



REPUBLIC OF ZAMBIA

**PUBLIC SERVICE TRAINING
AND DEVELOPMENT POLICY
(PSTDP)**

Price: K9,500

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FOREWORD

The Public Service Reform Programme (PSRP), which was launched in 1993, by the Government of the Republic of Zambia, is aimed at implementing major reforms for the transformation of the Public Service towards delivery of quality public services. The PSRP underscores the Government's desire to realize a vision of a Zambian Public Service that is competent, committed, informed, motivated and which embraces a culture of service.

This arises from a clear understanding by the Government that the Public Service is confronted by both external and internal pressures which shall continue to have implications in the way it manages its human resource and operations. Inadequate resources, the high attrition rate arising from brain drain, skill shortages, gender imbalances, HIV/AIDS pandemic, rapidly changing technology and the various expectations from the public are some of the challenges affecting the Public Service. In order to manage these challenges, there is need to develop new policies and review existing ones in order to ensure that short, medium and long term objectives of the Public Service are met.

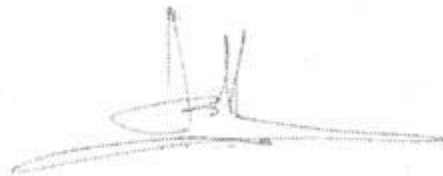
In view of the above, the Public Service Training Policy of 1996 has been revised and Procedures and Guidelines for Human Resource Development in the Public Service have been developed. This is intended to support and enhance the implementation of the PSRP and to provide a framework for training and development for the Public Service so that it is in line with current trends. The Policy has now been re-titled "Public Service Training and Development Policy" (PSTDP).

The Policy's overall focus is to support a transparent, decentralized and systematic approach to training and development. At the same time, emphasis is being placed on the need to develop competencies rather than academic achievements to enable public officers perform satisfactorily in their jobs. In this regard, human resource development interventions shall continue to be part of the Public Service strategies aimed at improving service delivery by Government.

In order to realize a responsive and co-ordinated approach to training and development in the Public Service, this Policy, *inter alia*, defines the relationships among the Ministries, Provinces and other Government Institutions. It also seeks to improve implementations, co-ordination, monitoring and evaluation of training and development activities among key stakeholders, as well as provide for the prudent use of scarce resource.

In this regard, it is my sincere hope that this Policy shall facilitate the effective and efficient implementation of human resource development activities in the Public Service, which shall enable public officers acquire appropriate knowledge, skills and attitudes required for them to deliver quality services to the people of Zambia.

I, therefore, wish to take this opportunity to direct Responsible Officers to ensure that their Ministries, Provinces and other Government Institutions strictly adhere to and implement the provisions of this Policy and Procedures and Guidelines for Human Resource Development in the Public Service.



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SECRETARY TO THE CABINET

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ACKNOWLEDGEMENTS

The revised Public Service Training and Development Policy (PSTDP) is a product of extensive consultations with various stakeholders. These consultations started with the formation of a Counterpart Study Team at the Department of Human Resource Development (DHRD) which worked closely with Gonatech consultants, who were engaged to review the Public Service Training Policy of 1996. In addition, the consultants were also tasked to develop Procedures and Guidelines for Human Resource Development Officers in the Public Service. The consultancy was funded by the Public Service Capacity Building Project (PSCAP).

I therefore, would like to acknowledge and appreciate the tremendous effort undertaken by Gonatech consultants in coming up with this Policy. I also would like to appreciate the contributions made by all Directors, Deputy Permanent Secretaries, Assistant Secretaries and HRDOs in various Ministries and Provinces, who participated in the development of this Policy. I also appreciate the contributions made by the Secretary, Bursaries Committee; The Director General, Technical Education, Vocational and Entrepreneurship Training Authority; the Executive Director, National Institute of Public Administration; The Director, Management Services Board, Registrar, Zambia Centre for Accountancy Studies; Vice Chancellor, Copperbelt University; The Registrar, University of Zambia; Principals of Northern Technical College and Copperbelt Secondary Teachers College; Chipata Teachers Training College; Chipata School of Nursing; David Livingstone Teacher Training College; Livingstone School of Nursing; Livingstone Institute of Business and Engineering Studies as well as the High Commission of India and Embassies of Netherlands and Sweden. Finally, I wish to acknowledge and record my appreciation to the counterpart study team at DHRD which worked closely with the consultants, and PSCAP for funding the consultancy.

