

**Centres of Excellence in Africa:
The Contribution of CESPAM in Public Administration
in the SADC Region**

by
Dr. M.H. LEKORWE*
University of Botswana
Centre of Specialization in Public Administration and Management
Botswana

LEKORWEM@mopipi.ub.bw

**Centres of Excellence in Africa:
The Contribution of CESPAM in Public Administration in the SADC Region
Dr. M.H. LEKORWE**

ABSTRACT

This paper describes and analyses the contribution of the Centre of Specialization in Public Administration and Management (CESPAM) in the development of public administration and management in the SADC region. It provides an overview of the mission and activities of CESPAM as a centre of excellence in the SADC region with respect to academic and practitioner oriented training. The focus is on the Masters degree and the short term executive programmes. This is done by highlighting its history, achievements, constraints and the lessons to be learnt from CESPAM as a regional centre of excellence. The paper concludes by restating that for centres of excellence to contribute positively to the development of public administration both as a discipline and practice, they need support from both politicians and top government civil servants. It is only through this support that centres of excellence like other training institutes can contribute effectively to regional integration and improvement of African public administration.

Key Words: centre of excellence in innovation, facilitating innovation.

**Centres of Excellence in Africa:
The Contribution of CESPAM in Public Administration in the SADC Region
M.H. LEKORWE**

Introduction

In most countries and especially in developing countries public sector administration is vital to the optimum performance and development of the economy. This is especially true in the SADC region where in many countries the public sector dominates the economy. It is, therefore, essential that the public sector is managed efficiently and effectively. For the public sector to be managed optimally the public servants need to be trained in best practice public administration and management. It must also be recognized that a continuous training programme in best practice in administration and management must be in place to ensure that the staff are continually exposed to developments and new innovations in their field.

There has been a proclivity to send people overseas for training (Clarke, R: 1999). Although there is value in overseas training, it is often expensive and in some cases may not address the issues and problems that people in the region are faced with. As a result, regional indigenous institutions, especially those designated as Centres of Excellence are best suited to fill this gap. Universities in the region offer degree programmes in public administration and management but only a limited number offer short-term executive training aimed at top level management at a regional level. There have been a number of initiatives in the past to set up such institutions with donor funding but many have failed due to a number of reasons. The main reason for failure has been that the institution has not developed a strategy to ensure it is financially sustainable when donor funds end.

This paper describes and analyses the critical factors leading to the establishment of one indigenous regional Centre of Excellence in Africa which has been successful. The paper shows how and why CESPAM has been successful and describes the CESPAM model and experience. Hopefully this will prove useful for other centres of excellence which are being established.

First, the paper will begin by giving a brief description of CESPAM, its history and administrative set up. Second, it will deal with the achievements of the centre. Third, the paper discusses the strategies adopted by CESPAM in delivering its programmes. Fourth and last the paper deals with the challenges facing CESPAM and similar institutions in the wake of public sector reforms.

Background to the Emergence of Regional Centres of Excellence in the SADC Region

As part of the SADC work programme in the 1990s, and following its inception, the Human Resource Development Sector (HRD) which was known as the Regional Training Council embarked on an assessment to establish key issues constraining cooperation and development in the SADC region (Mataka and Schindowski, 1996). Among others, the assessment revealed that the region lacked efficient and experienced managers and administrators in public, parastatal as well as in the private sectors.

The studies also further revealed the major weaknesses in the capacity of the existing management development institutions in meeting the education and training needs of these managers and administrators.

The role of educating and training administrators was performed by Management Development Institutes (MDIs) which were established soon after independence to “provide training, consultancy and research services to government” (Agere, 1999:1). The main target groups for their services were top level, senior and middle managers within the bureaucracy. They were expected to develop indigenous capacity for self government by building skills, knowledge and attitude of persons responsible for planning and administering public services at all levels of government. Management Development Institutes were therefore seen as change agents within their jurisdiction and played three key roles. First, they were charged with responsibility to build the human capacity for policy development, programme management and implementation, and for the efficient management of the public services for high quality service delivery. Second, they were expected to act as “think tanks” for the government. Consequently, they were expected to research into and offer solutions to the problems of public administration and management.

