



**AN ANALYSIS OF THE HUMAN RESOURCES DEVELOPMENT  
POLICY FRAMEWORK 2012 – THE CASE OF THE DEPARTMENT  
OF PUBLIC SERVICE MANAGEMENT, OFFICE OF THE PRIME  
MINISTER (OPM) IN NAMIBIA**

by  
Matilde-Sirkka Patemoshela Shikokola

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Supervisor: Mrs Ashlene van der Berg-Ross

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## DECLARATION

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## ABSTRACT

Namibia recorded incredibly insufficient human resources development at independence in 1990. For this history, the Namibian government has placed a strong priority on developing the human capital of the nation since the government was forced to import experienced and skilled human capital to close the skills gaps in the labour market (National Planning Commission of Namibia, 2012: ii). In an effort to enhance service deliver, the government was pressured by these demands to develop the competencies of the public servants. At the same time, the public sector has to implement the key legal and policy frameworks, coordinate public sector reforms, and uphold the provision of the Republic of Namibia's Constitution (Human Resources Development Policy Framework, 2012: ii).

As part of the sustainable development milestones, the country introduced and committed to long-term development strategies including the National Human Resources Plan (NHRP), the five-year National Development Plans (NDPs), and Namibia Vision 2030 (Human Resources Development Policy Framework, 2012: ii). Subsequently, the introduction and implementation of Harambee Prosperity Plan I which ran from 2016 to 2020 and Harambee Prosperity Plan II (HPPs) which ran from 2021 to 2025 has consequently made it necessary to embark on a human resources development journey.

To achieve the objectives of Vision 2030, and implement the strategic aims of NDPs, the National Planning Commission of Namibia (2012: ii) as stated in the National Human Resources Plan emphasised that Human Resources Development (HRD) and Institutional Capacity Building (ICB) are the major strategic prerequisites. These are the fundamental components for maintaining a balance between supply and demand in the labour market as well as a wheel to a learned citizens and economic emancipation. To enable the implementation of these broader strategies and major objectives of the national aspirations, the government's collective responses and efforts are required (Human Resources Development Policy Framework, 2012: ii). It is therefore, evident that the government is taking these concerns very serious through the Office of the Prime Minister (OPM), under the Department of Public Service Management (DPSM), a department responsible for ensuring that public policies and guidelines are developed

and implemented. In addition, it is the responsibility of the Department to devise ways to improve implementation and service delivery in Offices/Ministries/Agencies and Regional Councils (OMAs and RCs) and in particular DPSM. DPSM is responsible for developing public service policies and staff rules. Therefore, it is in this regard that the Department developed and implemented the first version of the Training Policy of the Public Service of Namibia in 1990.

The Human Resources Development (HRD) Policy Framework for Accelerated Service Delivery in the Public Service of Namibia 2012, also known as the Policy Framework, was changed in the future and is the result of this policy's revisions. As an implementing provision for the Policy Framework, the Public Service Staff Rules (PSSRs) on Training and Development (T&D) were developed in 2016. Despite all these strategic efforts, the pressing concern of the OMAs, RCs and the DPSM is the implementation system currently perceived as bureaucratic, time-consuming, budgetary allocation, outdated policies and guidelines, and management support.

In this regard, and within the parameters of DPSM, DPSM has been mandated to develop the human resources in the public service. DPSM provides a comprehensive roadmap through the development and maintenance of public policies and PSSRs. This role is reinforced by legal frameworks, such as the Namibian Constitution of 1990 and the Public Service Act 1995 (No. 13 of 1995), to steer public service performance. As a result, public policies, procedures and guidelines are the public service's hymn toward efficiency and performance improvement. However, without sound implementation, policies and programmes will yield a waste of resources.