It is my sincere hope that this policy will contribute to the efficient and effective management of the training and development function in the Public Service.

PART I
PRELIMINARY

WORKING DEFINITIONS

In this Policy, unless the context otherwise requires:

Attached Officer	means, an officer serving in one Ministry but whose standards of work are set and monitored by another Ministry.
Bonding Agreement	means, a legally binding agreement that an officer enters into with the Government to serve the Public Service for a specified period upon his or her return from training.
Bursary	means, a grant given to a student to enable him/her pursue studies.
Coaching	means, a process by which a Supervisor instructs, directs, guides and prompts his/her subordinate's performance.
Competencies	means, the required skills, knowledge and attitudes that need to be demonstrated to support effective job performance.
Employee	means, an individual who has a contract of employment with the Government of the Republic of Zambia.
Employee Development	means, a continuous process of providing a wide range of activities and learning opportunities aimed at improving the employee's competencies and job performance.
Established Officer	means, a confirmed officer serving on Permanent and Pensionable Terms and Conditions of Service.
Gender Imbalance	means, inequalities arising from prejudices which exist between females and males and which have no bearing on their performance in the Public Service.
Head of Department	means, a public officer in charge of a Department of a Ministry, Province or other Government Institution.
In-Service Training	means, training and development organised and conducted by a Ministry or Province or other Government Institution.
Long Course	means, a course of, at least, six months duration or longer.
Officer	means, a person holding or acting in any public office.
Part-time course	means, a course that an officer undertakes while still performing duties of his/her office.

Placement	means, placing an officer in a job befitting his or her qualifications, experience and competence.
Private Training Institutions	means, training and development institution established by private persons or private organizations.
Public Officer	means, an officer serving in the Public Service.
Public Service	means, the Civil Service, the Teaching Service, and Police and Prisons Services duly established under the laws of the Republic of Zambia or an Act of Parliament.
Responsible Officer	means, the Permanent Secretary of a Ministry, Institution, Province or any other officer specified in the first schedule of the Service Commission regulations.
Retirement	means, retiring from the Public Service in accordance with the provisions of the Pensions Act.
Scholarship	means, a financial award given to an officer to pursue studies.
Secondment	means, the appointment of an officer from the Public Service to a non-public service organization or from a non-public service organization to the Public Service for a specific period.
Short Course	means, a training and or development programme of less than six months duration.
Sponsorship	means, an award for training and development offered with service obligations to cover the costs of study and essential maintenance during the course of study.
Supervising Officer	means, an officer in a Ministry, Institution, Division, Province or District to whom a public officer is responsible or reports and from whom he or she receives instructions regarding his or her day-to-day work.
Training	means, a structured learning experience directed towards acquiring specific knowledge, skills and attitudes required for effective performance in the current job and future roles.
Training Need	means, the gap between the desired level of performance and the actual performance which can be corrected through a training and development intervention.
Training Needs Analysis	means, the process of assessing and prioritising an organization's training and development requirements.

ACRONYMS

AIDS		Acquired Immune Deficiency Syndrome
APAS	-	Annual Performance Appraisal System
CBU	-	Copperbelt University
DHRA	-	Director of Human Resource and Administration
DHRD	-	Department of Human Resource Development
GRZ	-	Government of the Republic of Zambia
HIV	-	Human Immunodeficiency Virus
HRD	-	Human Resource Development
HRDC	-	Human Resource Development Committee
HRDCC	-	Human Resource Development Coordinating Committee
HRDO	-	Human Resource Development Officer
HoD	-	Head of Department
MSB	-	Management Services Board
NIPA	-	National Institute of Public Administration
PSMD	-	Public Service Management Division
PSRP	-	Public Service Reform Programme
PSTDP	-	Public Service Training and Development Policy
TEVETA	-	Technical Education, Vocational and Entrepreneurship Training Authority
TNA	-	Training Needs Analysis
UNZA	-	University of Zambia
ZIBCT	-	Zambia Insurance Business College Trust
ZCAS	-	Zambia Centre for Accountancy Studies