Third, Management Development Institutes were to provide consultancy services to their governments in order to improve processes and initiate planned change to address turbulence in the socio-economic and political environments. These institutions were therefore designed to play an important role in their own countries to make public service more effective in the delivery of service and promotion of national development. As their mandates were similar in essence everywhere, they were expected to provide appropriate institutional base for teaching management. Kubr et al 1982 vividly captured this when they described these institutions as bodies which are able to generalize experience, develop new theory, transmit generalized experience to both would be and practicing managers and help to increase the learning and problem solving capacity of an organization.

After a few years of existence, it became clear that MDIs had not been able to capacitate all those who occupied the high echelons of decision making. The research that was undertaken clearly demonstrated that many policies in the SADC region were not being implemented, not because the policies were wrong, but because of the inability of those who inherited state machinery to understand policy formulation, analysis and implementation process. In most of the SADC countries, those who occupied decision-making positions were political appointees and this created a managerial credibility gap. Thus in order to sustain development and improved institutional performance in the region there was a dire need to improve the administrative and managerial skills of senior public, parastatal and private sector management. The decision to establish a centre of excellence in public sector administration and management was presented and endorsed by the Third Human Resources Development Symposium in 1993.

Establishment of a SADC Centre of Excellence in Public Administration and Management (CESPAM) at the University of Botswana

The need for the establishment of Centre of excellence of public administration became an imperative because the existing national institutions lacked the capacity to carry out the kind of training that was needed for senior civil servants. The idea of establishing such centres within existing institutions was attractive as it was cost effective and one centre could serve the entire region.

The SADC Protocol on Education and Training provides for the establishment of Centres of Excellence and Specialization. According to Article 7 (e) of the Protocol, the objective of Centres of Specialization is to build capacity for regional training institutions to offer education and training programmes in critical and specialized areas and thereby increase the stock of trained personnel in the Region. This includes the need to develop local teaching and learning materials and especially, case studies to make the programmes relevant to the regional situation. With respect to Centres of Excellence, Member States, in consultation with universities and research institutes, agree to establish Centres of Excellence in critical areas of research in order to maximize the use of scarce resources and expensive research facilities. The distribution of the centres shall aim to achieve a regional spread and balance in location. CESPAM's mandate, therefore, incorporates both a centre of excellence and a centre of specialization in public administration and management in the SADC region.

CESPAM Goals and Objectives

CESPAM is a SADC Centre of learning, training and research in public administration and management. The centre is housed in the Department of Political and administrative studies (PAS) of the Faculty of Social Sciences at the University of Botswana. In line with the Vision of the University of Botswana of being a leading academic centre of excellence in Africa and the world, CESPAM's Vision is to become a leading centre of excellence in public administration and management in the SADC region, Africa and the world. The Mission is to improve the quality of public administration and management through the application of best practice innovation, training, research and consultancy services. The aim of the CESPAM strategic goals and objectives is to:

- Provide quality training in public administration and management.
- Improve organizational performance primarily in the public sector.
- Contribute toward improved performance of the economies of the SADC member states.
- Improve the skills of practicing administrators and managers; and
- Increase the stock of trained personnel primarily in public administration and management.

In order to attain these strategic objectives, the programmes take into consideration the relevant developments that are taking place in the region. These include, among others:

- Changes in administrative and managerial roles and styles.
- The emphasis on policy analysis and coordination.
- The shift of emphasis from procedural enforcement to effective service delivery to the civil society and the public at large.
- The emphasis on decentralization of power.
- The privatization and commercialization of public entities.
- The change from central planning to sectoral planning.
- The general emphasis on political and economic liberalization; and
- The emphasis on good governance, accountability, and ethical public sector leadership and management.