The aim of this study is to develop alternative approaches and solutions to address the challenges encountered during the implementation and execution of the Policy Framework. This analysis aims to ensure improved and enhanced performance concerning the strategic priorities of the revised Policy Framework within the Department. To unpack the challenges, the study employed qualitative and quantitative approaches. Questionnaires were distributed among department employees to determine potential solutions concerning the challenges in implementing the Policy Framework. In addition, secondary data were reviewed to extract information and another platform of discussion with the authorities in the field of HRD is also included as a data source for the study. In order to benchmark and learn from the process and

mistakes made in the implementation of their HRD strategies, the study also examined a number of best practices for the implementation of HRD Policy plans from other countries. Conclusively, based on the insights gained from various country and data collected through questionnaires, secondary data extraction, and discussion platforms with participants, suggestions are proposed to facilitate the effective execution of the revised HRD Policy Framework, 2012.

**Keywords:** Human Resources Development Policy, implementation challenges training and development, performance management, service delivery

## OPSOMMING

Namibië het ongelooflik onvoldoende ontwikkeling van menslike hulpbronne by onafhanklikheid in 1990 aangeteken. Hierdie nalatenskap het die Namibiese regering aangespoor om klem te lê op die ontwikkeling van die menslike kapitaal in die land aangesien die regering verplig was om geskoolde en ervare mensekapitaal in te voer om die vaardigheidsgapings te vul wat in die arbeidsmark bestaan het (Nasionale Menslikehulpbronne-Plan, 2012: ii). Hierdie vereistes het die regering genoop om die bevoegdheids van die staatsamptenare binne die arbeidsmag te verbeter om dienslewering te verbeter. Terselfdertyd word van die staatsdiens vereis om die bepaling van die Grondwet van die Republiek van Namibië te handhaaf, die openbaresektor-hervormings te struktureer en relevante wetgewende en beleidsraamwerke in plek te stel (Menslikehulpbronne- Ontwikkelingsbeleidsraamwerk, 2012: ii).

As deel van die mylpale vir volhoubare ontwikkelings het die land langtermyn-ontwikkelingsstrategieë bekendgestel en hul daartoe verbind, soos die Namibië Visie 2030; die vyf-jaar opeenvolgende Nasionale Ontwikkelingsplanne (NOP's) en die Nasionale Menslikehulpbronplan (NMHP) (Menslikehulpbronne- Ontwikkelingsbeleidsraamwerk, 2012: ii). Gevolglik het die bekendstelling van Harambee-welvaartplan I van 2016 tot 2020 en Harambee-welvaartplan II (HPPs) van 2021 tot 2025 die behoefte genoodsaak om 'n menslikehulpbron-ontwikkelingsreis aan te pak.

Om die doelwitte van Visie 2030 te bereik, en die strategiese doelwitte van NOP's te implementeer het die Nasionale Menslikehulpbronplan (2012:ii) beklemtoon dat Menslikehulpbronontwikkeling (MHO) en Institusionele Kapasiteitsbou (IKB) die belangrikste strategiese voorvereistes is. Dit is die sleutelfaktore om die vraag en aanbod in die arbeidsmark in ewewig te bring en 'n spreekwoordelike stuurwiel vir 'n geleerde nasie en ekonomiese emansipasie te wees. Om die implementering van hierdie breër strategieë en hoofdoelwitte van die nasionale aspirasies moontlik te maak word die regering se kollektiewe reaksies en pogings vereis (Menslikehulpbronne- Ontwikkelingsbeleidsraamwerk, 2012:ii). Daarom is die regering se erns om hierdie kwessies aan te spreek sigbaar deur die Kantoor van die Eerste Minister (KEM), onder

die Departement van Staatsdiensbestuur (DSB), 'n departement wat verantwoordelik is om te verseker dat openbare beleide en riglyne ontwikkel en geïmplementeer word. Daarbenewens is dit die verantwoordelikheid van die Departement om maniere te bedink om implementering en dienslewering in kantore/ministeries/agentskappe en streeksrade en in besonder DPS te verbeter. DPS is verantwoordelik vir die ontwikkeling van staatsdiensbeleide en personeelreëls. Daarom is dit in hierdie verband dat die Departement die eerste weergawe van die Opleidingsbeleid van die Staatsdiens van Namibië in 1990 ontwikkel en geïmplementeer het.

