

THE UNITED REPUBLIC OF TANZANIA



**PRESIDENT'S OFFICE
PUBLIC SERVICE MANAGEMENT**

**TRAINING POLICY FOR
THE TANZANIA PUBLIC
SERVICE**

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FOR
THE TANZANIA PUBLIC
SERVICE**

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ACRONYMS

CEO	Chief Executive Officer
CSRP	Civil Service Reform Program
IMF	International Monetary Fund
LGAs	Local Government Authorities
MDAs	Ministries, Independent Government Departments, and Executive Agencies
MKUKUTA	Mkakati wa Kukuza Uchumi na Kupunguza Umasikini Tanzania (<i>The National Strategy for Growth and Reduction of Poverty</i>)
MTEF	Medium Term Expenditure Framework
OPRAS	Open Performance Review and Appraisal System
PO-PSM	President's Office, Public Service Management
PSMEP	Public Service Management and Employment Policy (2008)
PSRP	Public Service Reform Programme
SAP	Structural Adjustment Programme
TaGLA	Tanzania Global Learning Agency
TNA	Training Needs Assessment
TPSC	Tanzania Public Service College
WB	World Bank

A GLOSSARY OF TERMS

- Diversity** : Identifiable or talent differences between the members of society, groups or organizations - not including opinion or attitude. Diversity in the context of the Tanzanian Public Service focuses on gender, HIV/AIDs and disability.
- Induction and Orientation training** : A program designed to assist new employees or employees in new positions to adjust to their jobs and work environment and to instill positive work attitudes and motivation.
- Public Servant/employee** : Has the meaning ascribed to under the Public Service Act, No.8 of 2002, and any other relevant instrument.
- Public Service** : Has the meaning ascribed to under the Public Service Management and Employment Policy and include the following Public Service Institutions:-
- The Political Service;
 - The Civil Service;
 - The Operational Service;
 - The Local Government Service;
 - The Health Service;
 - The Teacher's Service;
 - The Police, Prison's and Immigration Service;
 - The Executive Agency and Other Public Institutions Service;
 - The Judicial Service; and
 - Parliamentary Commission Service.

Training : Function which is planned and implemented for the purpose of strengthening the capabilities of public service organizations through efforts to develop the capacities of staff in terms of skills, knowledge and attitude change in a formal and planned system.

Vision 2025 : A long term development policy, projecting that Tanzania graduates from a least developed country to a middle level income country by the year 2025.

FOREWORD

Developing capacities and competencies of the Public Service to enable it deliver services effectively and efficiently entails availing Government employees opportunities to undergo training which would enable them acquire new knowledge, skills, and appropriate working culture and attitudes. It is for this reason that over the years the Government has been emphasizing on the need for Government employees to continuously undergo training. A key policy statement on the importance of training in the public service is the Public Service Management and Employment Policy (PSMEP) of 1999 (revised in 2008) which states that “all Public Service organizations shall develop a training programme, based on the skills requirements as identified in their human resource plans. The programme shall be funded from their budget allocation, and shall aim to meet both the organization’s capacity requirements and individual employees' personal and career development goals, within the resources available”.

In spite of this policy statement, the Government still faces challenges in the management of the training function in the Public Service. There have been concerns that many public service organizations view training as something to be implemented when time and budgets allow. Others view training as remedial or a matter of shoring up weak employees or fixing problems. This makes training initiatives in the Public Service unsystematic. Resources are thought to be expended on training which has little practical relevance to improving staff and organizational performance. Furthermore, there are concerns that training initiatives in the Public Service are not monitored and/or evaluated for their efficiency and effectiveness.

Considering these challenges, the Government has found it necessary to formulate a Public Service Training Policy that will enhance effectiveness, efficiency, and productivity, as well as promote equity

in the utilization of resources earmarked for training. This policy is a guide to the management of the training function so that training of staff in the public service becomes systematic and is linked to performance improvement. MDAs and other public service organizations must abide by the provisions of this Policy.



