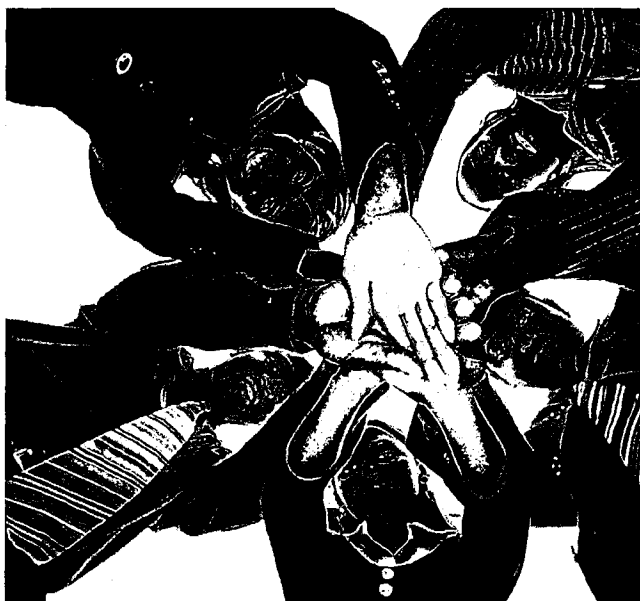




**OFFICE OF THE PRIME MINISTER**

# **Human Resources Development Policy Framework**



**For Accelerated Service Delivery in the  
Public Service of Namibia  
February 2012**

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**Foreword**

At Independence, Namibia found itself in a precarious situation due to a huge knowledge and skills deficits caused by long colonial rule that disrupted various aspects of the lives of people significantly. This legacy made it difficult for the Namibian people to take control of the changed country context and fast track development in all facets of life.

Since independence the Namibian government took major steps towards addressing previous imbalances by upholding the provisions of the constitution and put in place relevant policies and legislative frameworks.

The Namibian government embarked on a sustainable developmental road as subscribed in the constitution and has thus committed itself internationally through the adoption of the United Nations Agenda 21 principles. The initial sustainable national development processes were characterised by preparations and implementation of five year National Development Plans (NDPs) to address immediate needs.

To pursue a longer sustainable developmental process, to which each five year NDP should be aligned, the government adopted Vision 2030 as a longer term approach to build a prosperous, productive and sustainable Namibian society.

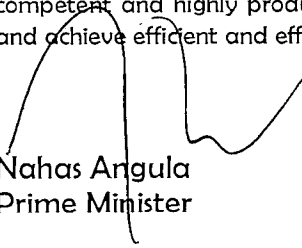
Vision 2030 envisages the Namibian people as "...well developed; prosperous, healthy and confident in an atmosphere of interpersonal harmony; peace and political stability; and as such; Namibia is a developed country to be reckoned with high achievers in community of nations.

To facilitate the implementation of broad strategies and major objectives of vision 2030, the government's collective response is crucial. Therefore the Office of the Prime Minister, which leads, supports, and coordinates government institutions in pursuit of the effective execution of government functions hereby introduces for implementation in the Public Service: a Human Resources Development (HRD) Policy Framework for Accelerated Service Delivery.

The HRD policy framework is informed by the demands of Vision 2030 in the context of the principles cherished by the Namibian nation, particularly, the principle of capacity enhancement.

The policy framework is complimenting the broad strategies of providing full and appropriate education at all levels; leveraging knowledge and technology for the benefit of people; as well as establishing and sustaining business standards of competence, productivity, ethical behaviour and high trust in the Public Service.

The HRD policy framework aims at reinforcing the government's commitment to develop diverse, competent and highly productive human resources and institutions; fully utilise human potential, and achieve efficient and effective delivery of world class public focused services.



Nahas Angula  
Prime Minister

*Human Resources Development Policy Framework For Accelerated Service Delivery  
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**Preface**

The Public Service of Namibia is experiencing acute shortages of knowledgeable and skilled human resources that hamper its ability to contribute effectively to the achievement of Vision 2030. The current status indicates shortages and, in some cases, complete lack of skilled and competent staff members.

The experiences derived from developing strategic plans for the various Government Offices, Ministries and Agencies (O/M/As) and Regional Councils (RCs), the low execution rate of the budgets allocated for capital projects and the perceived low quality of the general public services indicate that there is a need for appropriate strategies to strengthen the human resources capacity in Government.

To facilitate this process, in line with other reform programmes, the Human Resources Development (HRD) Policy Framework for Accelerated Service Delivery has been devised to provide a solid regulatory structure that will enable OMAs/RCs and empower Managers to formulate sustainable HRD strategies and develop capacities in a focused and consistent manner towards achieving Vision 2030.

The HRD Policy Framework therefore, calls for identification of required competencies in order to function efficiently and effectively. Prioritisation of job-related competencies needs to form the basis of HRD Plans that are clearly linked to OMAs'/RCs' Strategic, Annual Plans and Performance Agreements, thus significantly contributing to the realisation of National Development Plans and Vision 2030.

It is henceforth expected that the leadership of the Public Service in various capacities and categories and the entire rank and file of the Public Service and other stakeholders and role players buy-in in these efforts and play their specific roles as outlined in this policy framework.

It is only by being true to the task that this policy would bring a meaningful paradigm shift within ourselves.



**Frans Kapofi**  
**Secretary to Cabinet**

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**Policy Framework details**

Title	Public Service Human Resources Development Policy Framework	Policy code and number	15/1/P
Purpose	To regulate the function of human resources development in Government Offices, Ministries and Agencies (O/M/As) in order to accelerate service delivery in the Public Service of Namibia, thus supporting the attraction and recruitment of staff to the Public Service, developing, nurturing and utilising talent, and retaining excellent performers		
Objectives	<ul style="list-style-type: none"> <li>a. To provide a framework within which to foster a working environment where staff members learn and develop the skills and competencies which enable them to maximise their performance, commitment and contribution to the aims and objectives of the organisation for which they work, namely the Public Service of Namibia and its substructures (O/M/As, Regional Councils, etc.)</li> <li>b. To promote fairness in the management and administration of training and development opportunities</li> <li>c. To ensure a return on the investment of resources devoted to training and development activities in the Public Service of Namibia</li> <li>d. To encourage the increased use of non-conventional training and development tools and techniques, as well as 'out-of-the-box' thinking in the Public Service</li> </ul>		
Persons affected	All public servants employed in terms of the Public Service Act, 1995 [Act No. 13 of 1995], and all staff members appointed in terms of the Regional Councils Act, 1992 [Act No. 21 of 1992]		
Related documents	<ul style="list-style-type: none"> <li>a. Public Service Act, 1995 [Act No. 13 of 1995]</li> <li>b. Regulations issued in terms of the Public Service Act</li> <li>c. Public Service Staff Rules</li> <li>d. Namibia Institute for Public Administration and Management Act, 2010 (No. 10 of 2010)</li> <li>e. Personnel Administrative Measures</li> <li>f. Vocation and Education Act, 2008 (No. 1 of 2008)</li> <li>g. Namibia Qualifications Authority Act, 1996 (No. 29 of 1996)</li> <li>h. Namibia Library and Information Service Act, 2000 (No. 4 of 2000)</li> <li>i. Performance Management System Principles and Framework Document</li> <li>j. Performance Management Policy for the Public Service of Namibia</li> <li>k. Vision 2030</li> <li>l. National Development Plans</li> </ul>		
Implementation date	01 June 2012		
Approved by	Nahas Angula Right Honourable Prime Minister	Approval date	16 May 2012
Revision date	May 2017		
O/M/A or Officer responsible	Directorate of Human Resources Planning and Development, Department of Public Service Management, Office of the Prime Minister		
Body of Policy Framework	<ul style="list-style-type: none"> <li>a. Introduction</li> <li>b. Policy statement</li> <li>c. Institutional framework for policy management</li> <li>d. Human resources development planning</li> <li>e. Training and development programmes</li> <li>f. Funding for training and development</li> <li>g. Monitoring and evaluation</li> <li>h. Management of the training and development function</li> <li>i. Monitoring and evaluation of training interventions</li> <li>j. Guidelines and procedures: Human resources training and development planning</li> </ul>		

