

**Management and Leadership Development in the Public Sector:
Lessons from the Namibia Institute of Public Administration and
Management (NIPAM)**

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Purpose of the Presentation

- To present the Strategic Overview on the role of the Management Development Institutes (MDIs) in disseminating Knowledge, Developing capacity and advancing Operational research to enhance service delivery;
- To provide a comparison among selected MDIs in Zambia, Zimbabwe and Ghana in relation to their performance against the Mo Ibrahim governance Index as well as Bertelmans Stiftung's Transformation Index; and
- To interrogate and question the relevance of MDIs and their impact with regard to their positioning in terms of transforming public service delivery.

Overview of the Namibia Institute of Public Administration and Management (NIPAM)

- Well established MDI but has to encounter numerous challenges since its inception;
- Challenges similar with those experienced by other MDIs in the region and beyond;
- Most of these challenges relate to the imperative of these MDIs to serve as Agents of change and innovation to champion public service delivery;
- The re-positioning of these government-training institutes has been the focus of study of various scholars and international organizations such as the Commonwealth and the United Nations (Maritz, 2018; CAPAM, 2005; Ayeni,n.d., Rosenbaum, 2007, Fraser-Moleketi, 2009).
- Scholarly works in the field have illustrated that a ‘one-size-fits all’ approach is to be avoided, given the various contexts (Fraser-Moleketi, 2009).

NIPAM's Mandate

- NIPAM established through an Act of Parliament, NIPAM Act, 2010 (Act 10 of 2010)
- Defined as a public sector institute for training, operational research, capacity evaluation and consultancy;
- Established provide a comprehensive integrated, dedicated training provider to equip and transform public servants in their roles of policy formulation, implementation, monitoring and evaluation;
- Plays a prominent role in building capacities throughout the central Government, Regional and Local Authorities; and
- Infuse a new culture of whole-Government thinking across all public sector institutions, including Public Enterprises (Office of the Prime Minister, 2009).

NIPAM's Vision and Mission

- Key words in NIPAM's Vision and Mission: the Institute aims to achieve the following:
 - A unified public service of Namibia;
 - A common sense of purpose;
 - Values and traditions of the public service which promote people's welfare;
 - Development of a new generation of holistic managers with capacity to manage public policies, strategies and projects in dynamic and complex environment;
 - Help public servants develop cooperative relationships at all levels of the public service

NIPAM's Operational Philosophy

To deliver and offer courses that expose public servants to concepts, methods, tools and approaches that enhance creativity, innovation, efficiency, effectiveness and accountability

This philosophy underpins all courses offered at the institution, namely:

- Foundation Programme;
- Supervisory Development Programme;
- Middle Management Development Programme;
- Senior Management Development Programme; and
- Executive Development Programme

Comparison of three MDIs on the African Continent

National Institute of Public Administration (NIPA), Zambia:

- Established in 1963 and relaunched in 1998 as a semi-autonomous public institution;
- Its major institutional shift brought challenges around its operational and business strategy;
- Lost its monopoly as a Government's dedicated training provider when other players came into the market;
- Now competes with other institutions in consultancies and research services;
- In order to remain competitive, the Institute had to invest its financial and other resources into marketing (NIPA, 2019)
- Its current efficacy in promoting policy research and monitoring still needs to be validated (NIPA, 2019)
- In 2018, Zambia scored 52.7 on Mo Ibrahim Index on Human Development
- Zambia was ranked number 18 of 54 African Countries with its governance score of 56.2 in 2018; ranking of 64.9 places Zambia as relatively safe and secure country to live in, 57.5 in public participation, 48.0 on sustainable economic development and 52.7 regarding Human Development (Ibrahim Index of African Governance, 2019).
- Much needs to be done on human development sector

Comparison of three MDIs on the African Continent

Zimbabwe Institute of Public Administration and Management (ZIPAM)

- Established as Government Department in 1984 and transformed into a public enterprise in 1990 (ZIPAM Act, 31 of 1990) with a mandate to provide training courses in public administration and management to public and private sectors
- Expenditure dominated by the wage bill, which in 2016 accounted for over 97 % of revenue and 70% of total expenditure during the same period;
- Service delivery related to transport, water, education and health care have been highlighted as far from being satisfactory
- Zimbabwe takes up number 39 of 54 in rank and scoring 44.7 in 2018. The scores of 46.7 on safety and security, 42.3 on public participation and human rights, 37.0 on sustainable economic development and 52.7 on Human Development (Ibrahim Index of African Governance, 2019).
- These figures shows that much needs to be done overall.

