



**NIPAM**  
NAMIBIA INSTITUTE OF PUBLIC  
ADMINISTRATION AND MANAGEMENT

**NQF LEVEL 8**

*For EDs, CEOs and CROs*

**POSTGRADUATE CERTIFICATE IN  
PUBLIC SECTOR MANAGEMENT**





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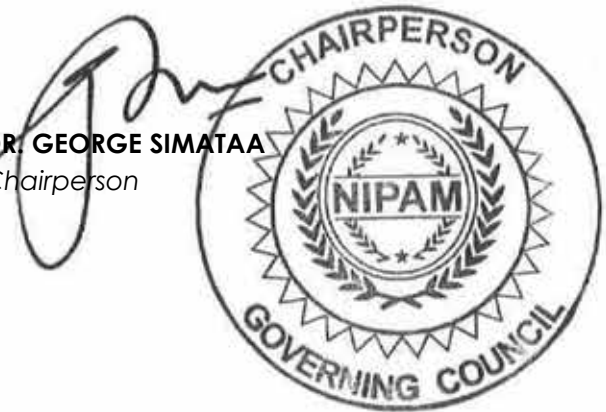
# FOREWORD

The importance of public service in socio-economic development is well documented in developmental discourses. The public servants, inter alia, has to ensure an efficient, effective, accountable and transparent service delivery system meeting the needs of the citizens.

This qualification results from an exhaustive exercise that includes in-depth research, stakeholders consultations and international collaboration. The qualification outcomes are in synergy with the achievement of national documents such as Vision 2030, Harambee Prosperity Plan II, etc.

Clerical Call is to the Leadership and Management of the four segments of the governments, i.e. Central Ministries, Regional Councils, Local Authorities and Public Enterprises, to enrol in these courses for the transformation of the public sector.

**DR. GEORGE SIMATAA**  
*Chairperson*



# PART A: PROGRAMME SPECIFICATION

## 1. Purpose of the Programme

The Postgraduate Certificate in Public Sector Management programme is designed to build stronger capabilities in strategic thinking, innovation and problem solving and is underpinned by powerful, theoretical, practical tools and frameworks for applications in the public sector. It is intended to strengthen the capacity of senior executive officials (e.g. Executive Directors, Chief Executive Officers, Chief Regional Officers, Deputy Executive Directors, Managing Directors, Chief Operational Officers and General Managers) in the public and private sectors who are responsible for strategic public leadership, with a focus on national, regional and international policy imperatives. In the same vein, the programme seeks to provide a wonderful opportunity for networking and building relationships that will be mutually beneficial after the training has ended. In addition, the programme will assist executive managers in self-reflection as well as aid in preparation for further learning, training opportunities and career opportunities while at the same time developing knowledge, skills and abilities required for leadership of the public sector.

## 2. Rationale of the Programme

The Namibian Institute of Public Administration and Management (NIPAM) was established by the NIPAM Act, No. 10 of 2010, 5(a) to systematise capacity building interventions and to function as a dedicated training and development institution for the unified Public Service in Namibia. In terms of sections 5(d) and (e) of the same Act, NIPAM's training is expected to:

- develop a new generation of holistic managers with the capacity to manage public policies, strategies and projects in a dynamic and complex environment; and
- enable public servants to acquire analytical, creative, advisory, administrative and other skills and knowledge necessary to formulate and execute policies and directives, respond to change, including changes in the social, cultural, racial and linguistic character of the Namibian society, and implement government programmes, resources and services efficiently, effectively, sustainably and equitably.

The development of this programme thereof is in line with and fulfils section 5(b) of the NIPAM Act, No. 10 of 2010, with regard to the provision of training and to conduct examinations or tests as may be necessary as a qualification for the appointment, promotion or transfer of persons in or to the Public Service and achieve the targets of the national development agenda (Vision 2030, SDGs, NDPs and HPPs).

## 3. Evidence of Demand/National Support

In May 2015, the Secretary to Cabinet requested NIPAM to source a suitable learning Programme or course for Executive Directors, formally Permanent Secretaries. As a result, a once-off training was conducted in collaboration with the Business School of the Wits University. However, not all of them had the opportunity to attend and complete the course. Further, the Government of the Republic of Namibia, after a thorough consultative process with a number of stakeholders and through the Training Needs Analysis conducted in the public sector, produced a Generic Public Service Competency Framework (2013), which provides competencies required at different levels in the public sector. Importantly, the findings of the Citizen Satisfaction Survey Report (2017) conducted by the Office of the Prime Minister (OPM) confirmed that there is a need to develop leadership and management competencies to address service delivery across the public sector. Hence, a need to develop a Namibian owned study programme for senior executive officials in the public sectors, which will continuously be available at NIPAM.