**List of abbreviations**

HRD:	Human Resources Development
HRPD:	Human Resources Planning and Development
HRDMIS:	Human Resources Development Management Information System
HRDPF:	Human Resources Development Partnership Forum
IHRDP:	Institutional Human Resources Development Plan
LA:	Local Authority
ME:	Ministry of Education
MF:	Ministry of Finance
MD:	Ministry of Defence
MFA:	Ministry of Foreign Affairs
M&E:	Monitoring and Evaluation
MFMR:	Ministry of Fisheries and Marine Resources
MOLSW:	Ministry of Labour and Social Welfare
MSS:	Ministry of Safety and Security
NDP:	National Development Plan
NHRDP:	National Human Resources Development Plan
NIPAM:	Namibia Institute of Public Administration and Management
NPC:	National Planning Commission
NQA:	Namibia Qualifications Authority
NSCB:	National Strategic Capacity-building
NTA:	Namibia Training Authority
OD:	Organisational development
O/M/A:	Office, Ministry or Agency
OPM:	Office of the Prime Minister
PAS:	Performance Appraisal System
PDP:	Personal Development Plan
PMS:	Performance Management System
PSC:	Public Service Commission
RC:	Regional Council
TNA:	Training Needs Assessment
T&D:	Training and Development
WASCOM:	Wages and Salaries Commission

# Chapter 1

## INTRODUCTION

### 1.1 The new Human Resources Development Framework

This Human Resources Development Policy Framework for Accelerated Service Delivery in the Public Service of Namibia – referred to as *Policy Framework* from here on – is based on the need to meet the demands of Namibia's Vision 2030, which states that:

... our people are the most important resource of the country; therefore, we consider investing in people and our institutions to be a crucial precondition for the desired social and economic transformation.

The development of the Namibian Public Service, as an institution that is instrumental in leading this social and economic development, is founded on this premise.

The Government regards staff Training and Development (T&D) as a vital component of creating knowledge; skills, and right attitudes that enables staff members to fulfil the demands of their respective roles within the organisation.

The current Policy Framework thrust seeks to uplift knowledge; skills, and right attitudes at every level of Government Offices Ministries Agencies (O/M/As) and Regional Councils (RCs), so that staff members are empowered to participate in the wider economy.

### 1.2 Background

Public Service reforms are aimed at improving Public Sector performance and service delivery. Such reforms support the Government's strategy to achieve the economic liberation of Namibia as articulated in Vision 2030. These efforts, in turn, aim to create a fair society that can accommodate the aspirations of every Namibian, irrespective of his or her gender, social class, race and ethnic origin.

In 1990, the Public Service Act, 1980 [No. 2 of 1980], which was one of the legal instruments in human resources management and development before Namibia's independence in 1990, was amended by the Public Service Amendment Act, 1990 [No. 24 of 1990]. This was followed by the enactment of the Public Service Act, 1995 [No. 13 of 1995].

In 1996, a new system of managing civil servants' performance, known as the Performance Appraisal System (PAS), was introduced as a result of the recommendations of the Wages and Salaries Commission (WASCOM). However, the implementation of the PAS was suspended in 1998 owing to a lack of proper implementation guidelines. The Office of the Prime Minister (OPM) was then directed to develop an appropriate Performance Management System (PMS).

Still in 1998, the OPM, assisted by the United Kingdom Centre for Public Service Management conducted a training needs analysis amongst Senior Management across the Public Service. One of the recommendations of this analysis was for a PMS to be introduced, so that performance in the Public Service could be managed.

Furthermore, the Government created the Namibia Institute of Public Administration and Management (NIPAM), which will serve as the main entity for the T&D of public servants.

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Previously, these tasks were guided by the following policies and pieces of legislation:

- a. The Public Service Amendment Act
- b. The Training Policy of the Public Service of Namibia of 1990
- c. The 1995 Public Service Act, and
- d. The Training Policy of the Public Service of Namibia of 1995.

Over the past 15 to 21 years, it has become apparent that individual Public Service institutions have interpreted these policies and laws in a variety of ways. These varied interpretations have led to ambiguities in the delivery of T&D.

When management of the training function in the Public Service in relation to these principles was reviewed in 1999, the need to reform human resources management and development practices became evident. For example, at policy level, how training was to be classified was not clearly defined, i.e. whether it was generic, or would lead to qualifications required by specific vocational disciplines. This was one of the ambiguities that led to disparities in the provision of T&D to Public Servants.

At the strategic level, T&D in O/M/As and RCs was not effectively integrated with other important processes such as strategic planning, the Public Service's business process re-engineering planning, medium-term planning, national development planning, or Vision 2030 planning, and did not always follow the principles of the Namibian Public Service Charter.

In the management realm, T&D was largely supply-driven rather than demand-led, and did not reflect the competency development needs of O/M/As and RCs and of their staff members. This Policy Framework, therefore, seeks to put a mechanism in place that will ensure the appropriate competencies are developed in every O/M/A and RC.

At the operational level, training practices largely followed traditional frameworks where training was based solely on course-based learning, rather than on a combination of course-and work-based learning and other experiential activities such as projects, attachments, mentoring, and coaching.

The strategic thrust of this Policy Framework, therefore, is performance T&D for accelerated service delivery, with the aim of achieving Vision 2030 in line with the principles of the Namibian Public Service Charter.

In addition, because T&D decisions were centralised, it stifled active participation by supervisors and staff members at the operational level when it came to supporting T&D initiatives. This made coordination a source of concern for many stakeholders. Hence, the strategic aspiration of this Policy Framework is to work with O/M/As and RCs as strategic partners to drive the T&D agenda.



