ingredients act as a guide; how they come together depends on intention and context

# Conclusion and way forward

- **To recap:**
  - Theory of Change
  - Our Pedagogy
  - Public Leadership Model
  - Participants
  - Feedback
  - Lessons Learned
- **Key Challenge:** Monitoring and evaluation tools to assess impact
  - Tracer study and impact stories
- **Topics for future papers/seminars**
  - Coaching and Leadership Development
  - Alumni engagement and Network Development



# THANK YOU!



# Conclusions and wrap-up (MC)