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PUBLIC SERVICE MANAGEMENT

CHAPTER ONE

1.0 INTRODUCTION AND SITUATION ANALYSIS

1.1 Background

Training presents a prime opportunity to expand the knowledge base of employees in an organization. It is for this reason that the Government embarked on training of its employees since independence in 1961.

Training of public servants in Tanzania can be divided into three periods which were corresponding to the prevailing ideologies and economic situation; namely Africanisation period (1961–1980), Structural Adjustment Periods (1980 – 1990) and Reforms period (1990 – to date).

1.2 Africanisation period (1961–1980)

1.2.1 Tanzania became independent in 1961 and resolved to transform the country by addressing three main enemies i.e. poverty, ignorance and diseases. The leadership of the time recognized that to address these issues required the development of human capital/resources at professional, technical and artisan level. This was due to the fact that human resource situation at independence was scary as there was critical shortage of trained human resources quantitatively and qualitatively. Total number of employees at professional and technical level was 2,246. Of these; Africans occupied 29.5% with a small proportion of Asians 19% and Europeans 51.5%.

1.2.2 The Government took various policy measures to address these human resource challenges. Among these measures was development of a long-term human resource strategic planning, 1961-1980 which focused on the need to invest in local human capital for national development and steps to develop a capacity to assess manpower/human resources needs on a sustainable basis. A division

was set up in the then Ministry of Planning (now Public Service Management) with a number of roles including developing a strategy for training and development of experts in critical skills. The implementation of the long term strategic human resources plans, took a frontal approach where mass scholarships to India, Soviet Union, United States of America, Europe etc were secured. The number of personnel taken abroad was small given the meager resources available for training, thus, the output was very small and therefore the country continued to have shortages of human resources in different skills areas.

1.2.3 This challenge prompted the government to put in place a parallel strategy which essentially focused on training and developing human resources at professional and technical levels locally. Thus, the University College of Dar es Salaam came into existence as a Constituent College of the University of London with only one Faculty (Law). The College absorbed students from the entire East Africa Region and taught law related courses. In 1964, the University College of Dar es Salaam joined Makerere and Nairobi University and became the University of East Africa (de-links from London). However, the capacity of the three colleges was small and therefore the output too was small. These programmes were aimed at mitigating the acute human resource shortage at the high and middle-levels and establish a pool of indigenous human resources sufficiently educated and trained to take over positions held by foreigners.

1.3 Structural Adjustment Periods (1980–1990)

1.3.1 Developments in the World Economy in the 1980s through to the early 1990s witnessed polarity of development experiences between developed and developing countries. The disappointing performance of the economies of these countries, especially the issue of poverty, led to debates centering on policies that would bail out these economies. As a result of those developments, the Government adopted a Structural Adjustment Programme (SAP) which was

implemented with the support made available to Tanzania government by the World Bank (WB) and the International Monetary Fund (IMF). However, SAP did not provide opportunity for the training of local personnel and training institutions created in the 1961-1980 period to cater for capacity building in the public sector, were under-funded, while the training budgets in the MDAs were also reduced. The SAPs and other related economic stabilization measures¹ affected capacity building initiatives in the public sector, as the Government efforts to build on the previous achievements could not be sustained.

1.3.2 Structural Adjustment Programmes were aimed at addressing the challenges faced in the 1970s. The programme involves drastic cuts in social expenditure, government expenditure and functions; workforce size reductions in the public sector; currency devaluation; and introduction of user fees for education and health care.

1.4 Reforms Period (1990 – todate)

1.4.1 Due to the challenges resulting from the structural adjustment programmes interventions which had focused on reducing the scope and size of the Public Service, as well as containing the budget deficit, the Government, starting from the 1990s, changed its administrative reform strategy and focus. While maintaining fiscal discipline, the Government embarked on the modernization of the public administration system. Consequently, institutional reforms became crucial in the civil service, local government, legal sector, parastatals and financial institutions. The reforms, among other things, addressed institutional and human resource capacity developments. Such step was desirable in order to attain efficiency and effectiveness in the delivery of public goods and services.