## **Chapter 2**

### **POLICY STATEMENT**

#### **2.1. Purpose of the Policy Framework**

The purpose of this Policy Framework is to –

- a. Regulate the function of Human Resources Development (HRD) in O/M/As and RCs in order to accelerate service delivery in the Civil Service
- b. Support the attraction and recruitment of staff to the Civil Service, and Develop, nurture and utilise talent optimally.

#### **2.2. Policy Framework Objectives**

- a. To provide for a framework that fosters a working environment in which staff members learn and develop the knowledge, skills, and right attitudes, which enables them to maximise their performance, commitment, and contribution to the aims and objectives of the organisation for which they work, namely the Public Service.
- b. To promote fairness in the management and administration of T&D opportunities.
- c. To ensure a positive return on the investment of resources into T&D activities in the Public Service.
- d. To encourage the increased use of non-conventional T&D tools and techniques as well as 'out-of-the-box' thinking in the Public Service.

#### **2.3. Scope of the Policy Framework**

- a. This Policy Framework is applicable to all staff members employed in terms of the Public Service Act, 1995 [No. 13 of 1995]; staff members appointed in terms of the Regional Councils Act, 1992 [No. 21 of 1992] and staff members on part-time, temporary or short-term contracts and tenure, within the definitions of the Public Service Act, 1995 [No. 13 of 1995] but it excludes experts contracted as consultants. The uniformed services may apply this Policy Framework as it may fit with the subscription of their different Acts, Policies and circumstances.
- b. In the interest of medium - and long-term national strategic capacity-building for Namibia, anyone outside the Public Service who wishes to become an intern or access a practical attachment to a specific function in an O/M/A or RC in order to gain working experience is permitted to do so in accordance with the Framework for student internship in the Public Service of Namibia.
- c. The principle underlying the scope of this Policy Framework is that it applies to all staff members, irrespective of their age, gender, disability, ethnic background, race, religion or health status, taking into account their ability to successfully cope with the work or position concerned.
- d. The T&D of human resources in the context of this Policy Framework involves growing the competence and capacity to perform amongst existing employees and, where necessary and appropriate, accessing already qualified persons from outside and integrating them into the Public Service through internships and learnership programmes.

## 2.4. Guiding Principles

The following principles guide the letter and spirit of this Policy Framework and its implementation:

- a. **Overall responsibility:** All O/M/As and RCs are responsible for developing their own short- and long-term plans, and for identifying and realising their staff's developmental needs.
- b. **Regular needs assessment:** A Training Needs Assessment (TNA) identifies development needs at the individual and organisational level, and takes into account data gathered through the PMS.
- c. **A demand-driven approach:** This approach responds to the competency development needs of O/M/As or RCs and their staff members after a careful analysis of competency gaps at individual and organisational levels. T&D is based on the identified training needs of both individual public servants and the respective O/M/As and RCs they serve.
- d. **Proof of acquisition of knowledge, skills and right attitude:** All staff members are expected to demonstrate and share knowledge after training and development in a systematic measurable manner coordinated by the Training Officer.
- e. **Transparency:** All staff members are entitled to be made aware of T&D opportunities, and all decisions concerning T&D need to be fair and transparent.
- f. **Responsible management:** Managers at all levels are responsible and accountable for identifying the training and development needs of their staff, and for supporting the development of a Culture of Learning across the board.
- g. **Service learning:** This will be complemented with systematic on-the-job training.
- h. **Individual accountability:** Staff members shall assume responsibility for their own development by participating in planned activities to identify learning and development opportunities, and by responding proactively within the ambits of the completed TNA.
- i. **Mandatory Induction and Orientation:** All newly appointed, promoted, transferred and seconded staff members shall undergo through an appropriate induction and orientation as subscribed in the Public Service Induction and Orientation Framework. Other mandatory courses will be developed by NIPAM and OMAs/RCs as per their unique needs.
- j. **Equal opportunities:** All staff members are entitled to fair and equal opportunities for learning and growth in order to improve their performance.
- k. **Connected to broader processes:** Human Resources T&D are systemically and intrinsically linked to broader processes such as human resources planning, strategic planning, service delivery, and change and budget planning, to ensure that T&D interventions proactively support the improved performance of the Public Service to accelerate service delivery.
- l. **Regular monitoring and evaluation:** Human resources T&D interventions are monitored and evaluated regularly to ensure they remain adequate, relevant, and effective, and that they have impact and provide value for money. This includes evaluating the impact of all T&D activities.
- m. **Regular auditing:** O/M/As and RCs' human resources T&D activities are subject to an annual compliance audit by internal auditors to ensure that consistency and efficiency are maintained. Within four years of the Policy Framework's implementation, its impact will be audited in order to assess its effectiveness. The Policy Framework will then be reviewed, taking into account any changes recommended by the audit findings.

- n. **Develop a network of expertise:** Each O/M/A and RC is obliged to develop a network of expertise among its staff members which can be called upon to facilitate training in their respective fields of expertise within the Public Service when such service is required and negotiated. Examples are technical experts in sectoral disciplines such as finance, stock taking, management, planning and health.

## *Chapter 3*

### INSTITUTIONAL FRAMEWORK FOR POLICY MANAGEMENT

#### 3.1. LEGAL STATUS

3.1.1. The HRD Policy Framework for Accelerated Public Service Delivery in the Public Service of Namibia is recommended by the Public Service Commission of Namibia and approved by the Prime Minister of the Republic of Namibia for implementation in the Public Service of Namibia in terms of:

- a. Section 5 (2)(k) read together with Section 5(3) of the Public Service Act, 1995 [Act No. 13 of 1995] and;
- b. Section 35 of the Public Service Act, 1995 [Act No. 13 of 1995].

#### 3.2. Management of HRD

The Department of Public Service Management within OPM is the custodian of this Policy Framework.

The Department is ultimately responsible for planning and managing the HRD function in the Public Service, which includes the following:

- a. Overall coordination of OMAs/RCs' human resources T&D activities.
- b. Review, formulation and oversight of the implementation of the HRD Policy Framework.
- c. Issuing of HRD guidelines and procedures approved by the Prime Minister on the recommendation of the Public Service Commission.
- d. Monitoring and evaluating individual initiatives within O/M/As and RCs to ensure activities are coordinated if they have wider implications for the Public Service as a whole.
- e. Monitoring and evaluating the management and adequacy of T&D, especially where it is provided through external resources.
- f. Coordinating the management and administration of training offered by Public Service development partners, including fellowships and scholarships,
- g. Liaising with NIPAM and institutions of higher education to ensure that the training needs of the Public Service are catered for in their programmes.

#### 3.3. Key role players

The following institutional structures in the Public Service are responsible for implementing this Policy Framework and its guidelines.

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The role players and their respective roles are defined below.