Voortaan is hierdie beleid hersien en uitgeloop in die tweede weergawe van die Menslike Hulpbronontwikkeling (MHO) Beleidsraamwerk vir Versnelde Dienslewering in die Staatsdiens van Namibië 2012, hierna na verwys as die Beleidsraamwerk. Vervolgens is die Staatsdienspersoneel vir Opleiding en Ontwikkeling in 2016 ontwikkel as 'n implementeringsklousule vir die Beleidsraamwerk. Ten spyte van al hierdie strategiese pogings, is die dringende bekommernis van die OMA's en RC's en die DPSM die implementeringstelsel wat tans as burokratiese, tydrowend, begrotingstoewysing, verouderde beleide en riglyne en bestuursondersteuning beskou word.

Dit is binne hierdie konteks dat DPB 'n groot rol speel in die ontwikkeling van menslike hulpbronne in die staatsdiens en binne die grense van DPB. DPB verskaf 'n omvattende padkaart deur die ontwikkeling en instandhouding van openbare beleide en staatsdienspersoneelreëls. Hierdie rol word versterk deur wetlike raamwerke, soos die Namibiese Grondwet van 1990 en die Staatsdienswet 1995 (No. 13 van 1995), om staatsdiensprestasie te stuur. Gevolglik is openbare beleide, prosedures en riglyne die staatsdiens se loflied vir doeltreffendheid en prestasieverbetering. Sonder goeie implementering sal beleide en programme egter 'n vermorsing van hulpbronne oplewer. Hierdie studie is daarop gemik om alternatiewe oplossings te bedink vir die uitdagings wat ondervind word met die implementering van die Beleidsraamwerk. Hierdie ontleding het ten doel om verbeterde prestasie met betrekking tot die strategiese prioriteite van die hersiene Beleidsraamwerk binne die Departement te verseker. Die studie het kwalitatiewe en kwantitatiewe benaderings gebruik om die uitdagings aan te pak. Vraelyste is onder Departementswerknemers versprei om potensiële oplossings rakende die uitdagings met die implementering van die Beleidsraamwerk te bepaal.

Daarbenewens is sekondêre data hersien om inligting te onttrek, en 'n ander platform van gesprek met die owerhede op die gebied van MHO word ook in die studie ingesluit as 'n bron van data. Verder het die studie verskeie beste praktyke vir die implementering van MHO-beleidstrategieë van verskeie lande hersien, soos bespreek met die oog op 'n maatstaf en om te leer uit die proses en foute wat ondervind word met die implementering van hul MHO-strategieë. Samevattend, die ervarings van ander lande en inligting wat deur die vraelyste ingesamel is, inligting ingesamel van sekondêre data en die besprekingsplatform met die respondente word gebruik om aanbevelings te maak om die suksesvolle implementering van die hersiene MHO-beleidsraamwerk, 2012, te ondersteun.

**Sleutelwoorde:** Menslikehulpbronne-Ontwikkelingsbeleid, implementeringsuitdagings, opleiding en ontwikkeling, prestasiebestuur, dienslewering



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## **List of Acronyms and Abbreviations**

APP	Annual Performance Plan
CHRNA	Chief Human Resources Policy Analyst
CRO	Chief Regional Officer
DHRD	Division Human Resources Development
DHRPD	Directorate Human Resources Planning and Development
DPI	Directorate Performance Improvement
DODG	Directorate Organisational Development and Grading
DPSA	Department of Public Service and Administration
DPSM	Department of Public Service Management
DED	Deputy Executive Director
ED	Executive Director
FP	Foundation Programme
GDP	Gross Domestic Products
GRN	Government Republic of Namibia
HR	Human Resources
HET	Higher Education Training
HRD	Human Resources Development
HRPA	Human Resources Policy Analyst
HRPD	Human Resources Planning and Development
HRM	Human Resources Management
HCMS	Human Capital Management System
DBIR	Directorate Benefit and Industrial Relation
HRDS	Human Resources Development Strategy
HRD-SA	Human Resources Development – South Africa
HRP	Human Resources Planning
HPP	Harambee Prosperity Plan I and II
I&O	Induction and Orientation
ICB	Institutional Capacity Building
ICT	Information Communication and Technology
IUM	International University of Management
IMF	International Monetary Fund
LDO	Learning and Development Officer