1.4.2 The Civil Service Reform Programme (CSRP) and subsequently the Public Service Reform Programme (PSRP) had

¹ These include all macroeconomic Reforms as well as the Economic and Social Action Programme (1989-1992).

components designed to enhance the technical, managerial and leadership competencies of the public service. Apart from offering training programmes in these areas, the reform initiatives established in-house facilities to train public servants. In this regard, the Tanzania Public Service College (**TPSC**), the Tanzania Global Learning Agency (**TaGLA**) and the Institute of African Leadership for Sustainable Development (**UONGOZI Institute**) were established. TPSC was mandated to offer statutory and voluntary training for all public servants while TaGLA became a virtual College offering public servants access to training through the use of technology-based training facilities and programme. The Uongozi Institute is mandated to spearhead the delivery of leadership development programmes.

CHAPTER TWO

2.0 SITUATIONAL ANALYSIS

2.1 Performance of Training in the Public Service

2.1.1 Training in the Public Service is guided by various instruments such as Public Service Management and Employment Policy of 2008, The Public Service Act No. 8 of 2002 (Cap. 298) and The Public Service Standing Orders of 2009. However, there is no comprehensive policy guideline to guide management and coordination of training in the Public Service as a result there is duplication of efforts. Training function in the Public Service is the responsibility of employers. The Employer is responsible for undertaking Training Needs Assessment (TNA); preparing Training Plan; allocate funds for training; implementing the Training Plan; monitor and evaluate Institution's Training Plan. The President's Office - Public Service Management is responsible for coordinating training in the Public Service through issuing various training guidelines; coordinating scholarships opportunities from Development Partners and facilitating MDA's to develop TNAs and Training Plans.

2.1.2 In implementing these roles, the Government solicits potential development partners to support capacity building to the public servants. Following these efforts the Government receives an average of 1,100 scholarship opportunities from different Development Partners out of 483,118 employees in the public service. These scholarships range from short courses to long courses – Master's and PhD programmes. The government through PO-PSM has been disseminating scholarships opportunities to all Public servants across all sectors. The Government has also created an enabling environment by developing and issuing Training Need Assessment Guidelines. In implementing the Guidelines, PO-PSM training Public

Institutions on how to conduct TNAs and preparation of Training Plans which include 16 Ministries, 16 Independent Departments, 5 Executive Agencies and 10 Regional Secretariats. These Institutions are required to submit their Training Plan every financial year to PO-PSM; however some of them are not complying with the Guideline.

2.1.3 Moreover, the Government has established various training institutions and created enabling environment for other actors to establish training institutions, which also contributed in capacity building of Public servants. In this regards, Public Servants as well as Public Institutions have freedom to choose training institution to undergo training except for the statutory ones. In spite of the government initiatives, there is ineffective functional relationship between Public Service, training providers, professional associations and accreditation institutions as a result public service not being satisfied by the training products both in-terms of quality and relevance. Most of the training programmes are not structured to address the needs of different levels, cadres and responsibilities of public servants. Similarly there is no systematic training geared to prepare public servants to occupy higher positions in the public service.

2.1.4 In order to retain few trained staff, the Government has set bonding procedures to public servants sponsored by the government to serve for a minimum of three (3) years after completion of training. This procedure is intended to benefit the Government from the investment in human capital made. Despite the present bonding procedure, some of the employers do not adhered to.