In line with the above, CESPAM undertakes research and training in areas of critical need within the SADC region as reflected in the Regional Indicative Strategic Development Plan (RISDP). The training activities have two components; (a) the Master's Degree programme and (b) the short-term executive programmes (STEPS).

(a) The Master's Degree Programme

The Masters in Public Administration (MPA) has been in operation since 1990 and was designed to meet both the national and regional development requirements whilst meeting international academic standards. The MPA programme has a strong university ownership and existed long before the establishment of CESPAM. CESPAM has however played a key role in further developing and reviewing the current programme following an overseas visit for this purpose. Following this overseas visit to major universities in the United Kingdom and Canada, the MPA programme has introduced different specializations and the length of the programme has now been reduced from four to three semesters in line with international best practice in teaching public administration and management. Five streams of specialization were introduced as a response to the needs assessments undertaken in the region. These are Human Resources Management, Local Government Management, Public Financial Management, Environmental Resource Management and Public Policy and Administration (PAS Handbook, 2005). An independent assessment on curricula quality, structure and content has been carried out from time to time by external examiners and this showed the MPA is of a good standard and addressed the mainstream areas expected of training institutions in the field of public administration. This is further evidenced by the employment mobility of those who have completed their MPA at the University. Graduates from SADC countries were after completion deployed in strategic positions including SADC Secretariat structures and showed high level of mobility as more than 70% of graduates changed jobs to more strategic or senior positions since doing the Master's programme. The MPA programme is so popular that each year the number of qualified applicants far exceeded what could be admitted. For example, since its inception in the early 90s the MPA programme has graduated over 300 participants.

Through the MPA programme, CESPAM has made a significant contribution as participants from various SADC countries engaged in research in different topics. Amongst the research projects that have been undertaken at CESPAM are the following:

Table 1: NUMBER OF MPA RESEARCH PROJECTS UNDERTAKEN AT CESPAM

No	Topic	Country of Research
1	Foreign Aid and Capacity Building	Zambia
2	Social and Economic Impact of Privatization on Marketing Agency; A Case Study of Tanzania Hand Drafts Marketing Corporation	Tanzania
3	The Tanzania National Roads Agency; Lessons for Civil Service Reform in Tanzania	Tanzania
4	The Polices of Democracy and Elitism; A Case Study of Botswana's Foreign Policy-Making and the New Economic for African's Development (NEPAD)	Botswana
5	An Evaluation of the Performance Appraisal System of the Botswana Public Service	Botswana
6	Assessing e-Government Readiness in the Zambia Public Service	Zambia
7	Affirmative Action in the Civil Service in Namibia	Namibia
8	Affirmative Action in the Civil Service in Namibia	Malawi
9	An Assessment of the Effectiveness of Regional Councils as Agents of Development at Regional Level in Namibia	Namibia
10	Neo-Patrimonialism and Administrative Management in the Democratic Republic of Congo	DRC
11	Attitudes of Tertiary Graduates towards Brain	Lesotho

Source: Department of Political and Administrative Studies database.

(b) The Short Term Executive Programmes

Through the short-term executive programme, CESPAM has made a very positive contribution to improving public administration and management for senior executives within a relatively short space of time. The topics for each course are carefully chosen in line with Regional Indicative Strategy Development Plan document of SADC (RISDP). The courses target strategic issues for senior administrators and politicians in the region. CESPAM has since its establishment in its 2000 trained over 700 senior public servants in 24 respective seminars and workshops offer at a variety of locations in the SADC region and covering a diversity of topics and issues pertinent to the public sector in the region. These have included:

Table 2: NUMBER OF SHORT-TERM EXECUTIVE COURSES CONDUCTED (JUNE 2000 – DECEMBER 2008)

Year	Number of courses	No. of Participants	Venue
2000	-	-	-
2001	-	-	-
2002	2	22 30	Mauritius Botswana
2003	6	17 32 35 18 21 22	Pretoria, Cape town Botswana, Botswana, Botswana, Mozambique
2004	3	40 48 18	Botswana, Tanzania, Botswana
2005	5	19 27 28 31 20	Swaziland, Botswana, Mauritius, Tanzania Botswana
2006	3	25 31 31	Botswana Botswana Malawi
2007	4	18 25 19 37	Namibia South Africa Botswana Botswana
2008	4	14 13 42 18	Botswana Botswana Botswana Botswana

Source: CESPAM database.