## 4. NQF Level of Qualification

The Qualification is at level 8.

## 5. NQF Credits of Qualification

The Qualification has 80 credits.

## 6. Exit Qualification Outcomes

On successful completion, holders of this Certificate should be able to:

- Appraise governance across the public sector for effective and efficient service delivery and within the context of the principles of governance as enshrined in the Constitution of the Republic of Namibia;
- Evaluate global and national economic policy frameworks and strategies with a view to formulating sustainable policies and programmes that contribute towards national economic development;
- Provides leadership and direction in strategy formulation, execution and innovation to ensure organisational success; and
- Devise financial policy and strategies for prudent financial management in the public sector, which contributes toward the realization of the national development agenda.

## 7. Criteria for Admission

Admission to this Postgraduate Certificate is determined by the grading and position an applicant holds in the public and private sectors. Prospective applicants should be senior executive officials appointed at or equivalent levels of Executive Director, Deputy Executive Director, General Manager and Chief Operation Officer in the public and private sectors. In addition, an applicant should hold a minimum qualification at NQF level 7.

## 8. Articulation Options

This qualification may articulate horizontally or vertically to a related qualifications, and trainees may gain credit for relevant modules passed for credit recognition in other institutions. Furthermore, credits from other established systems might be recognised, but not more than 50% will be allowed.

## 9. Mode of Delivery

This programme will be delivered through different methods, namely: a blended learning/hybrid learning journey and consists of four core modules that will be offered over four quarters of the financial year.

## 10. Requirements for Qualification Award

The Postgraduate Certificate is awarded to a trainee who has successfully met the requirements

of the four compulsory modules that are credited with a minimum of 80 credits.

## 11. Assessment Arrangements and Strategies

The modules will be assessed through formative and summative activities. The formative assessment contributes 60% and summative activities 40% of the final grade. A trainee must score at least 50% in each of the modules in order to be awarded the qualification. Furthermore, a trainee who could not obtain an overall score of 50% in each of the modules will be given a second opportunity to redo the assessment activity with the support of the assigned module's facilitator(s).

## 12. Quality Assurance Arrangements

Commitment is made to ensure that the modules under this qualification remain relevant and provide trainees with a high-quality teaching and learning experience. Therefore, quality for this qualification will be assured through:

- Accreditation and registration (of the qualification) on the National Qualifications Framework (NQF) by the Namibia Qualifications Authority (NQA);
- Engagement with relevant stakeholders from the public sector in regular reviewing of the qualification;
- Benchmarking and regular review of policies, curriculums, delivery strategies and assessments;
- NIPAM will use qualified facilitators at all times;
- Regular monitoring of facilitators' activities and staff development by the Head of Training;
- Trainees' will be required to complete evaluation forms for each module studied regularly; and
- Moderation of both formative and summative activities will be guided by NIPAM internal academic policies.

## 13. Career Opportunities

In terms of career possibilities, trainees who have completed this programme will be in an advantageous position to apply for promotion and horizontal transfer in terms of commensurate roles within the public sector.

## 14. Summary Table for all Modules in the programme

Module Title	Module Code	Compulsory Or Elective	NQF Level	NQF Credits
Public Governance for Quality Service Delivery	PGQSD	Compulsory	8	20
Global and National Economic Development	GNED	Compulsory	8	20
Public Sector Leadership and Organisation Development	PSLOD	Compulsory	8	20
Advanced Public Financial Management	APFM	Compulsory	8	20
				<b>TOTAL CREDITS: 80</b>