2.2 Challenges

2.2.1 In view of the above setting, training in t he public service still faces the following challenges:

- (i) Lack of comprehensive guidelines on the management and coordination of training in the Public Service;
- (ii) Limited appreciation of importance of training by employers leading to less priority in planning, budgeting, implementation and M&E for training function;
- (iii) Inadequate resources for the training of Public Servants;
- (iv) Training programs in the public service are not structured to address different levels, cadres and responsibilities and attitudinal transformation of public servants;
- (v) Lack of systematic training geared to prepare public servants to occupy higher positions in the public service;
- (vi) Limited training infrastructure for training in the public service;
- (vii) Proliferation of training institutions whose products do not satisfy the needs of the public service both in terms of quality and relevance;
- (viii) Inadequate management and coordination of training opportunities in the Public Service;
- (ix) Public servants terminate their service after completion of training sponsored by the government;
- (x) Ineffective functional relationship between Government and training service providers and Professional Associations and;
- (xi) Diversity issues not featured in training plans and decision making for training in the public service.

2.2.2 Apart from these specific challenges, the public service must also be prepared to cope with the emerging socio-economic

challenges – including the potential transformation of the national economy. The recently availed statistics by the Ministry of Energy and Minerals shows a huge discovery of natural Gas in Tanzania. In this regard, the country is set to become a “Resource based Economy”, replacing Agriculture that has hitherto dominated the GDP. The adoption of the Big Results Now as an approach to implement national plans, calls for an effective public service.

2.2.3 This policy is intended to address these anomalies by putting in place the organized, transparent, fair, cost-effective and realistic systems and procedures in the management of the training function in the Public Service. It will provide an enabling environment that will facilitate continuous learning with the view to transform the Public Service into a learning Institution.

CHAPTER THREE

3.0 RATIONALE, VISION, MISSION AND OBJECTIVE OF POLICY

3.1 Rationale of the Policy

3.1.1 The Government of Tanzania has continuously emphasized the importance of training in the Public Service. This importance is illustrated in the Public Service Management and Employment Policy, 2008 (PSMEP), which among other issues requires the Government to develop a training policy as a guiding framework for training in the public service. This is more so since there are challenges as elaborated in Chapter Two that need to be addressed.

3.1.2 This policy, therefore, seeks to harmonize various policies, systems and procedures that had hitherto been applied in the management and coordination of training in the public service. It is expected that the Policy will fill the gaps which have existed of the absence of a comprehensive policy so that efforts to train and develop public servants by the Government are systematically coordinated and managed. In addition to that, it intends to address anomalies by putting in place the organized, transparent, fair, cost-effective and realistic systems and procedures for coordinating and managing training functions in the Public Service. It emphasizes on **demand driven and cost effective** training that responds to service delivery requirements and seeks to facilitate career development in the Public Service. Therefore, the formulation of this training policy is part of the Government efforts to improve efficiency and effectiveness in service delivery in the context of the National Development agenda.

3.2 Vision

The guiding Vision for the Policy is as follows:

Highly trained public servants with appropriate skills, knowledge and competencies delivering quality services thereby contributing to the achievements of high economic growth, good governance and reduction of poverty for all Tanzanians.

3.3 Mission

To ensure that the training in the public service is effectively and efficiently managed and coordinated through improved systems and processes.

3.4 Policy Objectives

3.4.1 General objective

To ensure that training in the public service is systematically coordinated and managed for effective and efficient service delivery.

3.4.2 Specific Objectives

- (i) To strengthen management and coordination of training function in the public service;
- (ii) To ensure appreciation of the importance of training by employers in the public service;
- (iii) To address the needs and enhance attitudinal change of different levels of public servants in the training programmes;
- (iv) To mobilize and allocate resources for the training in the Public Service;
- (v) To encourage the use of available training infrastructures for organizing training and self learning;

- (vi) To improve functional relationship between Public service, Development Partners, training providers;
- (vii) To retain public servants sponsored by the Government after completion of training; and
- (viii) To strengthened diversity consideration in the administration of training in the Public Service.

CHAPTER FOUR

3.0 POLICY ISSUES AND STATEMENTS

4.1 Coordination & Management of Training in the Public Service

Human resources play critical roles in delivering public services and in achieving the socio-economic development goals. Accordingly, Government planners, decision makers have to ensure that their institutions have capable human capital in terms of the right number of people, with the right skills, competences, attitudes and ethics.