The decision to establish CESPAM of the University of Botswana was recognition of the achievements of the department of Political and Administrative Studies of the University and its high reputation in developing relevant, appropriate and high quality academic programmes. Also, having the centre with the University was guarantee that the programme would maintain high academic standards. The academic staff of CESPAM and the Department of PAS is well qualified and possesses doctoral degrees from renowned international Universities. Out of the total staff strength of seventeen in the Department of PAS, thirteen have doctoral degrees and four are studying abroad for the PhD degrees.

The CESPAM Model

CESPAM consists of a small secretariat at the host country and relies on engaging experts from other national training institutes as well as private consultants as needed for its course offerings. CESPAM secretariat consists of five people, being the Director, Deputy Director, Administration Officer, Personal Assistant and Office Assistant. The governing structure consists of Management and an Advisory Committees. The management board supports the Director in the day to day management of the centre while the Advisory Committee is responsible for ensuring that an appropriate link is maintained between CESPAM and SADC and that all regional aspects of CESPAM's mandate are taken into account in designing training programmes. The Advisory Committee meets once a year to review the work of the centre.

Membership of the Management Board consist of the Dean- Faculty of Social Sciences (Chairperson), Director- CESPAM, Deputy Director-CESPAM, Head of Department of Political and Administrative Studies, Cooperating Technical Partner(s) of Donors, SADC Human Resources Development sector contact point in Botswana.

Regarding the Advisory Committee, membership consist of the Vice Chancellor or Representative (Chairperson), Deputy Vice Chancellor (Academic Affairs), Dean- Faculty of Social Sciences, Director- CESPAM, HOD, PAS, Representatives of the Dean of Faculties/Schools of PuBlic Administration in the SADC Region – two at a time for two years on a rotational basis, Representatives of the Chambers of Commerce and/or Federations of Employers in the SADC region to represent the parastatal sector and Director of Social and Human Development and Special Programmes (SADC), and a representative of each supporting donor. Thus the Advisory Committee which consists of representatives from different walks of life from various SADC countries was established to ensure that the interests of the member countries are taken into account in the organization and contents of different programmes.

Market Orientation

The outputs of all the activities of CESPAM are targeted towards meeting the Centre's strategic goals and objectives. In pursuit of those goals and objectives, the Centre's basic philosophy is to recover costs and become self-sufficient as soon as possible. Cost recovery is obviously more applicable to the Short –Term Executive Programmes than to the Masters of Public Administration Programme.

Marketing Strategy

Programme marketing plays a key role in publicizing CESPAM's activities particularly the STEPS programme. The emphasis has been upon branding CESPAM and getting it recognized as a premier institution offering high calibre and appropriate executive courses in the region. This seems to be working as is reflected in the increasing number of requests and inquiries that are coming to CESPAM. Every conceivable means of marketing CESPAM programmes that is cost effective is utilized. The marketing strategy include among others the following:

- Using all the contacts established through course attendance.
- Development and mailing of high quality brochures to public and private sector institutions, agencies and organization.
- Promotional and consultation visits by the CESPAM and departmental staff to key stakeholders in the SADC region including public service ministries, regional training institutions and donor agencies located both within and outside the region.
- Participation of the CESPAM staff and other members of the department of Political and Administration Studies (PAS) in relevant regional and international conferences, forums, workshops, etc.
- Posting of all critical information about CESPAM, including programme activities on CESPAM, University links to and partner websites.
- The use of partners brand names, such as the Commonwealth Secretariat, Commonwealth Association for Public Administration and Management (CAPAM) and the World Bank to publicise programme activities.