PART II

INTRODUCTION

1.0 INTRODUCTION

In the early 1990s, the Government began a political and social economic reform programme to democratise the political process and liberalise the Zambian economy. To support the reform process, the Government in 1993 introduced the Public Service Reform Programme (PSRP), primarily aimed at improving the quality, delivery, efficiency and effectiveness of public services.

Consistent with the PSRP's overall aims of reducing bureaucracy, increasing productivity and improving quality of public service delivery, the Government made changes to the management of public service training and development by ushering in a decentralised system of training and development. This led to the transfer of some of the training and development functions from the Department of Human Resource Development (DHRD), in the Public Service Management Division, to Ministries, Provinces and other Government Institutions in 1994.

In view of these changes, the context of public service training and development delivery has also been changing. For example, the Public Service requires a more skilled workforce to support the reform process. Furthermore, new trends and standards in human resource development have continued to evolve, requiring that the PSTDP addresses these changes.

This Policy governs the training and development of all public officers and is organised into eight (8) parts as follows:

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| Part I | contains preliminaries which include working definitions and acronyms; |
| Part II | introduces the subject matter and explains what has necessitated the policy review; |
| Part III | provides a situation analysis currently prevailing in the Public Service. It also identifies the issues and problems that have hitherto constrained the effective implementation of HRD activities in the Public Service; as well as the rationale for the review; |
| Part IV | contains the vision and mission of the Policy; |
| Part V | contains the guiding principles for implementation of the Policy; |
| Part VI | contains Policy statement and objectives for the human resource development in the Public Service, respectively; |
| Part VII | focuses on measures and strategies for the successful implementation of the Policy; and |
| Part VIII | discusses the implementation framework in terms of coordination, monitoring and evaluation mechanisms as well as regulatory and resource mobilization. |

PART III

SITUATION ANALYSIS

2.0 SITUATION ANALYSIS

In 1993, the Government launched the PSRP, which apart from making changes to the structure and management of Public Service training and development, also decentralised it to Ministries, Provinces and Government Institutions. Public Service Management Division (PSMD), through DHRD, retained the functions of coordination, monitoring and evaluation. As a result, a number of training and development activities were undertaken largely in an unsystematic manner and not based on identified training and development needs. The major problems found during the review are highlighted below.

2.1 Problem Statement

Since the introduction of the PSRP, a number of issues affecting the training and development function have emerged in the Public Service, namely:

- 2.1.1 Difficulties experienced by DHRD in providing institutional leadership and guidance to Ministries, Provinces and other Government Institutions on human resource development matters due to a number of factors including poor staffing levels, lack of technical capacity and inadequate funding;
- 2.1.2 Inadequate operational funding for training and development resulting in fewer training and development activities taking place in the Public Service;
- 2.1.3 Lack of a uniform approach to generic training and development, such as the provision of induction courses;
- 2.1.4 Lack of requisite qualifications on the part of HRDOs in some Ministries, Provinces and other Government Institutions resulting in poor performance of HRD activities;
- 2.1.5 Unsystematic approach to undertaking Training Needs Analysis (TNA), resulting in uncoordinated Training and Development Plans and HRD activities which do not meet the needs of the Public Service;
- 2.1.6 Training and development programmes do not seem to be having the desired effect on supporting and facilitating the PSRP as expected improvements are not clearly evident;
- 2.1.7 Duplication of training and development functions concerning receipt and processing of scholarships and bursaries for in-service training;
- 2.1.8 Lack of transparency in the implementation of training and development activities in some Ministries, Provinces and other Government Institutions due to non-functioning Human Resource Development Committees (HRDCs);
- 2.1.9 Some libraries and resource centres are ill-equipped and under-utilised.