Human Resource Development comprises increasing level of skills, knowledge and abilities by continuous learning/receiving education and receiving training courses.

Recent developments resulting from the Public Service Reform Programme require decentralization in the management of human resources, including training. Accordingly, public service organizations have to shoulder and effectively manage and coordinate increased responsibilities of the training function. However, there is an absence of a comprehensive guiding framework for managing and coordinating the training function in the public service.

Policy Objective: To strengthen management and coordination of the training function in the Public Service.

Policy Statements

The Government shall:-

Ensure proper management and coordination of the training function in the public service.

4.2 Appreciation of importance of training in the public service

Human Resources management function in the public service has been decentralized. Accordingly, public service organizations have the responsibility of managing the training function systematically and professionally. To undertake these functions, public service organizations must appreciate the importance of training for improved service delivery and manage properly all the components of the training circle which include training needs assessment (TNA), planning and budgeting for training, implementation, and monitoring and evaluation of training.

Currently, the management of the training function in the public service faces the challenge of limited appreciation of the importance of training by employers leading to lower priority in planning, budgeting, implementation, and M&E for the training function.

Policy Objective: To ensure appreciation of the importance of training by employers in the public service.

Policy Statements

The Government shall:-

Ensure appreciation of the importance of training by employers.

4.3 Resources for training in the public service

It is the Government policy that Tanzania should be self sufficient in trained and skilled human resources to manage its economy. In this regard, Public Service Standing Orders of 2009 require every public service organization to set aside sufficient financial provision for training purposes in their annual budget.

Due to budget constraints, some MDAs view training as something to be implemented when time and budgets allow. Others see training as remedial, or a matter of shoring up weak employees or fixing problems.

Policy Objective: To mobilize and allocate resources for the training in the Public Service.

Policy Statements:

The Government shall:-

Mobilize and allocate resources for the training in the Public Service.

4.4 Training programmes in the Public Service

Public servants are divided into four levels: (i) Superlative substantive grade (ii) Officer grade, (iii) Executive Assistants and (iv) Operational Service. In all these four levels, the Government has been providing training for skills and professional enhancement, induction/orientation programmes as well as managerial and leadership programmes.

However, most of these programmes are not structured to address the needs of different levels, cadres and responsibilities of public servants. In addition to that, there is no systematic training which is geared at preparing public servants to occupy higher positions in the public service. Furthermore, the issue of attitudinal transformation has not been fully addressed in the existing training programmes. Training should ensure smooth and timely transfer of knowledge and organizational culture from outgoing public servants to potential successors.

Policy Objective: To address the needs and enhance attitudinal change of different levels of public servants in the training programmes.

Policy Statements

The Government shall:-

- (i) Ensure that training programmes respond to the needs of different levels of public servants and contribute to the succession needs; and
- (ii) Groom and nurture potentials leaders at all levels in the public service.

4.5 Training Infrastructure in the Public Service

Training infrastructure including training institutions, laboratories, ICT facilities and video conferencing are necessary in undertaking training.

The Government has created an enabling environment that supports the use of ICT facilities in training by building the National ICT Back-bone. In addition, the Government has established various institutions with ICT facilities in various regions of the country.

Despite the presence of these facilities, they have not yet been fully utilized for training.

Policy Objective: To encourage the use of available training infrastructures for organizing training and self learning.

Policy Statements

The Government shall:-

Encourage the use of available training infrastructures for training purposes, self learning and distance learning.

4.6 Quality and relevance of Training Services

Quality and relevance of training is imperative for public servants to deliver. In recognising this, the Government has established various training institutions and created an enabling environment for other actors to establish training institutions, in order to have a basket of training providers.

Despite all these initiatives, still there is an ineffective functional relationship between the public service, training providers, development partners, professional associations and accreditation institutions, which has led to unsatisfied needs of the Public service from the output of these institutions both in-terms of quality and relevance.

Policy Objective: To improve the functional relationship between Public service, Training Providers, Professional Associations, Development Partners and Accreditation Institutions.