Achievements and Lessons from CESPAM

Although CESPAM was established in 2000, it has made significant achievements within this short period of time. Two underlying factors supported these achievements. First financial support from Deutsche Gesellschaft für Technische Zusammenarbeit (GTZ) for 6 years made it possible for CESPAM to cover expenses such as marketing which a normal University department would not afford. Second the support and commitment of the University of Botswana to the mandate of CESPAM made it possible to put in place sound governance and institutional arrangements.

Realising the need for collaboration, CESPAM developed strategic partnerships with regional and international institutions. Finding an appropriate partner is not easy and it is also time consuming. Formal partnerships exist with the Commonwealth Association for Public Administration and Management (CAPAM), the National Academy of Public Administration (NAPA) based in Washington, York University in Canada, Commonwealth Network for Information Technology (COMNET-IT) based in Malta, Institute of Development Management (IDM) and the School of Public Policy and Management at the University of Technology (Mauritius). These partners together with consultants from government and other management development institutions involved in public administration and management work with CESPAM to deliver the executive training programmes. The approach that CESPAM adopted in the delivery of the training is the use of a mix of international, regional and local experts for each training event to ensure that the best possible and up to date knowledge and best practice are being transferred.

Collaborating with international agencies has also assisted in attracting donor support. In this respect, financial support came from a variety of donors including the government of Canada, United Nations Development Programme, the Government of Belgium, Commonwealth Secretariat and the individual SADC member states.

It should be noted that CESPAM, as a SADC initiative, continues to reap huge benefits from using the SADC brand name, which is recognized internationally as a sound and independent economic and political entity. It has to be recognized that the beneficial impact of using the SADC brand name is not only financial in nature, but is also valuable in giving added credibility to the programmes offered by CESPAM. The use of this brand name is also beneficial in that SADC States continue to register their residents in courses that are offered by CESPAM.

SADC member governments have, in their own individual capacities, contributed significantly to the development of CESPAM programmes. They have done this by providing direct support staff such as secretarial services (and the full range of course organization, planning, hosting lunches, dinners and receptions for participants and consultants) when hosting CESPAM events in their countries. Examples are Mauritius, South Africa, Mozambique, Namibia and Botswana to mention a few. Such contribution is highly significant though it cannot be readily quantified. It is nevertheless real and represents tangible contribution and commitment by the SADC member states. It also depicts the positive attitude and financial participation of member governments in further pursuance of the CESPAM aims and objectives.

CESPAM has developed a model for each of its STEP courses which have proved to be very successful. The member state where the course is to be held officially hosts the event and is intimately involved in all aspects of planning. Usually the member state government hosts a dinner and local excursions for the participants and contributes to the cost of the logistics and provides a local secretariat. In addition, a senior member of government opens the event and delivers an address. This involvement of the country gives the government ownership and raises the profile of the event. Also the member state contributes to the cost of the event so improving CESPAM's cost recovery. An additional benefit has been noted in that the participants through the hosted events interact with their colleagues in the host country and networking is enhanced.

A number of important issues in establishing a centre of excellence can be identified and some key lessons can be learnt from the CESPAM experience:

- Role of supporting donor agency --- One of the striking lessons is that GTZ, the original supporting donor has been positioned as an advisory partner institute and not as a development agency involved in the management of the Centre. A deliberate decision was taken to change the title of advisory to a cooperating partner in order to accurately reflect the basis of the relationship.
- The location of CESPAM in the University and the associated strong ownership and support has been a critical success factor. Experience has also shown that the University has equally benefited from its increased involvement with SADC and has gained increased international and regional prestige due to the MPA and STEP initiatives. In addition inter faculty cooperation has been stimulated.
- Sustainability: Sustainability remains a challenge in donor-aided projects. Donor support has normally for a specific period. If the host institution is not able to meet the expenses at the end of donor support, the sustainability and continuity of the project and its activities are faced with serious strains. In some cases, the activities have to be reduced or discontinued or cannot be pursued as envisaged originally when the donor support is no longer