# PART B: MODULE SPECIFICATIONS

<b>Module 1: Public Governance for Quality Service Delivery</b>	
<b>Notional Hours</b>	<b>200 Notional learning hours</b> Facilitation: (40 hours) Assessment: (20 hours) Self-study (directed self-learning, and self-directed learning): (140 hours)
<b>NQF Credits</b>	20
<b>Prerequisite</b>	None
<b>Compulsory/Elective</b>	Compulsory
<b>Period Offered</b>	3 Months
<b>Module Aims</b>	
This module aims to equip senior executive public officials with the relevant knowledge required to appraise and devise policies and strategies to enhance good governance across the public sector for effective and efficient service delivery.	
<b>Learning Outcomes/Specific Learning Outcomes</b>	
After completing this module, the trainee should be able to:	
<ul style="list-style-type: none"> <li>• Demonstrate deepened understanding of the governance structure in Namibia in terms of policy frameworks of central, regional and local governments and public enterprises;</li> <li>• Appraise Namibia's governance in relation to the principles of good governance and other international standards;</li> <li>• Formulate policies and strategies to promote good corporate governance principles in the public sector;</li> <li>• Initiate improved service delivery approaches, systems and methods;</li> <li>• Develop strategies to inculcate the values and principles of Africa and Namibia Public Service Charters that contribute toward a positive public sector image; and</li> <li>• Establish a policy framework or model that supports the implementation of the Whole of Government Approach across the public sector for effective governance.</li> </ul>	
<b>Module Comprehensive Learning Outcome</b>	
<ul style="list-style-type: none"> <li>• Explore the governance concept and its relationship with efficiency in delivering quality service in the public and private sectors.</li> </ul>	
<b>Module Content</b>	
<ul style="list-style-type: none"> <li>• Sustainable Governance;</li> <li>• Governance: Concept, theories, principles and practice;</li> <li>• Governance in Namibia: Central Government; Regional and Local Governments in Namibia: legal framework, structures, agenda-setting and decentralization in a unitary state; Public Enterprise Governance in Namibia: Concept, legal framework, models, practices and lessons from successful countries;</li> <li>• Political and administrative interface;</li> <li>• Good corporate governance in the Namibian public sector: A comparative analysis with the principles of good corporate governance and other international standards;</li> <li>• Public Sector Image: Corruption controls legal framework and strategies, Values and Principles of Africa and Namibian Public Service Charters, and lessons from successful countries;</li> <li>• Innovations in Public Service Delivery; and</li> <li>• The Whole-of-Government Approach Policy framework or model for the public sector.</li> </ul>	
<b>Methods of Facilitation of Learning</b>	
The module will be facilitated through case studies, lectures, group discussions and learning journeys and work-based projects.	



**Assessment**

This module will be assessed through formative and summative activities. The formative assessment contributes 60% and summative activities 40% of the final grade. A trainee must score at least 50% to pass the module. Furthermore, a trainee who could not obtain an overall score of 50% in the modules will be given a second opportunity to re-do the assessment activity with the support of the assigned module's facilitator(s).

**Quality Assurance Arrangements**

This module will be delivered, assessed and moderated by qualified and competent facilitators, assessors and moderators. NIPAM will ensure that it complies with its internal quality management system and that of the accrediting body at all times.

**Learning Resources**

- Acemoglu & Robinson. (2016). Path to Inclusive Political Institutions. Harris School of Public Policy.
- African Union. (2011). African Charter on Values and Principles of Public Service and Administration. African Union Commission. Addis Ababa, Ethiopia.
- African Union. (2015). Agenda 2063: The Africa we want. African Union Commission. Addis Ababa, Ethiopia.
- OECD. (2011). Divided we stand: Why Inequality Keeps Rising. Paris: OECD.
- OECD. (2012). Perspectives on Global Development 2012. Social cohesion in a shifting world. Paris: OECD.
- Piketty, T. (2014). Capital in the Twenty-first Century. Boston: Harvard University Press.
- Republic of Namibia. (1990). The Constitution of the Republic of Namibia as amended. Windhoek, Namibia.
- Republic of Namibia. (2004). Vision 2030. Windhoek, Namibia.
- Republic of Namibia. (2012). The Namibia Public Service Charter. Office of the Prime Minister. Windhoek, Namibia.
- Republic of Namibia. (2016). The Harambee Prosperity Plan. Windhoek, Namibia.
- Republic of Namibia. National Development Plans (NDPs).
- Rotberg, R. (2003). The failure and collapse of Nation-States. Princeton: Princeton University Press.
- The Corporate Governance Code for Namibia. (2014).
- UNDP. Human Development Reports. New York: UNDP.