Policy Statements

Government shall:-

Ensure that products of training institutions meet the needs of public service

4.7 Retention of public servants

The government has been sponsoring public servants for short term and long term training with an objective of improving their performance and retaining them in the public service. However, some public servants terminate their services soon after completion of their training. As a result, the government does not realize the intended objective and value for money for the investment in training.

Policy Objective: To retain public servants sponsored by the Government after completion of training.

Policy Statements

The Government shall:-

Ensure Public Servants are retained after completion of training.

4.8 Diversity

The Government recognizes the importance of diversity issues in socio - economic development and has formulated policies and strategies designed to mainstream diversity issues such as; gender, age, and people with disabilities in the development agenda.

At present, consideration of diversity issues does not strongly feature in decision making on training. For example, selection of public servants for training is mainly done on the basis of organizational needs without proactively taking into account diversity issues.

In this policy, diversity issues shall be considered in the training of public servants and especially in the selection of candidates for training.

Policy Objective: To strengthen diversity considerations in the administration of training in the Public Service.

Policy Statement

Public Service Organizations shall proactively consider diversity issues in the administration of training within the Public Service.

CHAPTER FIVE

5 THE LEGAL FRAMEWORK

5.2 Legal frame

5.1.1 This policy will be implemented in accordance with the provisions of the Public Service Act No. 8 of 2002 and the Public Service Regulations of 2003.

5.1.2 Reviews of the existing legislations, procedures and regulations pertaining to public service training will periodically be undertaken. The President's Office, Public Service Management in collaboration with other stakeholders, will carry out appropriate changes with a view to develop/review legislations to give emphasis on Bonding to Public Servants trained/sponsored by the government to work for a specified period after completion of their studies. However, for smooth implementation of this policy, efforts shall be taken on board to harmonize the existing legislations, principles and rules so as to avoid contradiction and ambiguities.

CHAPTER SIX

6 INSTITUTIONAL FRAMEWORK FOR MANAGING, MONITORING AND EVALUATION OF TRAINING

6.1 INSTITUTIONAL FRAMEWORK

Implementation of this Policy will involve various stakeholders playing different roles and responsibilities as follows:-

6.1.1 Ministry Responsible for Public Service Management

Ministry responsible for the Public Service Management will be responsible for overall management of the training function in the Public Service. In particular, the Ministry will undertake the followings:

- (i) Reviewing, overseeing the implementation and Monitoring and Evaluation of the implementation of the Training Policy;
- (ii) Providing technical guidance to Central and local Governments on training issues;
- (iii) Planning, Organising, Monitoring and Evaluating of cross-cutting training programmes, including Management and Leadership Development programmes;
- (iv) Establishing and managing a Leadership Development Institute for the Public Service;
- (v) Co-ordinating the administration of fellowships and scholarships;
- (vi) Liaising with Training Institutions to ensure that training needs in the Public service are catered for in their Programmes;
- (vii) Encourage the formation of Associations of Accredited Training and Education Providers, to ensure effective design, coordination and delivery of competence based programs that cater for the current and future Public Service needs;
- (viii) Setting standards, accreditation and quality assurance in training programs for the public service;

- (ix) Develop guiding instruments to support coordination and management of training in the Public service;
- (x) Strengthen the capacity of Tanzania Public Service College (TPSC), Tanzania Global Learning Agency (TaGLA) and the Institute of African Leadership for Sustainable Development (**UONGOZI Institute**);
- (xi) Monitor and evaluate training service providers to ensure quality and standards;
- (xii) Review existing laws to accommodate bonding requirements;
- (xiii) Establish institutional frameworks to enhance functional relationship with other stakeholders; and
- (xiv) Mobilize resources for training.