available. Although due care was taken about this aspect when CESPAM was conceived, the operation of the centre has been affected due to discontinuation of donor support. However, one of the principles underpinning the German support was that CESPAM should become self supporting in respect of its STEPS programme. Since its inception CESPAM has striven to improve its cost recovery and at this point in time has achieved over 50% cost recovery. It should be noted that the calculation of cost recovery includes an allowance for the universities' support. The MPA programme has suffered from the discontinuance of scholarships provided by the Belgian government and the Government of Germany to selected students from SADC countries to enable them to pursue the MPA degree. With the withdrawal of these scholarships, the participation of non-Botswana citizens from the SADC region has gone down drastically. However for the 2007/2008 academic year, the German Scholarship support agency (DAAD), will provide 5 scholarships to non Botswana students in order to enrich the programme.

- **Ownership and Partnership:** A key element contributing to CESPAM success and long term viability is that CESPAM has not been donor driven but has always been owned by SADC and the University. The basket of donors who have supported CESPAM have stressed that they are supporting CESPAM as a means of achieving the development objectives of SADC especially as outlined in the SADC RISDP.
- **Credibility:** The success of any programme depends on the extent to which it is able to establish its credibility with the sponsors, participants, future employers, academic assessors and relevant sections of the international community. The factors facilitating the credibility include academic rigor and standards reflected in the curriculum, relevance, balance between global trends and local needs, calibre and profile of the faculty, liberal and academic environment of the institution, good relationship with the governmental institutions and strategic partnerships with local, regional and international institutions with similar interests.
- **Relevance and Costs:** Compared to foreign institutions, local or regional institutions are more relevant to the needs and expectations of African countries. The CESPAM experience showed that competent trainers could be resourced locally or regionally and not just internationally. There is a need for a balance in the attitude of governments and potential candidates towards further education and training available within country, region, continent and elsewhere. The locally or regionally organized programmes are more economical in terms of per capita expenses on participants, resource persons, and already existing infrastructure and institutional facilities.
- **Strategic partnerships and networking:** In the present globalized world, the African countries can gain from international, institutional and organizational cooperation by pooling their scarce resources and expertise. Institutions need to develop strategic partnerships locally, regionally and internationally as the institutional cooperation and partnership can benefit and strengthen all the cooperating partners in a 'win-win' situation. This is what CESPAM has achieved in its Short Term Executive Training Programmes.

Challenges

CESPAM is facing many daunting challenges that it has to overcome to re-position itself and the global arena. As alluded to earlier, CESPAM has a regional mandate that has been approved by the SADC council of ministers. Its legitimacy can therefore not be challenged. However, there are serious challenges at the implementation level. These challenges take different dimensions.

First, SADC as an institution is faced with the problem of multiple-membership where some member states belong to different organizations. An example is Tanzania which is a SADC member state but also shares a lot in common with East African countries and geographically it is in the eastern part. This in some cases present problems such as to what extent should Tanzania be supportive of an institution like CESPAM when there is also the Eastern and Southern African Management Institute (ESAMI) which also needs its support.

Second, there is the issue of regional and national loyalties. CESPAM was conceived as a regional institution which is supposed to conduct training in the region. Arguably, at the political level all countries subscribe to the principle of having CESPAM, thus supporting it by sending participants to the courses. It is understood that CESPAM is not meant to compete with existing national institutions as they do not have a regional mandate and they also have a different target audience. In practice what has developed is that many countries have asked the national institutions to find ways of raising their own revenues and may not be getting the support they previously enjoyed from these national governments. This means there is a dilemma now of where to invest the limited training funding available to civil servants. Under the circumstances it appears countries are slowly taking the decision to show support to these national institutions by sending participants to them irrespective of the kind of programmes being offered. This then leads to national institutions slowly expanding their mandates in order to survive financially.

