Transport Sector Leadership Development Programme (TSLDP)

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Kieran Kelly (Project Coordinator)
Agenda

- About TSLDP (30 mins)
  - What is TSLDP?
  - Background
  - Options
  - Other aspects of the programme
  - Next steps

- Coffee Break (30 mins)

- Discussion Session (30 mins)
  - PowerVote question session
Background and Current Status of TSLDP
Background

- ASANRA and ReCAP identified an industry need to improve leadership and managerial skills amongst mid-level transport professionals in the sector.
- This need is broad - encompasses both technical capability and ability to lead and manage in the increasingly complex transport sector space.
- Is not limited to rural roads and covers all road-based transportation and transportation services aspects.
- And is considerate of the impacts of decisions in the sector on vulnerable road users (and non-road users alike), incl. gender and sustainability perspectives.
Project

- To scope the options available for a Transport Sector Leadership Development Programme (TSLDP) in SSA.
- Mott MacDonald, UK, and the University of Cape Town commenced the project in November 2016.
- Steps: (1) needs assessment, (2) curriculum and institutional review and gap analysis, (3) TSLDP curriculum design, (4) optioneering of delivery mechanisms, incl. costing, candidate selection and sustainability
- Meetings in Cape Town, Belfast and Windhoek (Stakeholder Workshop)
- Next phase will involve actioning the recommendations made in our Final Report.
The programme

- **Transport Sector Leadership Development Programme.**
- Aims to develop the leadership and technical skills of transport professionals in Sub-Saharan Africa.
- Responds to ever more complex and multi-disciplinary realities in the African transport sector.
- Thereby equipping professionals with the skills to become the next generation of African transport leaders.
- “Don’t just understand CBR, also understand BCR.”
What we need is a...

“...transport professional capable of planning, designing, managing and leading complex transport projects in a complex environment of diminishing natural resources, lacking financial resources, enormous social challenges and often complicated governance and tertiary education structures and status quo.” – TSLDP Final Report
What does a transport leader look like?

- Is technically sound in various facets of transport engineering across all road-based modes and users.
- Understands the complexities of planning transport infrastructure and services within the built environment.
- Appreciates the impacts of transport decision-making and is able to assess them.
- Is capable of managing complex projects throughout the project life cycle.
- Is able to envision a future for the transport sector in Africa, and lead, inspire and mentor others towards this vision.
Curriculum and Institutional Review

The inventory for each country was conducted based on the following checklist:

- Programmes (civil engineering, transport studies, urban & regional planning, MBA, other relevant programmes)
- Degree options per programme (BSc, MSc, Diploma, PhD)
- Existence of Continuous Professional Development (CPD) for the programme
- Accreditation status at national and international level
- Existing collaborations at the national, regional and international level
- Availability of laboratory facilities (pavement, traffic, geotechnical and GIS)
- Computer facilities and relevant proprietary software (ArcGIS, AutoCAD, HDM4, SPSS)
- Blended learning facilities at faculty / university level. E.g. video conferencing.
- Curriculum details such as curriculum roadmap, course content and credits
- Ranking of the institution (university) at the regional and global level
- Transport expertise in other programmes
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**Curriculum review**

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Interim conclusions

- TSLDP is needed and can *add* substantial value to the sector if successfully implemented.

- Existing curricula and (computer and laboratory) facilities in Sub-Saharan Africa’s tertiary educational institutes are mostly insufficient to support and develop transport sector leaders.
Components of the curriculum

- **Transportation engineering**: geometric design, drainage design, pavement and materials engineering, LVR design, safe road design, appropriate technology, computer aided design.

- **Transportation systems and operations**: network design, traffic safety, traffic modelling, whole system design, traffic management and control, transport value chains.

- **Transport policy and planning**: land use planning, road user behaviour, gender issues, public policy, subsidy and regulatory control.

- **Asset management**: road maintenance strategies, road asset management systems, geotechnical asset management and pavement asset management, high-tech solutions.

- **Impact assessment**: equity, justice, sustainable development, accessibility; social, economic, environmental impacts, climate impacts, gender issues.
Components of the curriculum - continued

- **Project management**: risk and uncertainty analysis, financial accounting, project life cycle assessment and quality control.
- **Project assessment**: project appraisal, evaluation and project funding.
- **Project procurement**: tendering, procurement and forms of contract (BOT, PPP, design and construct).
- **Leadership**: technical communication, effective leadership in transport, critical and systems thinking, governance.
- **Management and mentoring**: talent management, situational leadership, coaching and performance management.
- **Research methodology**: literature surveys, statistics, survey methodologies, questionnaire design, measurements, research project design, reporting.
- **Research project**: cross-cutting research theme essential.
Curriculum structure: modules

- Tailor-made modular structure depending on candidate background and experience
- Level of detail with which these are studied will depend on the training programme – e.g. mentoring vs. CPD vs. post-graduate degree...to be discussed...

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Delivery Strategy
Training Options Considered...

Continuous professional development (existing courses)

Post-graduate degree: joint degree

Post-graduate degrees (existing courses)

Post-graduate degree: double degree

On-the-job training

Secondments

Post-graduate degree: research degree

Post-graduate degree: PhD

Mentoring programmes

Post-graduate degrees (bespoke courses)

Continuous professional development (bespoke courses)

Post-graduate degrees (bespoke course)

But the time and cost for implementation was a concern for many options...so a change of direction was needed...