6.1.2 Public Service Organizations

All Ministries, Independent Departments, Local Government Authorities (LGAs), Regional Secretariats and other Government Agencies will have the responsibilities of developing their staff. Some Government Ministries, Departments and bodies, however, shall undertake specific cross-cutting training functions in accordance with their mandates and implementation guidelines issued from time to time, i.e. Ministries responsible for the Public Service, Finance, Local Government, Education, Planning Commission and the Public Service Commission at both central and local levels. Specifically, Public Service Organizations shall undertake the following:

- (i) Carry out Training Needs Assessments;
- (ii) Prepare Training Plans and Budgets;
- (iii) Implement, monitor and evaluate their training interventions;
- (iv) Develop and maintain skills inventories for their staff;
- (v) Prepare succession plans and align them with their training programmes;
- (vi) Ensure induction and orientation training are conducted;

- (vii) Ensure that training acquired by their staff benefit their organizations by proper deployment and placements of staff; and
- (viii) Encourage and enable the use of ICT facilities for self-learning purposes.

6.1.3 Training Committees

The role of Training Committees shall be to approve training proposals, oversee the implementation of the training activities and the respective training plans/programs:

- To endorse and implement training plan in the organization;
- To advise the Chief Executive Officer of the organization on the nomination of eligible candidates for local and overseas training;
- To advise the chief executive officer of the organization on the quality of the training offered by various training providers so as to realize value for money;
- Advise the Chief Executive Officer on various steps of training policy implementation; and
- Monitor and evaluate implementation of institutional training plan and produce annual performance report to be submitted to the ministry responsible for Public Service Management.

6.1.4 The Professional Associations

Professional Associations will promote professional standards, qualifications and codes of conduct in the Public Service.

6.1.5 Training Providers

Training service providers are important actors and partners of the implementation of this Training Policy. Training providers shall develop and implement high quality training programmes and diversify their training related activities to cater for the increasing skills requirements in the Public Service.

6.1.6 Accreditation Institutions

Accreditation Institutions will be responsible for quality assurance and standards of training in the country.

6.1.7 Public Servants

All public servants are required to understand and internalize the goals, objective, and directives of this Policy. Furthermore, they are required to abide by the implementation procedures as stipulated in this Policy. The specific roles and responsibilities of public servants are to:

- (i) Take primary responsibility in acquiring or improving job-related competencies;
- (ii) Pursue and participate fully in the training programme to the satisfaction of the employer and/or sponsors;
- (iii) Use the knowledge and skills gained from training diligently and effectively for the benefit of the organisation; and
- (iv) Sign a bonding agreement to work for the Government for a specified period following completion of training.

6.1.8 Development Partners

Development Partners will provide technical and financial assistance for training in the Public Service.

6.2 MONITORING AND EVALUATION

6.2.1 General Objective of Monitoring and Evaluation System

Monitoring and Evaluation system will be designed with a purpose of tracking and keeping records on the implementation of the Public Service Training Policy.

The general objectives of M &E system will be the following:

Firstly, to track performance in terms of inputs, outputs, outcomes and impact levels, using quantitative and qualitative indicators established

in order to justify the returns of investment and achievement of the desired objectives.

Secondly, to provide a mechanism for feedback that will enable the Government to have a detailed and regularly updated picture of the policy implementation.

Thirdly, to provide necessary data and sufficient information to policy decision makers and other stakeholders on implementation of the training function in the service.

6.2.2 Monitoring System

Monitoring will be used as a continuous feedback system involving the overseeing of periodic review of each activity at every level of implementation of the policy. Monitoring system for Public Service Training Policy will focus on meeting the information needs of different key training stakeholders. The system will ensure there are performance indicators and targets to indicate roadmap of the implementation of the policy. Nevertheless, the system will indicate a framework that ensures timely collection, analysis and sharing of training information.

6.2.3 Evaluation System

Evaluation of the Policy shall be undertaken to justify the returns on investment and achievements of the desired objectives. This will measure relevance, efficiency and effectiveness of training function in the Public Service and identify challenges occurring and provides possible solutions.

The Evaluation System will be designed to define purpose, types and frequencies of evaluation. Similarly, it will set systems for sharing evaluation findings with stakeholders with the aim of improving the implementation of this policy.