**3.3.1. INDIVIDUAL ROLE PLAYERS**

**3.3.1.1. Permanent Secretaries**

- i. Permanent Secretaries/Accounting Officers are accountable for the overall T&D and optimal utilisation of staff in O/M/As/RCs.
- ii. Therefore, Permanent Secretaries/Accounting Officers are obliged to ensure that training Division function effectively through allocation of resources; development and implementation of HRD Strategy for the O/M/A concerned; implement and execute annual Ministerial Human Resources Development Plan, allocate adequate Budgets and related resources; inculcate and maintain a Culture of Life Long Learning.
- iii. Permanent Secretaries/Accounting Officers are also responsible for devising and commissioning training interventions from outside agencies where the O/M/A/RC concerned or NIPAM does not have the capacity to provide such interventions.

**3.3.1.2. Supervisors**

- i. Supervisors in collaboration with staff members are obliged to identify the performance gaps of staff members under them and ways to address them during the compilation of Performance Agreements and PDPs, and during the PDPs' implementation.
- ii. Supervisors are also obliged to ensure that staff members attend training courses offered by NIPAM and other service providers; provide functional induction, orientation, and technical training including mentoring and coaching as provided for in the Public Service Induction and Orientation Framework.
- iii. Supervisors are required to carry out pre and post evaluation of training and development intervention to identify in reasonable time the impact of the intervention.
- iv. It is incumbent on supervisors to ensure that all equipments received as part of any training, e.g. laptops or DVDs, is to be declared and added to the O/M/A's inventory of equipments.

**3.3.1.3. Training Officer/HR Practitioner**

Training Officers/HR Practitioners are required to:

- a. Conduct OMAs/RCs' TNA every third year or as the need dictates and submit it to the Office of the Prime Minister.
- b. Coordinate all T&D activities in OMAs/RCs.
- c. Collect information from management and compile annual HRD Plans for the Training Committee to recommend for approval by the Permanent Secretary and submit a copy to the Office of the Prime Minister.

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- d. Monitor, evaluate, review and compile reports and statistics of the T&D conducted on an annual basis for management and the Office of the Prime Minister.
- e. Coordinate and conduct the Induction and Orientation programmes according to the roles defined in the Public Service Induction and Orientation Framework.
- f. Conduct pre and post T&D briefing in consultation with supervisors.
- g. Source best T&D providers.
- h. Conduct Strategic Generic Training Programmes (SGPS) and develop new training programmes and materials as per the OMAs/RCs' unique needs under the guidance of OPM.
- i. Monitor and assess the execution of the OMA/RC's T&D annual audit outcomes and recommendations and provide feedback to the Permanent Secretary, Auditors and OPM.
- j. Compilation of statistics, reports and submissions to OPM

**3.3.1.4. Individual staff members**

Staff members are obliged to commit themselves to continuous development by actively participating in the compilation and implementation of their individual TNA outcomes and Personal Development Plans (PDPs), applying their competencies actively in the work environment, and creating opportunities for such competencies to be transferred to others.

**3.3.2. INSTITUTIONAL ROLE PLAYERS**

**3.3.2.1. Directorate of Human Resources Planning and Development (HRPD), Department of Public Service Management (DPSM), OPM.**

This Directorate is responsible for the oversight and planning of the overall HRD Strategy in the Public Service; maintaining records; and establishing HRD norms and standards which ensure that service delivery mechanisms, integrated systems, institutional development and all human resources development initiatives are responsive to citizens' needs.

Other functions include the following:

- a. **TNA:** Analyse TNA conducted by Training Officers in O/M/As and RCs every third year and compile a Civil Service TNA requirement.
- b. **Business Process Reengineering:** Conduct HRD Business Process Reengineering for the Civil Service.
- c. **Planning:** The Directorate coordinates all O/M/As' HRD Plans each year, and liaises with NIPAM and other training providers to ensure training and development are adequate.
- d. **Coordination of training and development:** The Directorate coordinates the overall provision of training and development activities by NIPAM and other training providers.
- e. **Monitoring and evaluating:** The Directorate monitors and evaluates the training conducted by NIPAM and other key training providers to provide quality assurance.

- f. **Training of Training Officers/HR Practitioners:** In coordination with NIPAM and other service providers, the Directorate ensures that all Training Officers in O/M/As are capacitated.
- g. **Training and Development Divisions:** Ensures that OMA/RCs T&D units function effectively.
- h. **Research:** The Directorate conducts research to ensure that standards are maintained, a sound learning environment is promoted, and that the Public Service HRD Strategy remains relevant.
- i. **Development and delivery of induction, orientation and Strategic Generic Programmes training materials:** The Directorate is responsible not only for coordinating these courses, but also for overseeing their implementation and delivery by Training Officers.
- j. **Technical Advice:** Provide technical advice to O/M/As and RCs on the interpretation of the HRD Policy Framework.
- k. Produce Civil Service HRD annual report.

#### 3.3.2.2. HRD Partnership Forum.

The OPM is responsible for setting up and coordinating an HRPD Partnership Forum, which meets on a regular basis to discuss and deliberate with key stakeholders on matters relating to HRPD.

#### 3.3.2.3. Training Officers' Forums.

The OPM's Directorate of HRPD coordinates mechanisms for all Training Officers to meet regularly to discuss matters of common concern or interest and devise mechanisms to improve service delivery.

#### 3.3.2.4. Namibia Institute of Public Administration and Management (NIPAM).

- a. NIPAM is responsible for providing management and administrative training to the Public Service to improve performance, as stated in the Namibia Institute of Public Administration and Management Act, 2010 [No. 10 of 2010].
- b. NIPAM serves as the main T&D provider by developing programmes which meet the management and professional competency needs of the Public Service for senior managers, mid-management, first-line supervisors, and operational staff.
- c. NIPAM also conducts research to identify best practices in Public Service management and service delivery, and designs and develops new T&D products for the Public Service.
- d. The Public Service continues to utilise the services of other institutions for special cases as appropriate, and when the demand is beyond NIPAM's specialisation.
- e. In cooperation with the HRPD Directorate, NIPAM coordinates capacity-building initiatives and training interventions for individual O/M/As and RCs, based on the annual TNA and analysis.

**3.3.2.5. Ministry of Foreign Affairs.**

- a. This Ministry is the coordinating authority on bilateral and multilateral agreements, and plays a critical role in ensuring that such agreements are aligned with national strategic needs, priorities, policies and strategies that have or may have an effect on the Policy Framework.
- b. The Ministry liaises with the DPSM in ensuring that O/M/As and RCs benefit from agreements that address the strategic training needs of the Public Service.

**3.3.2.6. Ministry of Labour and Social Welfare.**

- a. This Ministry is responsible for, among other things, labour surveys throughout Namibia, which create a National Human Resources Information (NHRI) database.
- b. This information provides important input in respect of the level of availability and supply of specified competencies within the country.