## Module 2: Global and National Economic Development

<b>Notional Hours</b>	<b>200 Notional learning hours</b> Facilitation: (40 hours) Assessment: (20 hours) Self-study (directed self-learning, and self-directed learning): (140 hours)
<b>NQF Credits</b>	20
<b>Prerequisite</b>	None
<b>Compulsory/Elective</b>	Compulsory
<b>Period Offered</b>	3 Months

**Module Aims**

This module aims to equip senior executive officials in the public sector with the required competencies to evaluate the national economic framework and strategies with a view to formulate sustainable policies and programmes that contribute toward social and economic development in Namibia. The module also places an emphasis on globalisation and how processes of greater socio-economic integration across the world affect the distribution of economic development activity and the reshaping of structures in the public sector.

### **Learning Outcomes/Specific Learning Outcomes**

After completing this module, trainees should be able to:

- Demonstrate understanding of various advanced research methods and techniques that relates to economic policy development;
- Analyses economic transformation journeys of world economic leading countries;
- Appraise the Namibian social and economic policy framework and strategies with that of the world economic leading countries;
- Apply scenario planning approach for national policy decisions and strategies that contribute toward social and economic development;
- Evaluate the effectiveness of the national M&E policy framework and practices;
- Create policies, strategies and models that advance local economic growth and position Namibia as a player in the global economy; and
- Monitor and evaluate policy framework and practices for evidence decision making.

### **Module Comprehensive Learning Outcome**

- Examine the concept of globalisation and how processes of greater socio-economic integration across the world affect the distribution of economic development activity and reshaping of structures in the public sector.

### **Module Content**

- Economic Development: Concepts, theories and practices;
- Advanced research methods and techniques for economic policy development;
- Economic transformation journeys of world economic leading countries (Policy framework and governance structures, political systems, education systems (human capital policies and strategies), public sector culture or mindsets, leadership styles at political and administrative levels);
- Namibian social and economic development: Analysis of Policy Imperatives and strategies (e.g. Local economic development policy framework, Youth Economic Empowerment Programme, SME Development Strategy, Infant Industry Protection Policy, PPP, Namibian Foreign Direct Investment policy and strategy, National Policy on Knowledge Transfer and strategies, Vocational Education and Training Policy);
- Namibian economic transformation journey: A comparative analysis with world-leading economic countries (globalisation);
- Namibian social and economic development model for sustainable development (considering lessons from leading world economic countries and Namibian Policy Imperatives and Strategies);
- Scenario planning approach (for policy decision and strategies); and
- Monitoring and evaluation policy framework and practices for evidence decision making (including integrated planning and reporting).

### **Methods of Facilitation of Learning**

The module will be facilitated through case studies, lectures, group discussions and learning journeys and work-based projects.

### **Assessment**

This module will be assessed through formative and summative activities. The formative assessment contributes 60% and summative activities 40% of the final grade. A trainee must score at least 50% to pass the module. Furthermore, a trainee who could not obtain an overall score of 50% in the modules will be given a second opportunity to re-do the assessment activity with the support of the assigned module's facilitator(s).

### **Quality Assurance Arrangements**

This module will be delivered, assessed and moderated by qualified and competent facilitators, assessors and moderators. NIPAM will ensure that it complies with its internal quality management system and that of the accrediting body at all times.

### Learning Resources

- Charles, A. (2019). Monetary policy and bank lending in developing countries: Loan applications, rates, and real effects. *Journal of Development Economic*. Vol. 139. pp. 189-202.
- John, W. McArthur. (2017). Fertilizing growth: Agricultural inputs and their effects in economic development. *Journal of Development Economics*. Vol, 127. Pp. 135-152.
- Republic of Namibia. (1990). *The Constitution of the Republic of Namibia as amended*. Windhoek, Namibia.
- Republic of Namibia. (2004). *Vision 2030*. Windhoek, Namibia.
- Republic of Namibia. (2016). *The Harambee Prosperity Plan (2016-2020)*. Windhoek, Namibia.
- Republic of Namibia. *National Development Plans (NDPs)*. Windhoek, Namibia.
- Salami, A. 2020. Indicators and Indices of development. *Journal of Development Economics*. Pp. 501-529.
- Stieglitz, J. (2002). *Globalization and its Discontents*. W.W. Norton & Company. N.Y.
- *The Top Ten Distinctions Between Millionaires and the Middle Class* - Keith Cameron Smith.
- Wenyi, S. (2018). Government spending effects in low-income countries. *Journal of Development Economic*. Vol. 139. Pp.201-219.
- World Economic Forum. *The Inclusive Growth and Development Report 2017*.