2.2 **Rationale for Policy Review**

Considering the adverse implications of the issues highlighted, there is need for the Public Service to put in place a policy framework that shall support the effective and efficient implementation of HRD activities. In this regard, the rationale for reviewing the Public Service Training Policy is based on the following needs:

- 2.2.1 To ensure that the training and development function is firmly embedded in the Public Service and linked to strategic objectives;
- 2.2.2 To develop competencies among officers to meet current and future challenges of Ministries, Provinces and other Government Institutions;
- 2.2.3 To clarify roles and responsibilities of key players in the training and development process;
- 2.2.4 To ensure that training and development is systematic, focused and relevant in order to achieve the desired results;
- 2.2.5 To develop management and institutional capacity to meet the changing demands of the HRD function; and
- 2.2.6 To update training and development approaches methods and institutional mechanisms so that they conform to current trends and standards in HRD.

2.3 **Methodology**

The revised Public Service Training and Development Policy and Procedures and Guidelines for Human Resource Development in the Public Service are a product of extensive consultations with various stakeholders. The Department of Human Resource Development played a key role in the development of the documents, as they worked closely with Gonateh Consultants, who were engaged to review the Public Service Training Policy of 1996, and develop Procedures and Guidelines for Human Resource Development in the Public Service.

During the consultative process, meetings and a workshop were held with various stakeholders in and outside the Public Service and around the country. These contributions were invaluable. Specifically, consultative meetings were held with Directors at Cabinet Office and PSMD; Directors of Human Resource and Administration (DHRAs) in the Ministries of Education; Mines and Minerals Development; Energy and Water Development; Community Development and Social Services; Works and Supply; Foreign Affairs; Labour and Social Security; Tourism, Environment and Natural Resources; Health; and the Secretary, Bursaries Committee. Others were the Director General, Technical Education, Vocational and Entrepreneurship Training; Executive Director, National Institute of Public Administration; Director, Management Services Board; Registrar, Zambia Centre for Accountancy Studies and Registrar, the University of Zambia; as well as the High Commission of India and Embassies of Netherlands and Sweden.

Further meetings were held with Human Resource Development Officers from the Ministries of Justice; Local Government and Housing; Energy and Water Development; Foreign Affairs; Youth, Sport and Child Development; Lands; Education; Science,

Technology and Vocational Training; Agriculture and Cooperatives; and Ministry of Finance and National Planning.

In the Provinces, consultative meetings were held with the Deputy Permanent Secretaries for Lusaka, Southern, and Copperbelt Provinces and the Assistant Secretary, Eastern Province. Consultative meetings were also held in provinces with higher learning institutions. These included the Vice Chancellor, Copperbelt University; Principals for Northern Technical College; Copperbelt Secondary School Teacher Training College; Chipata Teacher Training College; Chipata School of Nursing; David Livingstone Teacher Training College; Livingstone School of Nursing and Livingstone Institute of Business and Engineering Studies.

After the initial consultations, the first drafts of the PSTDP and Procedures and Guidelines for HRDOs in the Public Service were produced and circulated and comments obtained from various stakeholders. Thereafter, second draft documents were produced and discussed at a stakeholders' workshop, convened at the Mulungushi International Conference Centre.

To refine the Policy and Procedures and Guidelines for HRDOs in the Public Service, third drafts were subjected to further scrutiny by Ad-hoc Committees of Directors at Cabinet Office, PSMD and DHRAs from Ministries.

These extensive consultations substantially contributed to the preparation of the revised PSTDP and Procedures and Guidelines for HRDOs in the Public Service.

PART IV

VISION AND MISSION OF THE POLICY

3.0 VISION AND MISSION

3.1 The Vision

A qualified, experienced and competent Zambian Public Service delivering efficient and effective public services.

3.2 The Mission

To ensure availability of competent human resource in the right quantity and quality, who are able to provide efficient and effective public services.

