

Training to improve service delivery in Rwanda, Burundi and South Sudan

The Public Administration Leadership and Management Academy (PALAMA) has taken it upon themselves to up-skill government officials in South Africa with an overall aim to improve service delivery. In 2011, through a selection process, Regenesys Business School was sub-contracted to deliver such training.



The Khaedu project was then initiated by PALAMA, as a contribution to South Africa's foreign policy imperatives to improve management and leadership capacity of the public service in Rwanda, Burundi and South Sudan, PALAMA initiated a special project in which Regenesys was also included.

The aptly named Khaedu (TshiVenda for "Challenge") project challenges and empowers managers to be the agents of change for service delivery in their own work environments. The venture, funded by the Canadian government, sought to assist these three countries as they pass through their respective phases of post-conflict reconstruction and development.

Recently, the Khaedu Project reached its successful conclusion as approximately 25 senior managers (as well as four to five trainers who would later pass the knowledge on to non-attendees) from each of the countries completed their training. In these three vital pockets of Africa, significant change was afoot.

Training was facilitated by William Vivian, Regenesys director and co-founder in Kigali (Rwanda); by Sibongiseni Kumalo, Regenesys director and academic manager in Juba (South Sudan) and by Ronel Burger, Regenesys deputy CEO in Bujumubra (Burundi).

Training in Bujumubra, Burundi as part of the Khaedu Project, was spearheaded by PALAMA.

Course outcomes

The first week of training focused on theory and the practical application of this theory to a case study. The course outcomes included:

- Alignment - understanding service delivery in a workplace context.
- Understanding the problem - problem-solving techniques.

- Generating ideas - process analysis and optimisations, allocation of resources, analysing organisational culture and values.
- Planning for action - implementation, change management, project management.

Participants were then given three weeks in which to complete a workplace-based assignment requiring them to implement what they had learnt during training to their own work environment.

In week 2 of the face-to-face training, students embarked on a field assignment. As a group, participants selected a government department, applied what they had learnt during the training and presented a report to the department (South Sudan: Passport and Immigration Department; Rwanda: Main Hospital; Burundi: Traffic Department).

"This process solidifies the knowledge for the participants and each of the government departments undertook to implement the suggestions," said Ronel Burger of Regenesys.

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