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Implementation Strategy

Recommended Option for ReCAP Implementation

Options to be developed by CSSTL

Centre for Sub-Saharan Transport Leadership (CSSTL)

Training Level 1 (Mentoring Programmes)

Training Level 2 (CPD Courses)

Training Level 3 (Post-Graduate Degree)

Sustainable Delivery Mechanism

Implementation Time v. Cost

2018 $

2019 $$ - $$$

2020 & Beyond $$$

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Centre for Sub-Saharan Transport Leadership

- ReCAP to support 1-2 staff to setup centre.
- Centre to be embedded in existing African institution.
- Act as a ‘managing agent’ for TSLDP.
- Ensure sustainability and longevity of the programme.
- Needs to secure long-term funding beyond ReCAP.
- Build links with government bodies, MDBs, universities, industry experts, research institutes etc.
Training Options – Mentoring Programme

- Candidates assigned mentor from within their organisation.
- Follow structured on-the-job experiential training, similar to chartership development training.
- Mentor ultimately signs-off that they have received experience in necessary thematic areas.
- Formal training, particularly around leadership and management, is also recommended.
Training Options - CPD

- Covers the necessary leadership, managerial and technical themes identified for a transport leader.
- Expensive per candidate and takes time to setup and implement.
- Bespoke courses preferred in the long-term to avoid issues with quality and annual availability.
- Candidates receive completion certificate once all courses have been completed.
- Candidates should be assigned a mentor.
Training Options – Post-Graduate Degree

- Masters degree covering leadership, management and technical content.
- Joint Degree between 2 or more universities, perhaps one in global south and one in global north.
- Delivered modularly over at least 2 years to fit with candidates work and personal lives.
- Needs to be accredited and internationally recognised – choice of host institution is important!
Training Options – Post-Graduate Degree

- Expensive per candidate.
- Takes time to implement due to approval and accreditation processes at host institution.
  - Unlikely to be feasible before ReCAP ends in 2020.
Additional Components
Links to Professional Bodies

- Discussions with Institution of Civil Engineers (ICE) and Chartered Institution of Highways and Transportation (CIHT) in UK.
- Form of support dependent on the option(s) moving forward.
- Both keen to support TSLDP where they can.
- Other linkages can be explored as the programme develops.
Candidate Selection

- TSLDP wants ‘high fliers’. Candidates with the potential to become future leaders.
- Selection criteria try to achieve this.
- Candidates need:
  - They meet minimum requirements e.g. have a relevant degree and 5-10 years of appropriate experience;
  - Be nominated by their employer;
  - To demonstrate why they want to be on the programme;
Gender Balance

- An extremely important part of this programme.
- We want to promote gender balance in 2 ways:
  - Through our selection criteria. Female candidates must meet the minimum criteria, but then there should be a minimum number of spaces set aside for those who do.
  - Add diversity and inclusion content to the management and leadership component of training curriculum.
Mentoring and On-the-Job Training

- Mentoring is part of every level of training.
- Important to promote practical experience and give candidates a support structure in their organisation.
- Internal on-the-job training not targeted specifically, but should naturally form part of the mentoring process.
- External on-the-job training, or secondments, were not considered viable for senior staff.
Sustainability

- We want TSLDP to be viable into the future and ultimately become self-supporting.
- CSSTL provides local ownership and the foundations for all the training programmes that follow.
- Will need to secure funding from sources other than ReCAP in the long-term.
- Needs to build links with other institutions, professional bodies, MDBs and government agencies.
- Most of all, we need to secure interest from industry and our future candidates.
Next Steps
Next Steps

- The scoping phase of TSLDP has now ended.
- The Final Report was submitted in November 2017.
- Once approved, you can find it here: [http://www.research4cap.org/SitePages/Rural%20access%20library.aspx](http://www.research4cap.org/SitePages/Rural%20access%20library.aspx)
Next Steps

- ReCAP to decide what option(s) to be taken forward to next phase - likely to be the CSSTL.
- A Business Case for CSSTL will be required.
- Contact needs to be made with MDBs and other potential funding partners.
- A host country/institution also needs to be found and selection criteria defined.
Coffee Break
We recommence at 15:30...
PowerVote
Discussion Session
Login Details:

- WiFi Network: **SRM_WiFi**
- WiFi Password: **5556893645**
- Website: **recapirim.powervote.com**
- Enter your email address when prompted and go to “Live Polls”
TSLDP aims to support candidates who have the potential to be future transport leaders

How best do you think we can capture ‘high flier’ candidates?
Gender balance is a key component of this programme

How do you think fair female representation can be achieved on programmes like TSLDP?
Creating sustainable solutions

Aside from funding, what do you think is important to ensure the CSSTL & training programmes can remain viable into the future?
Developing transport leaders

How do you think a programme like TSLDP could help your career prospects?
Next steps...implementing CSSTL

In your opinion, what are the key factors & criteria that should determine where the CSSTL is located?
Links to Key Information

- Link to our dedicated project page on ReCAP website: http://www.research4cap.org/SitePages/LeadershipDevelopment.aspx
- This contains:
  - Inception Report
  - Status Report
  - Interim Report
  - Stakeholder Workshop Report
  - Curriculum Development Report
  - *Final Report will be added once review is complete and document approved.*
Thank you for your attention

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