PART V

GUIDING PRINCIPLES

4.0 GUIDING PRINCIPLES

Implementation of this policy shall be guided by the following principles:

- 4.1 Training and development activities in the Public Service shall be based on the tenets of good governance namely transparency, accountability, integrity and equity;
- 4.2 Training and development activities shall primarily support strategic and operational needs of Ministries, Provinces and Government Institutions;
- 4.3 Training and development shall be systematic whereby the needs of each Ministry, Province and Government Institution shall be identified and any subsequent training delivered and evaluated is in response to those needs;
- 4.4 Priorities shall be established so that the most relevant training is given to the right people at the right time for attaining goals and objectives of each Ministry, Province and Government Institution;
- 4.5 The amount of resources to be invested in training and development and priorities for allocating resources, shall be decided based upon the expected impact on job performance; and
- 4.6 All supervising officers shall uphold staff development as a key competency requirement.

PART VI

POLICY STATEMENT AND OBJECTIVES

5.0 POLICY STATEMENT

The Government of the Republic of Zambia (GRZ) recognises the primacy of human resource in achieving sustainable socio-economic development of the country. It further stresses the need for institutional and human capacity building interventions to support its goal of improving the quality, delivery, efficiency and effectiveness of public services.

In view of the above, the Government is committed to providing public officers with opportunities to develop their knowledge, skills and attitudes that lead to more effective job performance and encourage development and continuous learning.

6.0 POLICY OBJECTIVES

The objectives of this training and development policy shall be to:

- 6.1 Ensure that training and development is relevant, systematic, co-ordinated and evaluated in order to meet the current and future needs of the Public Service;
- 6.2 Ensure the efficient and effective utilisation of trained staff in the Public Service; and
- 6.3 Support a culture change that focuses attention on development of public officers to continuously learn, innovate and grow.

7.0 TRAINING AND DEVELOPMENT OBJECTIVES

The objectives of training and development in the Public Service shall be to:

- 7.1 Induct/Orient officers to the objectives, systems and practices of the Public Service;
- 7.2 Improve knowledge, skills and attitudes of public officers to enable them to perform competently in their current jobs and prepare them for future roles;
- 7.3 Impart skills and knowledge to officers who shall be assigned new functions in the Public Service;
- 7.4 Promote career planning in order to facilitate staff development and career progression in the Public Service;
- 7.5 Promote an environment that supports continuous learning; and
- 7.6 Promote the development and implementation of monitoring and evaluation systems to determine the effectiveness of training and development in the Public Service.

PART VII

POLICY MEASURES

8.0 TRAINING AND DEVELOPMENT RESPONSIBILITIES

The Public Service Management Division (PSMD) shall continue to have the overall responsibility for HRD activities in the Public Service. In this regard, PSMD shall be supported by the relevant officers in the Ministries, Provinces and other Government Institutions in carrying out this function.

9.0 THE TRAINING AND DEVELOPMENT PROCESS

9.1 The Systematic Training Cycle

In order to ensure that training and development is systematic, focused and supports strategies and operations of Ministries, Provinces and other Government Institutions as well as meeting the changing needs of the Public Service, all training and development interventions shall follow a systematic training cycle. The systematic training cycle shall follow a series of logical steps namely identifying, planning, designing, delivery, monitoring and evaluating training and development.

9.2 Training Needs Analysis (TNA)

As training and development is expensive, a faulty analysis of training and development needs results in a significant waste of Government resources. On the other hand, an accurate analysis of training and development needs ensures that limited training and development resources are utilised on activities which contribute to the achievement of optimum results. Consequently, in order to optimize training and development resources, all training and development activities shall be based on identified training and development needs which shall be derived primarily from Ministries, Provinces and other Government Institutions' strategic plans.

Public Service training and development needs shall be assessed at three levels, namely individual, occupational and organizational.

9.3 Planning Training and Development

Ministries, Provinces and other Government Institutions shall prepare annual training and development plans, which shall be updated and approved by the HRDCs. Training and development plans shall express Ministries', Provinces' and Government Institutions' priority training and development activities and the interventions to be followed during the year. They shall also base all their training and development activities on approved plans.