**3.3.2.7. National Planning Commission (NPC).**

- a. The NPC acts as the custodian of all national development strategic intents; which inform the HRD and utilisation strategies in the country.
- b. This Policy Framework responds to these strategies in order to develop capacity in the Public Service.

**3.3.2.8. Namibia Qualifications Authority (NQA).**

- a. The NQA is responsible for setting up and maintaining a National Qualifications Framework, which provides the basis for accrediting training service providers and training courses.
- b. In this regard, the NQA is the custodian of the classification, standard-setting, recognition, and quality assurance of all training in Namibia.
- c. The NQA also informs the Public Service as regards the credibility of service providers, and of training and development programmes.

**3.3.2.9. National Training Authority (NTA).**

The NTA regulates the provision of vocational education and training. In the context of the Policy Framework, NTA regulations inform vocational training standards in the Public Service, as well as accreditation of training institutions' standards and courses.

### **3.3.3. Sub-institutional role players**

#### **3.3.3.1. O/M/A Training Committees**

The Training Committee in each O/M/A and RC

- a. Upholds and implements the Public Service's HRD Policy Framework.
- b. Determines HRD strategies.
- c. Recommends annual HRD plans.
- d. Propose the training and development budget and related resources.
- e. Addresses competency and staff development needs at O/M/A level.
- f. Reports to the Permanent Secretary on the implementation of HRD plans.
- g. Assesses the impact of staff development.

#### **3.3.3.2. O/M/As and RCs' HR Divisions**

- a. O/M/As are obliged to put in place a proper structure to implement this Policy Framework.
- b. This ensures that each HR Division provides professional advice on HRD planning, allocation of required resources, facilitates Training and development interventions, and assesses the impact of HRD activities.
- c. Training Officers are responsible for advising Training Committees and Management on matters pertaining to HRD administration, e.g. competency-based frameworks, job description/profile analyses, options for administering leave requests to attend training, and career guidance and development planning.

#### **3.3.3.3. HRD Partnership Forum**

This Forum consists of HRD role players such as, the OPM's Directorates responsible for HRPD and Human Resources Management; NPC; Ministry of Labour and Social Welfare; Ministry of Finance; Ministry of Foreign Affairs; Ministry of Home Affairs and Immigration; Ministry of Education; Ministry of Defence; Ministry of Safety and Security; Ministry of Fisheries and Marine Resources; National Training Authority (NTA); National Qualification Authority (NQA); NIPAM; Trade Union representatives; representatives of the Tertiary Institutions and other strategic partners, to discuss and inform the planning process of HRD strategies for the Public Service.

#### **3.3.3.4. Training Officers' Forums.**

- a. The OPM's Directorate of HRPD coordinates mechanisms for all Training Officers in the Public Service to meet regularly to discuss matters of common concern or interest.



## **CHAPTER 4**

### **HUMAN RESOURCES DEVELOPMENT PLANNING**

#### **4.1. Overall Planning**

- a. In consultation with the NPC, the overall responsibility for HRD planning within the Public Service lies with OPM.
- b. Permanent Secretaries/Accounting Officers are responsible for HRD planning in their individual OMAs/RCs.

#### **4.2. National HRD Plans for the Public Service**

- a. The Directorate of HRPD, which is responsible for planning within the OPM, is obliged to develop a consolidated plan for the Public Service which identifies the current and future development needs from the various PDPs and training needs assessments in relation to National Development Plans (NDPs) and other strategic goals.
- b. OMAs' HRD Plans are reviewed once a year between July-September of each financial year, so as to inform the budgeting process.

#### **4.3. Institutional HRD Plans for the Public Service**

- a. O/M/As and Regional Councils are obliged, as defined in the guidelines, to prepare HRD Plans at certain intervals.
- b. These Plans reflect the HRD requirements at an institutional level, and provide a basis for assessing the achievements and outcomes of strategic and operational plans as well as the impact of the performance management process for different categories of staff members.
- c. OMAs' HRD Plans are developed at least every five years, corresponding with the NDP process and strategic plans.
- d. Such Plans are to reflect the changing needs identified through PDPs, TNA and Annual Plans execution rates.

#### **4.4. Personal Development Plans**

- a. Each staff member within the Public Service is obliged to have a PDP.
- b. This Plan describes an individual's development needs and goals in relation to the performance requirements of his/her position within the institution, and reflects personal career aspirations.
- c. PDPs are reviewed annually in line with the procedures laid down by the Performance Management policy.

## CHAPTER 5

### TRAINING AND DEVELOPMENT PROGRAMMES

#### 5.1. Approaches for T&D

- a. T&D programmes should be competency-based. The OPM's Directorate of HRPD; in consultation with appropriate institutions, is responsible for devising a comprehensive competency model to guide T&D activities in the Public Service.
- b. T&D in the Public Service is focused on bridging the gap between the required standard of performance and the actual performance output by each individual and each O/M/A and RC.
- c. The emphasis is on equipping staff members; O/M/As and RCs with the critical skills to do the current or future job.
- d. Where the development needs of individual staff members are 'educationally' based, academic training leading to a formal qualification can be provided.
- e. **Training** refers to planned efforts by the Public Service to facilitate an employee's learning of job-related competencies, and his/her mastery and application of them in daily activities. These competencies include knowledge, skills, right attitudes and behaviours that are critical for successful job performance. Training focus on improving an individual's current performance within his/her given job.
  - I. Training can be done through the following but not limited to: Technical training to solve specific system problems and maintenance; Long- term that leads to qualification and specialisation, Short-term courses to address specific work related gaps or to cater for change/new development in Policy, work processes/model and; workshops, conferences and seminars to learn about the current trends, best practices and to establish networks.
  - II. All staff members are obliged to make themselves available for T&D as per the TNA outcomes.
- f. **Development** refers to formal education, job experiences, relationships, and an assessment of personality and abilities that help employees perform effectively in their current or future jobs. Because development is future-oriented, it involves learning that is not necessarily related to an employee's current job category, instead, development focuses on the future, with the aim of preparing for change. Development also focuses on coaching and mentoring.
- g. All staff members are required to participate in the development programmes as provide as per the identified needs or gaps.

5.2. For the purposes of this Policy Framework, training and development programmes are obliged to include at least the following types of interventions, which will be defined by guidelines and procedures:

- a. Induction and orientation courses
- b. Customer service courses
- c. Technical courses
- d. Foundation courses
- e. Executive leadership development courses.
- f. The Senior Management Development Programme
- g. Mid-level management course (MMDP)
- h. Mentoring and coaching
- i. Pre-retirement training
- j. Organisation development interventions
- k. Job attachments
- l. Job rotation
- m. Research and self-managed learning
- n. Sector-specific/specialised qualifying courses
- o. Twinning and exchange programmes
- p. Study tours, and
- q. Seminars, workshops, symposiums and conferences.