M&E	Monitoring and Evaluation
MMDP	Middle Management Development Programme
NDP	National Development Policy
NDP	National Development Plan
NCHE	National Council of Higher Education
NEP	New Economic Policy
NHRD	Namibian Human Resources Development
NHRDP	National Human Resources Development Plan
NHRP	National Human Resources Plan
NVP	National Vision Policy
NIPAM	Namibia Institute for Public Administration and Management
NPM	New Public Management
NSFAF	Namibia Student Financial Fund
NPC	National Planning Commission
NUST	Namibia University of Science and Technology
NQA	National Qualification Authority
NQF	National Qualifications Framework
NVP	National Vision Policy
OBE	Outcome-based Education
OECD	Organisation for Economic Co-operation and Development
OJT	On-the-Job Training
OMA	Offices/Ministries/Agencies
OPM	Office of the Prime Minister
PDP	Personal Development Plan
PISA	Programme for International Student Assessment
PSIP	Public Service Innovation Policy
PMS	Performance Management System
PMDS	Performance Management and Development System
PSSR	Public Service Staff Rules
RCs	Regional Councils
ROI	Returns On Investment
SA	South Africa
SAQA	South African Qualifications Authority Act
SDA	Skills Development Act

SETAs	Sector Education and Training Authorities
SSA	Sarva Shiksha Abhuvana
SMDP	Senior Management Development Programme
T&D	Training and Development
TNA	Training Needs Assessment
VET	Vocational Education and Training
VTC	Vocational Training Centre
UNAM	University of Namibia
WEF	World Economic Forum

## Chapter 1 – Introduction

### 1.1. Introduction

The Namibian Constitution, 1990 (Act No 1 of 1990), hereafter referred to as the Constitution, 1990 was adopted as the supreme law of the country, and complementary to the supreme law is the Education Act, 2001 (Act No of 16 of 2001) which regulates the education system, which includes both formal and non-formal education (National Planning Commission of Namibia, 2012: 20). The Constitution legitimises in Article 20 that *all persons shall have the right to education* (Republic of Namibia, 1990:12). Therefore, Human Resources Development (HRD) and Human Development (HD) are very significant contents on Namibia's developmental agenda to improve the quality of life for all its citizens through investing in the education system.

The Department's ultimate goal is to develop and coordinate the implementation of public service policies and guidelines in Offices/Ministries/Agencies (OMAs) and Regional Councils (RCs). The above depends on correctly planned, effectively trained, efficiently deployed and optimally utilised human resources to develop proper public service policies and guidelines.

Having appropriate trained human resources is one of the strategies for effective service delivery in the Department. According to the Human Resources Development Policy Framework (2012:5) one of the purposes of the Policy Framework is "to develop, nurture and utilise employees' talent optimally". Notably, there have been major signs of progress, but at a very slow rate despite the provision of the Policy Framework that aims to train and retain employees within the Department and the public service at large. The DPSM is among the ten departments in the Office of the Prime Minister (OPM) and was chosen as a suitable case for this study since the Department is the custodian of the Human Resources Development Policy, responsible for capacity building in OMAs and RCs.

The Department is mandated by the Public Service Act of 13 of 1995 to formulate; coordinate; implement; monitor and evaluate the public service policy in OMAs and RCs. Therefore, the Department is required to have a competent and highly productive

workforce, who are skilled and have a broad range of abilities to effectively carry out the mandate of the organisation. In addition, the success and effectiveness of any organisation rest on the human resources (employees). Hence, HRD activities are designed to meet the growing demands and address the skills and competencies gaps of the current and future jobs of employees and that of the organisation.