9.4 Implementing Training and Development

Training and development activities in the Public Service shall focus mainly on the development of competencies and improved job performance of public officers. Government shall, therefore, adopt training and development strategies and learning methods which shall emphasize acquisition of skills, knowledge and attitudes necessary for improving job performance in the Public Service.

10.0 TRAINING AND DEVELOPMENT INSTITUTIONS

When selecting training and development providers for the Public Service, priority shall be given to Government training and development institutions. Accordingly, Ministries, Provinces and other Government Institutions would collaborate with these institutions in developing appropriate training and development programmes to meet the needs of the Public Service.

11.0 COUNTERPART TRAINING

It shall be the responsibility of the relevant Ministries, Provinces and other Government Institutions to ensure that Cooperating Partners train and develop public service officers engaged in the project. The Ministries, Provinces and other Government Institutions shall select appropriately qualified cooperating partners that shall be capable of, and willing to train and develop public officers, who shall be able to take over their functions.

12.0 STANDARDISATION AND CERTIFICATION OF TRAINING AND DEVELOPMENT

In order to ensure quality training and development in the Public Service, Government Shall work closely with credible and recognised training institutions such as TEVETA, Examinations Council of Zambia, Zambia Institute of Chartered Accountants, University of Zambia, and Copperbelt University in the certification and standardization of training and development programmes;

13.0 CO-ORDINATION, MONITORING AND EVALUATION TRAINING AND DEVELOPMENT

Public Service training and development interventions shall be co-ordinated, monitored and evaluated at all levels to ensure provision of quality training and development programmes. In this regard, DHRD shall have the overall responsibility for these functions.

14.0 INTEGRATING LEARNING WITH WORK

In order to integrate learning with work, the Government shall adopt work practices which promote continuous learning and provide opportunities for learning on the job.

15.0 SPONSORSHIP

The Government shall within available resources and budgetary allocations provide sponsorship to assist public officers undertake short, long, full-time, part-time and long distance training and development courses which are relevant to the needs of the Public Service.

16.0 STUDY LEAVE

The Government shall grant study leave to public officers, to enable them pursue courses of study, in accordance with the provisions of the Terms and Conditions of Service for the Public Service.

17.0 PART-TIME TRAINING AND DEVELOPMENT

The Government shall consider public officers who have the requisite qualifications to undertake approved part-time training and development programmes.

18.0 BONDING

In order to retain trained personnel, all public officers proceeding on long courses of study, including part-time study, locally or outside Zambia, where Government is expending its resources, shall be bonded in accordance with the Terms and Conditions of Service for the Public Service and the Procedures and Guidelines for Human Resource Development Officers in the Public Service.

19.0 STAFF UTILISATION

The Public Service shall ensure proper utilisation of trained personnel through appropriate placement and career development prospects, effective guidance and counselling services, as well as progressive staff utilisation and retirement policies.

Government shall conduct induction, placement, career planning and development for public officers in accordance with the provisions of the Procedures and Guidelines for Human Resource Development Officers in the Public Service.

20.0 HIV AND AIDS

The HIV and AIDS pandemic has continued to cause havoc in Zambia in general and the Public Service in particular. Government recognises the wide spread loss of qualified human resource in the Public Service due to HIV and AIDS related illnesses and is taking measures to address the problem. Government shall continue to play a leading role in the dissemination of information about HIV and AIDS through various training and development programmes and shall not discriminate against officers on the basis of their HIV and AIDS status.

21.0 GENDER

The Government shall provide training and development opportunities to public officers without discrimination on the basis of gender, in line with existing gender policy in order to attain its vision of gender equality.

22.0 DIFFERENTLY ABLED OFFICERS

The Government shall integrate persons who are differently abled into mainstream training and development programmes in all Ministries, Provinces and Government Institutions as the norm and not the exception, in order to realise its vision of eliminating all forms of discrimination and promoting equal rights and opportunities for all Zambians.

23.0 OFFICERS WHO ARE ABOUT TO GO ON STATUTORY RETIREMENT

An officer who is about to retire from the Public Service shall be considered for long term training and development provided that upon completion of that course the officer shall be able to serve the bonding period before retiring.