Comparison of three MDIs on the African Continent

Ghana Institute of Management and Public Administration (GIMPA)

- Established in 1961 as a joint Ghana Government/UN Special Fund Project
- To train public servants with administrative and professional competence
- Was transformed in 1999 into a self-financing entity and today runs as a private institution which is self sustaining
- It remains competitive despite stiff competition from similar institutions in Ghana
- Currently has elevated its role into a top institute in Africa offering credible executive Masters programmes in business administration and management, including PHDs (GIMPA, 2019).
- Compared to others, Ghana ranks number six among the top ten out of 54 African Countries in terms of its overall governance score of 68.1 in 2018; a 70.7 score on safety and security, 73.0 in public participation, 58.6 in terms of sustainable economic development and 60.9 in terms of its Human Development Index (Mo Ibrahim Index of African Governance, 2019).
- Success story

The Namibian Case-Lessons learned

Despite the Namibian Government's commitment towards capacity development in the public sector, challenges still remain:

- Financial constraints drive NIPAM away from focusing on its core mandate; Competition from other institutions such as Universities in funding and training curricula makes the desired training outputs a moving target;
- While the training programmes remain relevant, they are a once event and cannot allow participants to pursue further training towards higher qualifications;
- There is a need for an efficient funding model for NIPAM; and
- NIPAM has been facing the challenge training attendance which is seen as a once-off event rather than an on-going part of capacity development and talent management process.

The Namibian Case-Lessons learned...cont..

- Nipam has faced constant challenge of institutional sustainability and staff turn over, particularly at executive and senior management levels, including the technical staff;
- Like all other MDIs, this phenomenon has made it difficult to sustain growth while managing change simultaneously;
- A similar trend which other MDIs have also been experiencing is to retain seasoned academics, especially those with experience in the public sector;
- In 2018 Namibia obtained the score of 68.8 comprised of 77.1 in terms of safety and rule of law, 74.9 in terms of participation and human rights and 59.4 in terms of sustainable economic development, human development index carries a score of 63.0 (Ibrahim Index of African Governance, 2019)
- This calls for concerned efforts to improve good governance and accountability in the public service delivery systems (Bertelmans Stiftung, 2019).

Recommendations

- Introduce and implement a learning and growth culture and mind-set for the Public Sector by highlighting the role of training and development;
- Developing and implementing an integrated policy framework aligned to the broader human resource and talent management strategy of the public service;
- Introducing mandatory training hours per level to ensure that incumbents meet the probation requirements on merit;
- Developing responsive, current curricula based on annual training needs, best practices and while embedding experiential learning at individual and organizational levels;

Recommendations..Cont....

- Collaborating with other public sector organizations in doing more with less, and in doing so, introduce a whole-government thinking approach towards doing government business;
- Embedding integrity and professionalism, while gauging continuity, competence and commitment in appointing the executive leadership of the MDIs; and
- Providing incentives and rewarding innovation in view of improved government performance.

CONCLUSION

Given the common Africa Vision (Agenda 2063, “The Africa we want”, the following questions are imperative, as we reposition our MDIs:

- Where do we want to be by 2063, in terms of governance, transformation, innovation and improved service delivery?
- Will accreditation and higher qualifications of MDIs add more value to improved governance and service delivery?
- What is the role of training in achieving agenda 2063?
- How can MDIs collectively and individually work towards meeting the aspirations of Agenda 2063?
- If Jesus’12 Disciples were able to do religious work for him to the whole world, how can this group of 600 trainers fail to take South Africa to prosperity by 2063?
- Moses was said to be a Great Leader of his time. He took his people from the land of the suffering to the promised land of milk and honey. Why can’t this group of 600 trainers become the Moses of our time?