### 5.3. Academic training and development

- a. Academic T&D offers the opportunity to acquire academic and professional qualifications specifically required by the job specification. Examples of such qualifications include certificates, national higher certificates, and diplomas and degrees from institutions of higher learning, presented through full-time, part-time or modular training and knowledge acquisition.
- b. Academic T&D is offered to staff members based on the mandate of the O/M/A and the RC concerned, and it's evident inability to deliver quality, effective and efficient service due to a clearly identified shortage of essential professional/technical skills to do current and future work.
- c. The decision to offer academic T&D is to be informed by the National HRD Plan and development goals, as well as the shortage of the skills required in the Public Service and local labour market.
- d. Staff members may be assigned to specified academic training and development institutions to obtain a qualification in order to meet an identified O/M/A competency development need, or a personal development need related to a current or future job position in a specified career development programme.
- e. Staff members may be granted study leave according to Public Service Staff Rules on leave of absence (PSSR) D.I/IX.
- f. Where a thesis/research paper is required in fulfilment of an academic programme, such thesis/research paper should attempt to answer problems in the Public Service or in a specific sector of the Public Service.
- g. Thus, applied research is required, including action research methods and studies evaluating the impact of the Policies.

## **CHAPTER 6**

### **FUNDING FOR TRAINING AND DEVELOPMENT**

#### **6.1. Government funding**

- a. In line with this Policy Framework, OMAs/RCs shall provide T&D funding divided into three sections, namely (1) Normal skills and competencies development; (2) Workshops, conferences and symposiums and (3) qualifying training according to determined T&D needs.
- b. OMAs/RC through the Ministry of Finance, are responsible for the proper budgeting and allocation of funds to the extent that is appropriate and sufficient for the identified needs for T&D, and in line with their Strategic Plans.
- c. All O/M/As are to allocate at least 20% of their wage bill for training and development purposes, and 25% of that allocation is to be utilised for NIPAM courses.
- d. In determining how funding is to be allocated and priorities managed, Permanent Secretaries/Accounting Officers, in consultation with Training Officers, should consider whether other sources of funding are available. These funds should be used as well, instead of only using funds allocated in the OMAs/RCs' budget.
- e. The cost-effectiveness and other resource implications of training and development should be given serious consideration when allocating funds and when choosing training and development methods and service provider(s).

#### **6.2. Donor funding**

- a. All donor-funded T&D activities are to be coordinated by the Training Committee established in the OMA and the RC concerned.
- b. The identification of the course and the selection of the staff member to attend such course need to follow the same procedure as that of requesting Government funding, i.e. approval needs to be sought through the Supervisor, recommended by the Training Committee and approved by the Permanent Secretary/Accounting Officer in each case.

#### **6.3. Applying for financial support**

- a. The relevant Supervisors and Permanent Secretaries/Accounting Officers of the OMAs/RCs in whose service the staff member is employed are required to justify their recommendation of the need for a particular training and development programme in order to warrant the related expenditure, and should, where appropriate, support the application for funding (whatever its source).
- b. Such support and recommendations should be obtained by the staff member before dispatching the application to the relevant funding organisation, whether internal and external.

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- c. When granting financial support internally, OMAs/RCs are to allocate it to qualified applicants only, as follows:
  - I. Where the requested T&D are in line with the OMAs/RCs' HRD Plan, the OMA/RC will fund 100% of the total costs involved
  - II. Where the requested training and development are individual-driven but work-related, the OMA/RC will fund 50% of the total costs involved, and
  - III. Where the requested training and development are not demanded by the OMA/RC and are not work-related, only 20% of the total costs involved will be met by the OMA/RC.
- d. However, applying for financial support does not guarantee that funds will be granted, even if the applicant meets all the requirements and funds are available on the budget.
- e. The intention by a staff member to study further should be indicated before the finalisation of the annual T&D plan and budget. This includes all types of studies funded or not funded by government.

#### **6.4. T&D budget management**

- a. Funding obtained through an OMA's budget is intended to cover costs incurred for the purpose of T&D with respect to registration fees, the required training materials, and travel and subsistence count towards the total T&D budget.
- b. Funds allocated to the T&D budget is only permitted to be assigned to other purposes and accordingly reallocated upon the Training Committee's recommendation and the O/M/A's or RCs Permanent Secretary/Accounting Officer's approval, on condition that 85% of the O/M/A's annual HRD Plan has been brought to fruition.
- c. The OPM's DP5M may from time to time publish guidelines reflecting new T&D as well as funding arrangements based on the priorities of Government as a whole.

#### **6.5. In-service bonding**

- a. In order to ensure a return on investment for the Public Service, the O/M/A or the RC making the investment in the development of its staff needs to ensure that any such staff member signs an In-service Bonding Agreement if he/she is going on an approved T&D programme for a period of six months or more.
- b. In case of a breach of contract, therefore, the employer will then recover moneys invested in the staff member's T&D.
- c. The formula and procedures for bonding are determined by the OPM's Directorate of HRPD in the guidelines. These take into account the total cost to the Public Service for participation in the development intervention, and calculate the pro rata amount of the staff member's complete remuneration package for his/her work hours invested.

## **CHAPTER 7**

### **MONITORING AND EVALUATION**

#### **7.1. Purpose of monitoring and evaluation**

- a. The OPM's HRPD Directorate will, through guidelines, specify how T&D activities are to be monitored and evaluated each year.
- b. This includes evaluation, before, during and after such interventions, with the aim of ensuring not only quality service delivery, but also that the development needs of the Public Service are effectively met and that there is a return on the funds invested in such activities.
- c. The Performance Management System provides for the monitoring and evaluation of each individual public servant's performance through a performance appraisal.
- d. These appraisals are included in the overall evaluation of an O/M/A or a RC by the OPM in identifying whether T&D interventions have reached their targets, and are used to design future development plans.
- e. The monitoring of T&D activities will include – but not be limited to – the monitoring of training events, training providers, individual performance, and institutional performance.
- f. The main evaluation tool will be portfolio of evidence or Evidence Summary Report that gives evidence of competence and the solution of operational problems.

#### **7.2. Policy audit**

- a. The Public Service Commission Secretariat may conduct or commission policy and policy implementation audits annually in all O/M/As and Regional Councils in order to assess the extent to which policy is being implemented.
- b. The audits are also intended as a basis for providing advice to O/M/As and RCs on where to improve, if necessary. The Internal Audit Unit in each O/M/A or RC is responsible for auditing HRD activities on an annual basis.

#### **7.3. T&D Records**

- a. T&D records are to be set up and maintained by all O/M/As. The design and management of these records will be determined by HRD guidelines.
- b. The records form part of the Human Resources Management Information System (HRMIS) and are subject to data protection requirements.

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- c. T&D records are designed to capture institutional memory and learning. All copies of T&D materials received or generated during and as a result of participation in a training or development intervention remain the property of the Public Service.
- d. These materials need to be kept within the resource centre (or its equivalent) of the O/M/A or Regional Council.
- e. After the staff members has participated in T & D intervention, part of his/her action plan needs to involve how and when to convey the new competencies acquired to colleagues and other beneficiaries/stakeholders. The Supervisor of the staff member concerned is responsible for ensuring such a conveyance of competencies happens, and for supporting it.