24.0 OFFICERS BEING SEPERATED FROM THE PUBLIC SERVICE

The Government shall carry out relevant training and development programmes for officers who are being separated from the Public Service, by way of retrenchment or retirement, to facilitate their smooth exit from the service and prepare them for future productive lives.

PART VIII

IMPLEMENTATION FRAMEWORK

25.0 INSTITUTIONAL ARRANGEMENT

Institutional arrangements are structural and functional mechanisms put in place to facilitate the successful implementation of Government Policy. To ensure that the Public Service Training and Development Policy and Procedures and Guidelines for Human Resource Development in the Public Service are successfully and efficiently implemented, the Government shall put in place the following institutional arrangements:

25.1 Policy Review, Co-ordination, Monitoring and Evaluation

25.1.1 Public Service Management Division

PSMD shall be responsible for overall HRD policy review, co-ordination, monitoring and evaluation of training and development activities in the Public Service. The Division shall also ensure that human resource development policies, strategies, practices and procedures are adhered to.

25.1.2 Human Resource Development Technical Committee

There shall be established in the Public Service, a Human Resource Development Technical Committee (HRDTC).

The HRDTC shall: -

- a. Provide direction on the implementation of training and development in the Public Service;
- b. Review training and development policies and procedures from time to time;
- c. Review any other issues that may impact on training and development activities in the Public Service; and
- d. Meet at least twice in a year.

25.2 Policy Management and Implementation

Policy management and implementation shall be vested in DHRD, Ministries, Provinces and other Government Institutions:

25.2.1 Department of Human Resource Development

The Public Service Management Division (PSMD) shall, through HRD co-ordinate, monitor and evaluate all training and development activities in the Public Service.

DHRD shall perform the following functions:

- a. Provide professional support in conducting Training Needs Analysis (TNA), preparing training and development plans as well as

designing training and development programmes in the Public Service;

- b. Co-ordinate, monitor and evaluate training and development programmes in the Public Service;
- c. Consolidate training and development plans from Ministries, Provinces and Government Institutions;
- d. Co-ordinate and facilitate processing of scholarships and bursaries for in-service training and development in the Public Service;
- e. Co-ordinate training proposal preparations in the Public Service in order to solicit for technical assistance in HRD from cooperating partners; and
- f. Disseminate information on human resource development opportunities available locally and abroad.

25.2.2 Ministries, Provinces and other Government Institutions

Each Ministry, Province or other Government Institution shall have, as part of its establishment, a unit or section to be responsible for carrying out HRD activities. Such units or sections shall be staffed by HRDOs.

There shall be established in every Ministry, Province and other Government Institution, a Human Resource Development Committee (HRDC).

HRDCs shall ensure transparency and equity in the provision of training and development opportunities and utilisation of resources.

HRDCs shall:

- a. Consider and approve annual training and development plans and budgets and ensure that they are consistent with the Public Service Training and Development Policy;
- b. Process all applications and nominations for training and development in their Ministries, Provinces and Government Institutions;
- c. Monitor and evaluate all training and development activities in their Ministries, Provinces or other Government Institutions;
- d. Review the performance of trainees following completion of their courses and ensure proper utilisation of their skills;
- e. Provide any other advice on human resource development activities as and when necessary; and
- f. Meet at least every quarter to monitor progress on set targets as regards training and development in their Ministries, Provinces and other Government Institutions.

25.3 Resource Mobilization and Financing

Training and development activities shall primarily be financed through budgetary allocations which shall strictly be adhered to. Additional resources and financing shall be sought from cooperating partners. In this regard, PSMD through DHRD shall co-ordinate the resource mobilisation efforts including the preparation and submission of project proposals for this purpose.

25.4 Research, Consultancy and Training and Development Services

For the successful implementation of the Public Service Training and Development Policy, and Procedures and Guidelines for Human Resource Development in the Public Service, the Public Service shall from time to time work with or utilize the services of consultants to carry out research or training and development on its behalf. The staff of consulting institutions shall be appropriately qualified and work closely with HRDOs in developing and carrying out training and development activities.