Third, not all countries have been participating in CESPAM programmes as expected. One of the reasons is that of language. As we are aware, SADC has adopted three official languages. These are Portuguese, French and English. In order for all the countries to feel a part of the community all these languages have to be used in CESPAM courses for all to benefit. This is a challenge to CESPAM as any form of translation comes with a huge cost and in some countries these facilities are not readily available. The decision to engage simultaneous translation at any seminar is dependent upon the number of delegates registered in the other two languages other than English. CESPAM is busy trying to find ways of addressing this issue. It has also been established that some senior officials only attend courses outside their own countries because this offers an opportunity to travel and make some financial gains.

Fourth, it has always been an expectation that CESPAM should try to run its programmes throughout the region in order to instill a sense of ownership for all. This is a major challenge that the centre is taking on board, but in some cases it may not be able to run these courses in almost all the countries as desired. The reason is that some countries have problems and hence not easily accessible. At present there is reliance on countries offering to host the programmes and in that way they maximize the benefits and they are able to register many participants at reasonable costs.

Lastly, CESPAM like other institutions does not have adequate funding to run the programmes as expected. High level training programmes do not only need experts, but require consultants (which may be expensive) and aftercare services which the centre at the moment cannot afford to provide from its own funds.

Conclusion

This paper has attempted to show the contribution of centres of excellence in public administration using the experience of CESPAM at the University of Botswana. The paper discussed the history behind the establishment of these centres and demonstrated that at best capacity building in public administration is still key to countries in the region. Like the management development institutes, centres of excellence require the political support of respective governments and have to be trusted to deliver on their mandates.

The lessons to be derived from CESPAM is that it is possible to develop a regional indigenous and cost effective and sustainable institution which is recognized internationally as providing best practice and quality training in public administration and management. CESPAM is one of the very few regional centres of excellence in the region. Training is provided at a low cost which is lower than that which it would cost overseas, but with the same quality. Further, this training can be focused on the particular needs of the region.

Lessons can also be learnt regarding the appropriate establishment conditions for post graduate training and research of a specialist nature that targets public sector leaders and managers at the regional level. The location of CESPAM at the University of Botswana and the associated strong ownership and support is a best practice which can avoid the pitfalls that could be experienced if it was established separately. This has also helped by providing the research strength and linkages between public sector and academia. The regional and international network and joint planning and facilitation has positioned CESPAM to provide an effective training service to the region. There is no doubt that centres of excellence are best equipped to conduct human capacity building. The key role of centres of excellence is to contribute to the development and practice of public administration. Their relevance is in the key roles for which they were established to provide—that is training, research and consultancy work for senior executives in the region. By collaborating and not competing with other training institutes, they can perform better and make an impact in public administration in the region.

Although CESPAM benefited from seed funding from GTZ, the Government of Botswana provided financial support through the University as their commitment to regional integration. It is important, however, for SADC to continue mobilizing political and financial support for CESPAM as a regional institution. To continue to build a solid human and financial base CESPAM has to continue to strengthen and intensify its networking with partner institutions of common interest particularly in the region.

About the author

Dr. Mogopodi Lekorwe is a Senior Lecturer in Public Administration and the Director of the Centre of Specialisation in Public Administration and Management (CESPAM). CESPAM is a regional institution based at the University of Botswana specifically mandated to provide training and development opportunities for senior executives in the Southern African Development Community (SADC) public sector on both a short and a long term basis. He has published a number of papers and other publications and lectures at the University of Botswana. Dr. Lekorwe has been involved in several professional fora, research projects and educational programmes. In his present role, he has been instrumental in launching and catalyzing a number of professional development programmes, primarily for public administrations within the Southern African Development Community. He has developed and participated in over 31 Executive training programmes for CESPAM in the region. He holds degrees in Politics and Administration and a Doctorate in Development Administration and Management.

Dr. Lekorwe is also the National Investigator for the Afrobarometer project which undertakes research in over 18 countries in Africa. The latest research was undertaken in 2008. The Afrobarometer is an independent, nonpartisan research project that measures the social, political and economic atmosphere in Africa. Afrobarometer surveys are conducted in more than a dozen African countries and are repeated on a regular cycle. The objectives of Afrobarometer are (i) to produce scientifically reliable data on public opinion in sub-saharan Africa, (ii) to strengthen institutional capacity for survey research in Africa and (iii) to broadly disseminate and apply survey results.