### Module 3: Public Sector Leadership and Organisational Development

<b>Notional Hours</b>	<b>200 Notional learning hours</b> Facilitation: (40 hours) Assessment: (20 hours) Self-study (directed self-learning, and self-directed learning): (140 hours)
<b>NQF Credits</b>	20
<b>Prerequisite</b>	None
<b>Compulsory/Elective</b>	Compulsory
<b>Period Offered</b>	3 Months

#### Module Aims

The leadership and organisational development module is primarily designed for trainees to adopt a systematic understanding of the principles, characteristics of a good public leader and what is required by leaders to attune and align institutions to the ever-changing global changes. The module is intended for senior executive officials in the public sector and aims to provide them with knowledge and understanding of the importance of leadership in formulation, execution and innovations strategies (policies, systems and processes) in order to contribute toward organisational success.

#### Learning Outcomes/Specific Learning Outcomes

After completing this module, trainees should be able to:

- Appraise public leadership and organisational development in the Namibian public sector;
- Apply effective leadership in developing and executing strategies and innovation to ensure organisational success;
- Explain the new realities facing public institutions today and how such institutions need to develop to become adaptive to change;
- Examine the implementation of the principles of good public leadership across the public sector;
- Apply organisational development theories, methods and practices to ensure quality service delivery across the public sector;
- Analyse the effectiveness of change management and problem-solving in the public sector;
- Evaluate, implement and maintain performance management processes;
- Identify the developmental needs of employees in varying public sector contexts and provide opportunities for development; and
- Establish organisational systems and processes to recruit and retain high calibre employees.

### **Module Comprehensive Learning Outcome**

- Outline the significance of leadership, its relation to management and its impact on organisational development.

### **Module Content**

- Good public leadership: concepts, theories, principles and practices;
- Effective organisational leadership (different types of leadership, leadership competencies for the 21st Century public sector; and leading a learning organisation (including knowledge management));
- Organisational development: concepts, theories, methods and practices;
- Organisational performance improvements (strategy analysis and formulation, business process management, creativity and innovation, organisational performance management, organisational design, e-service, legal framework and strategies); and
- Effective organisational change management.

### **Methods of Facilitation of Learning**

The module will be facilitated through case studies, lectures, group discussions and learning journeys and work-based projects.

### **Assessment**

This module will be assessed through formative and summative activities. The formative assessment contributes 60% and summative activities 40% of the final grade. A trainee must score at least 50% to pass the module. Furthermore, a trainee who could not obtain an overall score of 50% in the modules will be given a second opportunity to re-do the assessment activity with the support of the assigned module's facilitator(s).

### **Quality Assurance Arrangements**

This module will be delivered, assessed and moderated by qualified and competent facilitators, assessors and moderators. NIPAM will ensure that it complies with its internal quality management system and that of the accrediting body at all times.

### **Learning Resources**

- Bessant, J. (2010). Beyond Light Bulbs and Pipelines: Leading and Nurturing Innovation in the Public Sector. WordPress.com
- Blake and Mouton Leadership Grid. (2020). Leading people and producing results. Mindtools.com
- Covey, S.R. (1999). Principle-centred Leadership. New York: Simon & Schuster.
- Daft, R.L. (2014). The Leadership Experience. (7th ed.). Cengage Learning.
- Drucker, P. F. (2004). The Effective Executive: The Definitive Guide to Getting the Right Things Done. Harvard Business Review.
- Goleman, D. (2004). What Makes a Leader. Harvard Business Review. Vol. 82, no. 1, pp. 82-91.
- Heifetz, R. & Laurie, D.L. (1997). The Work of Leadership. Harvard Business Review. Vol. 77, no, pp 124-134.
- Kennedy School of Government. (2003). Conversation of Leadership (Public Leadership). Harvard Business Press.
- Lafley, A.G. (2009). What only the CEO can do. Harvard Business Review.
- OECD. (2020). Recommendations of Public Service Leadership and Capability.
- Ohmae, K. (1991). Managing in a borderless world. Harvard Business Review.
- Republic of Namibia. (2011). PMS Policy. Office of the Prime Minister.
- Republic of Namibia. (2018). Business Process Management Framework. Office of the Prime Minister.
- Tibane, J. (2013). Master Your Thoughts: Transform Your Life – Thinking Styles and Practices to Achieve Ultimate Success. (6th ed.). Struck Inspirational: South Africa.
- Wiig, K. M. 2002. Application of Knowledge Management in Public Administration.
- World Economic Forum. Leadership for Sustainable Development.