#### **7.4. Implementation of the Policy Framework**

- 7.4.1. This new Policy Framework will entail change. Thus, training interventions and funding should be made available to support the following new developments.
- 7.4.2. The following are some of the prerequisites for successfully implementing this Policy:
  - a. The training and development programme for all Training Officers in O/M/As and Regional Councils need to be reoriented and prepared for these officers' renewed roles as per the Policy Framework
  - b. Human Resources Information Management System (HRIMS) needs to be created for capturing the training and development data and other information needed for broader Government decision-making, and
  - c. The Policy Framework needs to be aligned to the Personnel Administration Measures for Training Officers and recruitment policies, and the job category of Training Officer needs to be revisited.

#### **7.5. Review of the Policy Framework**

- 7.5.1. The responsibility for the maintenance and review of this Policy Framework lies with the OPM's HRD Directorate.
- 7.5.2. This Directorate is tasked with ensuring the Policy Framework's continued relevance to the needs of the Public Service, by keeping it up-to-date and revising it, as necessary.
- 7.5.3. The Policy Framework will automatically be subject to full review every five years.

#### **7.6. List of HRD guidelines and procedures**

- 7.6.1. The Directorate of HRPD is responsible for issuing guidelines from time to time to regulate the practice of training and development.
- 7.6.2. The following guidelines and procedures have been designed in order to ensure the Policy Framework is effectively implemented:
  - a. Guidelines and Procedures on Human Resources Training and Development Planning (Annexure 1)
  - b. Guidelines and Procedures on Management of the Training and Development Function (Annexure 2)

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- c. Guidelines and Procedures on Funding for Training and Development (Annexure 3)
- d. Guidelines and Procedures on the Monitoring and Evaluation of Training and Development Interventions (Annexure 4).

7.6.3. These documents will be reviewed from time to time and scrutinised by a meeting of Chairpersons of Training Committees in O/M/As.

7.6.4. Subject to this meeting's recommendations, the documents will be submitted for approval to the OPM's Permanent Secretary.

**7.7. Relevant legislation, policies and regulations**

7.7.1. This Policy Framework should be read in conjunction with the following legislation, policies and regulations:

- a. The Public Service Act
- b. The Regulations issued in terms of the Public Service Act
- c. The Public Service Staff Rules
- d. The Namibia Institute of Public Administration and Management Act
- e. The Personnel Administrative Measures
- f. The Vocation and Education Act, 2008 (No. 1 of 2008)
- g. The Namibia Qualifications Authority Act, 1996 (No. 29 of 1996)
- h. The Namibia Library and Information Service Act, 2000 (No. 4 of 2000)
- i. The Performance Management System Principles and Framework Document
- j. The Performance Management Policy for the Public Service of Namibia
- k. Vision 2030, and
- l. National Development Plans.



## GLOSSARY

<i>Accredited:</i>	Describes training courses that are aligned to the national qualifications framework
<i>Action learning:</i>	A training method that involves giving teams or work groups a problem, having them work on solving it, having them commit to an action plan, and then holding them accountable for carrying out the plan
<i>Action Plan:</i>	A plan in which objectives, activities and milestones to be achieved at operational unit/team level are identified, along with the persons responsible for such achievement
<i>Action planning:</i>	An employee's process of determining how s/he will achieve agreed short-and long-term career goals
<i>Action research:</i>	A reflective process of progressive problem-solving led by individuals working with others in teams or as part of a community; it can also refer to research that relates to focused efforts aimed at improving the quality of an organisation and its performance
<i>Align:</i>	To put in the desired relation to each other; to join together so as to be in agreement
<i>Applied research:</i>	Research undertaken with the intention of applying the results to an identified operational problem
<i>Articulate:</i>	To express oneself easily in clear and effective language composed of distinct and meaningful syllables or words
<i>Aspiration:</i>	Hope or ambition, i.e. a strong desire to do or achieve something
<i>Assessment:</i>	The collection of information and provision of feedback to employees about their behaviour, communication style, or skills
<i>Associate faculty:</i>	Staff members who carry out critical work as key collaborators on specific, related projects, not only through lecturing on a course, but also through additional engagements
<i>Attitude:</i>	A complex mental state involving beliefs, feelings, values and dispositions to act in certain ways
<i>Career insight:</i>	The extent to which employees know about their interests as well as their skill strengths and weaknesses; awareness of how these perceptions relate to career goals
<i>Best (operating) practices:</i>	These are practices that aim at continuous improvement and focus on the critical drivers that enhance a high performance organisational culture; any technique, method, process, activity, incentive or reward that is believed to be more effective at delivering a particular outcome

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<i>Career:</i>	The pattern of work-related experiences that span the course of a person's life
<i>Career development:</i>	The process by which employees' progress through a series of stages, each characterised by a different set of developmental tasks, activities, and relationships
<i>Career management:</i>	The process through which employees become aware of their own interests, values, strengths, and weaknesses; get information about job opportunities within an organisation; identify career goals; and establish action plans to achieve their career goals
<i>Career management system:</i>	A system that helps employees, managers, and the organisation identify career developmental needs; the system includes self-assessment, reality checks, goal-setting, and action planning
<i>Career resilience:</i>	An employee's ability to cope with problems that affect his/her work
<i>Career support:</i>	Coaching, protecting, and sponsoring the employee, and providing him/her with challenging assignments, exposure, and visibility
<i>Centre of Excellence:</i>	A team of people with a well-identified structure responsible for support, guidance, shared learning, measurements and governance; such a Centre promotes collaboration and the use of best practices for the progress of training and development, and for the spread of innovation in order to drive positive performance results and increased opportunity for professional growth
<i>Coaching:</i>	A process in which a Supervisor/manager or person who is more knowledgeable or experienced on a particular issue works with a staff member to help him/her develop knowledge and skills in order to improve performance
<i>Competency:</i>	A measurable pattern of knowledge, skill, behaviours, and other characteristics that an individual needs in order to excel in work or occupational functions
<i>Competency Model (Framework):</i>	A model (framework) identifying the competencies necessary for each job as well as the knowledge, skills, behaviour, and personal characteristics underlying each such competency
<i>Continuous learning:</i>	The act or process of acquiring knowledge, skill, or competencies over the course of a lifetime or career
<i>Core competencies:</i>	These are integrated knowledge sets within an O/M/A that create high value and distinguish it from other competencies; these are capabilities that are critical to an O/M/A achieving excellence; it also describes the most significant value-creating skills within an O/M/A and key areas of expertise; they are deep proficiencies that enable an O/M/A to deliver, or a cluster of extraordinary abilities or related excellences; they embody an O/M/A's collective learning, particularly of how to coordinate diverse production skills and integrate multiple technologies
<i>Diffuse:</i>	To cause to become widely known; to spread information