References

- Agere, S. (1999), *Strengthening MDIs: The Role of Management Development Institutions in Public Service Reforms*. London, Commonwealth Secretariat.
- Bailey, K.D. (1982). *Methods of Social Research*. New York: The Free Press
- Blasé, M. (1986). *Institution building: a source book*. Revised edition. Columbia: University of Missouri Press
- Brynard, P. and Erasmus, K. (1995). *Public Management and Administration*. Case-study Resource book. Pretoria: JL van Schaik.
- Buckley, R and Caple, J. (1995): *The Theory and Practice of Training*, 3rd edition. Kogan Page Ltd. Great Britain.
- Burt, M., Harrell, A.V. et al 1997. *Evaluation Guidebook for Projects funded by S.T.O.P. Formula Grants under the Violence Against Women Act*. Chapter 6 “Choosing an Evaluation Design”.

Centre of Specialization in Public Administration and Management (CESPAM). 2003. SADC Networking for Public Administration and Management. CESPAM Marketing Brochure, University of Botswana, Gaborone.

Centre of Specialization for Public Sector Administration and Management (CESPAM). 2002. *The Department of Political and Administrative Studies HANDBOOK. 2002/2003. The MPA Programme.* University of Botswana. Gaborone.

Centre of Specialization for Public Sector Administration and Management (CESPAM). 2002. *Educating Leaders of the Public Sector and beyond for the 21st century.* CESPAM Marketing Brochure. University of Botswana, Gaborone.

Centre of Specialization for Public Sector Administration and Management (CESPAM). 2003. *Implementing E-Government in Public Sector Organisations. Cape town, South Africa, 26-28 February 2003.* CESPAM Marketing Brochure, University of Botswana, Gaborone.

Centre of Specialization for Public Sector Administration and Management (CESPAM) 2002. *"Effective Government through Information Management". Port Louis. Mauritius. 6-8 February 2002.* CESPAM Marketing Brochure, University of Botswana, Gaborone.

Clarke, R (1999) 'Institutions for training overseas administrators: the University of Manchester's contribution' *Public Administration and Development* 6(5) 521-533.

Department of Political and Administrative Studies. 2001. Report of the Task Force: Needs assessment – Specialization in the MPA Programme. Department of Political and Administrative Studies, Faculty of Social Sciences. University of Botswana. Gaborone, Botswana

Dror, Y. (1968). *Public policymaking reexamined.* Pennsylvania: Chandler.

Kubr, M e tal (Editor) (1982) *Managing a Management Development Institution.* ILO (Management Development Series no 18) Geneva.

Mataka, R & Schindowski, D (1996) Appraisal Report prepared for Human Resources Development Sector (HRDS) of SADC on behalf of GTZ.

Mutahaba, G., Baguma, R. Halfani M. (1993). *Vitalizing African Public Administration for recovery and development.* Connecticut: Kumarian.

Mutahaba, G. and Balogun, J.J. (1992). *Enhancing policy management capacity in Africa.* Connecticut: Kumarian

SADC Human Resources Development Sector Co-ordinating Unit. 1996. *Report to elaborate a Project Planning Matrix for the project for CESPAM.* Pigg's Peak Hotel, Mbabane, Swaziland/

SADC HRD SECTOR COMMITTEE. 1997. *Report of the SADC HRD Sector workshop on the regionalization of the Curriculum for CESPAM at the University of Botswana.* Swaziland. Republic of Botswana, (2003), *National Development Plan 9: 2003/4-2008/09*, Gaborone, Government Printer.

University of Botswana (2005A), *Handbook of Department of Political and Administrative Studies*, Department of PAS, Gaborone.

University of Botswana, (2005B), CESPAM/Department of PAS, *Handbook 2004-5 Master's Degree in Public Administration (MPA) Programme*, Gaborone.