As a result, to achieve this mandate, the Department has embarked on ensuring that the employees are capacitated with the necessary skills to be able to formulate and execute the public service policies effectively and efficiently. This required the Department to, at all times, be cognisant of the fact that Training and Development (T&D) remains a current issue that needs to be maintained and managed to provide outstanding service delivery to the OMAs and RCs. The Republic of Namibia's Public Service Act, 1995, (Act 13 of 1995), as it is published in Government Gazette No: 1121, Part I, Establishment and management of the Public Service, "*public service, shall be impartial and professional in its effective and efficient services to the government. Therefore, to ensure that the people of the Republic of Namibia are served and their welfare and lawful interests are promoted, the policy formulation, evaluation and execution of government policies and directives are interrelated*" (Republic of Namibia, 1995).

The implementation of national policies provides legitimacy to the demands of high-quality education, training, Institutional Capacity Building (ICB), and lifelong learning. Moreover, by establishing supportive legislative and regulatory frameworks that support the implementation of HRD, much progress has been accomplished. In the ongoing implementation of the Policy Framework, the DPS's commitment to this policy is to ensure that employees are managed and developed through lifelong learning and development and ICB. Therefore, DPSM is conscious that human resources development is a catalyst in fostering change, creating learning organisations and developing a culture of performance. In return, if learning and development are effectively managed, both the employee and employer benefit positively and this translates into efficient and effective performance. Thus, the primary purpose of the revised Policy Framework is to harmonise and regulate T&D function in the OMAs and RCs, and promote a learning environment of structured and systematic training of

public servants to enable them to deliver quality services to the public (Human Resources Development Policy Framework, 2012:5).

Despite the efforts, the Policy Framework has not been effectively implemented in the Department due to various challenges experienced in terms of proper guidelines, monitoring mechanisms to determine the impact of the T&D and non-compliance from the Department. Among the challenges are:

- strategic plan of the Department;
- budgetary allocation;
- lack of institutional arrangements and management capacity;
- perceived low quality of public service delivery; and
- diverse interpretations of the HRD Policy procedures, processes and the applications of the policy by individual employees within the Department, which have disadvantaged the effective implementation of the policy function (Human Resources Development Policy Framework, 2012: ii – iv and 3).

Therefore, the research problem that this study addresses is the implementation challenges of the Policy Framework and this said policy will not achieve its strategic obligations and priorities should the same implementation challenges persist to be experienced and addressed in the same way as the case of the Training Policy of 1990.

## **1.2. Background and Motivation of the HRD Policy**

Over the years, there has been major transformation and development in the manner in which the public sector has been responding to the changing patterns of accelerated technology, learning and performance. In the context of globalisation and advancement in Information and Communication Technology (ICT), the use and application of technology, and the demand for quality service delivery by citizens have been escalating. To this end, competencies in public service delivery are challenged in the modern labour market. Hence, the government is putting considerable effort and commitment into making the public service more effective by investing in T&D and promoting innovation (Lankeu & Maket, 2012: 265-267). This is significant to note, however, Meyer (2007:2-3) strongly emphasised that the global revolution shifts in the field of workplace learning are influenced by globalisation and the use of ICT. Because of this, there is an ongoing shift from traditional training and development to learning

and development as another international trend. As a result, most of the organisation's training and development concept is gradually disappearing from the modern business environment as they are migrating toward the learning and development business environment. As a result, these concepts are used interchangeably. As in this case, the study adopted the use of T&D although it is at the edge of its lifespan usage.