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<i>Demand-driven training and development:</i>	This type of training and development responds to the competency development needs of an O/M/A and its staff members after the competency gaps at institutional and individual levels have been carefully analysed
<i>Development:</i>	This includes training, structured on-the-job learning experiences, and education; development programmes can include experiences such as coaching, mentoring, or rotational assignment
<i>Development intervention:</i>	Any process aimed at improving the knowledge, skills, attitudes and/or behaviours of a staff member to increase his/her performance within the O/M/A
<i>Empowerment:</i>	Giving employees responsibility and authority to make decisions, e.g. regarding product development or customer service
<i>Feedback Information:</i>	Those employees receive about how well they are meeting objectives while they are performing
<i>Framework:</i>	A set of beliefs, ideas and rules that are used as the basis for making judgements and decisions
<i>Functional training:</i>	Any type of exercise that has a direct relationship to the activities one performs daily
<i>Governance:</i>	In the context of this Policy Framework, it is the process of allocating limited resources (money, people, etc.) to all their possible uses in an important function
<i>Human resources development:</i>	The integrated use of training and development, organisational development, and career development of staff members to improve individual, group, and organisational effectiveness
<i>Human resources management:</i>	The policies, practices and systems that aim to influence employees' behaviour, attitudes, and performance
<i>Human resources management practices:</i>	Management activities relating to investment in staffing, performance management, training, and compensation and benefits
<i>Human resources planning:</i>	The identification, analysis, forecasting, and planning of changes needed in an organisation's human resources
<i>Indirect costs:</i>	Costs not related directly to training and development programme's design, development or delivery
<i>Input:</i>	Instructions that tell employee what, how and when to perform; resources that employees are given to help do their jobs well
<i>Institutional Human Resources Development Plan:</i>	An organisational plan that clearly indicates the competence and human resources development needs and priorities of an O/M/A, as well as the strategies and resource allocations required to proactively close the competency gaps that staff experience, in order to facilitate the achievement of stated objectives/results

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<i>Knowledge:</i>	An organised set of facts, principles, and strategies that are needed to perform a job
<i>Knowledge management:</i>	The process of enhancing O/M/As' performance by designing and implementing tools, processes, systems, structures and cultures to improve the creating, sharing, and use of knowledge
<i>Learning:</i>	The act or process of acquiring knowledge, skills, or competencies
<i>Long-term training and development:</i>	Any training and development activity on either a full-time or part-time basis that requires absence from assigned duties for more than six months
<i>Mentoring:</i>	A process by which an employee is supported by a competent person internal or external to the organisation to develop solutions to challenges encountered in the employee's professional life
<i>Mission:</i>	A statement of the mandate or purpose of an organisation; the reason why an organisation exists; a mission can be changed in order to suit an organisation's mandate as well as any environmental shifts
<i>National Human Resources Development Plan:</i>	A plan that clearly indicates the competence and human resources development needs and priorities of the Public Service, as well as the strategies and resource allocations required to proactively close the competency gaps that staff experience, in order to facilitate the achievement of stated objectives/results
<i>On-the-job training:</i>	The process of maintaining, upgrading and updating skills throughout one's work life; such training takes place in a normal working situation, using the actual tools, equipment, documents or materials that trainees will use when fully trained
<i>Out-of-the-box thinking:</i>	Thinking that moves in diverging directions so as to involve a variety of aspects, sometimes leading to novel ideas; thinking differently; a mode of thought that dares to challenge conventional wisdom
<i>Personal Development Plan:</i>	A plan developed as a result of and in support of the individual staff member's performance agreement, reflecting interventions to be undertaken to help the staff member concerned develop his/her competence and potential in pursuit of agreed performance criteria
<i>Performance:</i>	Actions, behaviour and/or inputs by a staff member contributing to the achievement of results
<i>Performance Management System:</i>	All the interrelated processes aimed at managing, monitoring, assessing, recognising and improving the performance of the Public Service at O/M/A, unit and individual levels
<i>Portfolio of evidence:</i>	A collection of documents from a project that a trainee has managed

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<i>Practice:</i>	An employee's demonstration of learned capability; the physical or mental rehearsal of a task, knowledge, or skill to achieve proficiency in performing the task or skill, or demonstrating the knowledge
<i>Self-assessment:</i>	An employee's use of information to determine his/her own career interests, values, aptitudes, and behavioural tendencies
<i>Service learning:</i>	<p>This combines experiential learning and actual service delivery. Beyond being actively engaged in the project itself, employees have the opportunity to select, design, implement and evaluate their service activity, which encourages relevancy and sustained interest.</p> <p>Structured opportunities are created to think, talk and write about their service delivery experience. The balance between reflection and action allows employees to be consistently aware of the impact of their work.</p>
<i>Short-term training and development:</i>	Any training and development activity on either a full-time or part-time basis that requires absence from assigned duties for a period less than six months
<i>Skill:</i>	The developed capacity to perform complex tasks related to work performance
<i>Staff member:</i>	An individual appointed in the Public Service of Namibia under the 1995 Public Service Act
<i>Strategic Plan:</i>	A document capturing the strategically critical issues and strategies aimed at attaining national high-level initiatives, e.g. Vision 2030 and NDPs; statement of organisational purpose and direction as developed by an O/M/A
<i>Supervisor:</i>	The direct or line manager of a staff member who is responsible for the main functions being performed by that member
<i>Supply-driven training and development:</i>	This type of training and development includes activities and interventions aimed at O/M/As and staff members, but without a systematic match in respect of actual competency development needs of the O/M/A and staff members concerned
<i>Talent:</i>	The natural ability to do something very well
<i>Technical:</i>	The practical use of machinery, implements, tools and application of methods
<i>Total quality management:</i>	A style of doing business that relies on the talents and capabilities of both employees and management to build and provide high-quality goods and services, and continuously improve them
<i>Training:</i>	Planned and coordinated programmes of instruction in professional, technical, or other fields that are or will be related to an employee's job responsibilities
<i>Training evaluation:</i>	The process of collecting the outcomes needed to determine whether training has been effective

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<i>Training Officer:</i>	A person given primary responsibility for assuring that an organisation's learning needs are met through appropriate training and development or other activities
<i>Tuition reimbursement:</i>	The refunding of an employee's costs for college or university courses or programmes
<i>Values:</i>	Identified moral and/or professional standards of behaviour that staff members need to uphold in achieving O/M/A/unit objectives and results
<i>Vision:</i>	A statement of where the organisation wants to be; the driving force of an institution; the idea that keeps an organisation going; a concept that reflects the nation's needs; it cannot change (? leave this out); it is something an organisation may never reach, but it drives its members to find a solution
<i>Wholesale:</i>	An approach to training and development in which all employees at all levels are trained and developed equally