## Module 4: Advanced Public Financial Management

<b>Notional Hours</b>	<b>200 Notional learning hours</b> Facilitation: (40 hours) Assessment: (20 hours) Self-study (directed self-learning, and self-directed learning): (140 hours)
<b>NQF Credits</b>	20
<b>Prerequisite</b>	None
<b>Compulsory/Elective</b>	Compulsory
<b>Period Offered</b>	3 Months

### Module Aims

The purpose of this module is to focus on the importance of prudent financial management in service delivery at strategic levels in the public sector. This module will enable trainees to examine the frameworks of financial management and the approaches to public financial sector management. It provides the trainees with strategic and evaluative insight and understanding into all spheres of government financial management, including budgeting processes, financial management protocols, allocation of funds and how these processes link into the realisation of overall service delivery objectives. This module is intended to develop competencies for senior executive officials to ensure prudent financial management in the public sector towards the realisation of national intents. In addition, this module will help senior executive officials to apply financial management concepts and numerical skills in terms of planning and reporting. In context, the knowledge acquired will enable trainees to be able to manage public financial resources as allocated in support of higher-order strategies and plans according to the existing regulatory framework.

### Learning Outcomes/Specific Learning Outcomes

After completing this module, the trainee should be able to:

- Evaluate the public sector financial management legislation and processes (the Namibian fiscal policies and budgetary framework);
- Set budget parameters for public sector institutions;
- Design and implement financial management strategies in order to ensure the effective management of public sector financial resources;
- Analyse the existing legal framework to facilitate fiscal decentralisation in the context of a unitary state;
- Apply advanced numeracy competency for public sector financial management;
- Uphold a culture of prudent financial management to improve financial control and accountability, mitigate risks, wastage and possible fraud in the public sector;
- Monitor, evaluate and enhance public sector supply chain management processes; and
- Examine critically the policies, processes and procedures related to the utilization of capital assets in public service delivery.

### Module Comprehensive Learning Outcome

- Demonstrate deepened understanding of the public sector's financial context and comply with existing and future legislation, regulations, and guidelines relating to public financial management in Namibia.

### Module Content

- Introduction to public finance;
- Public financial management: International perspective and lessons for Namibia;
- Fiscal policy, budgetary framework and challenges;
- Namibian budgetary reforms;
- Fiscal decentralisation in the context of a unitary state;
- Public expenditure management (including procurement and assets management in the public sector, financial literacy for public managers - analysis and interpretation of financial reports or statements for planning and decision making, and financial waste management);
- Public financial control legal framework (including Auditing, Public Account Committee and others);
- Asset management;
- Supply chain management;
- Financial management protocols; and
- Allocation of funds.

### Methods of Facilitation of Learning

The module will be facilitated through case studies, lectures, group discussions and learning journeys and work-based projects.

### Assessment

This module will be assessed through formative and summative activities. The formative assessment contributes 40% and summative activities 60% of the final grade. A trainee must score at least 50% to pass the module. Furthermore, a trainee who could not obtain an overall score of 50% in the modules will be given a second opportunity to re-do the assessment activity with the support of the assigned module's facilitator(s).

### Quality Assurance Arrangements

This module will be delivered, assessed and moderated by qualified and competent facilitators, assessors and moderators. NIPAM will ensure that it complies with its internal quality management system and that of the accrediting body at all times.

### Learning Resources

- Chen, W., Dollar, D. & Tang, H. (2015). Why is China investing in Africa? Evidence from the firm level.
- International Public Sector Accounting Standards.
- Republic of Namibia. Accountability Reports. Ministry of Finance.
- Republic of Namibia. National Budget Statements. Ministry of Finance.
- Republic of Namibia. National Development Plans (NDPs).
- Republic of Namibia. Public Procurement Act, 2015 (Act 15 of 2015). Windhoek, Namibia.
- Republic of Namibia. State Finance Act, 1991 (Act 31 of 1991).
- World Economic Forum. Africa Reports.
- World Economic Forum. Global Competitiveness Reports.





# NIPAM

NAMIBIA INSTITUTE OF PUBLIC  
ADMINISTRATION AND MANAGEMENT



Paul Nash Street, Olympia, Windhoek, Namibia



(+264) 61 296 4700



(+264) 61 296 4830



info@nipam.na



www.nipam.na