This shift, however, has injected pressure on the public sector to improve the skills of the human capital that can meet the current challenges of the public. Amidst this process, the public service HRD function also took a shift to undergo various phases and aligned to the changing patterns of the environment. The first phase was at Independence in 1999 under the Public Service Act, 1980 (No. 2 of 1980), as one of the legal instruments that guided the Human Resources Training and Development. In the second phase, the policy was amended by the Public Service Amendment Act, 1990 (No. 24 of 1990), and subsequently, the third phase of enactment of the Public Service Act, 1995 (No. 13 of 1995). These policies before the Public Service Staff Rules on Training and Development (PSSR on T&D) developed in 2016 were (Annual Report Office of the Prime Minister, 2019 – 2020: 22):

- The Training Policy of the Public Service of Namibia of 1990;
- The Training Policy of the Public Service of Namibia of 1999; and
- The Human Resources Development Policy Framework 2012.

The introduction of these policies is to regulate the T&D function and address the competencies gap in the OMAs and RCs and those of the employees. In return, to enable the Department to effectively develop and implement the public service policies, the Department required qualified and professional employees.

The National Human Resource Plan (NHRP) was introduced by the government through the National Planning Commission (NPC) to serve as the repository for all national development strategic intents that inform the HRD Policy Framework and other national strategies (Human Resources Development Policy Framework; 2012:17). In order to address the systematic mismatch between skill sets and available jobs in the country, the NHRP was developed as a road map (National Planning Commission of Namibia, 2012: vii).



Notably, after independence, the government through the OPM directed considerable efforts towards investing in the T&D of the employees to improve public service delivery. The Policy Framework reflects this, requiring all OMAs and RCs to set aside at least 20% of their wage bills for T&D function. Of that amount, 25% must be used for courses offered by the Namibia Institute for Public Administration and Management (NIPAM). The government established the NIPAM to support skill development and capacitate public servants in order to expedite public service delivery (Human Resources Development Policy Framework, 2012:27). This indicates the government's commitment to T&D interventions.

The DPSM is tasked by legislation to develop policies and regulations. Amongst the Policy Framework's objectives is creating and maintaining a conducive environment for OMAs and RCs to thrive (Human Resources Development Policy Framework, 2012:5). However, the provision of capacity development within the Department to some extent becomes very difficult to monitor. The Department is hosted under the entire OPM combined Annual T&D Plan controlled by the Learning and Development Officer (LDO). On the same note, the training budget is another setback that limited the employees' capacity development. As a result, this system posed major challenges to the control mechanisms of the DPSM's T&D statistics and those of the individual departments within the OPM structure. This being said, these constraints harm the overall policy implementation at the Department level.

Although the Department is found to comply with the legislative framework by overseeing the development, reviews and implementations of the public policies in OMAs and RCs, the Department is also faced with the challenge of implementing the outdated HRD Policy Framework 2012 within the Department. The HRD Policy 2012 was reviewed in the 2018/2019 financial year and to date with pending approval. It is for this reason that the researcher recognised the need and undertook the study to analyse the existing challenges affecting the effective implementation of the Policy Framework 2012 in the Department in particular in OMAs and RCs at large. Henceforth, it is noticed that for the Policy Framework to achieve its strategic goals, it is necessary to ensure that these challenges are prevented from recurring. However, this process resulted in a gap analysis which highlighted the following: lack of Department T&D needs coordination; unquantifiable T&D statistics indicators; lack of

integration and alignment of the various sub-systems or directorates within the Department; and implementation of the outdated and long overdue approved policy reviews of HRD strategies since the Policy Framework is subjected to full review every five years. Despite these observable challenges, no study has been conducted to determine the root causes of the challenges and how to address them. Therefore, the study's ultimate aims are to determine how skills development plans and T&D opportunities are identified and whether there are M&E mechanisms in place to determine the impact of the T&D in the Department.

### **1.3. Research Problem**

The colonial era that Namibia endured left the country with significant deficits in knowledge and skills, which hindered the country's development. At independence in 1990, Namibia took significant steps forward by upholding the provision of its Constitution and recognising the importance of human resources development. Hence, relevant Human Resource Development (HRD) Policy and guidelines are developed to address socio-economic imbalances of the colonial era (Human Resources Development Policy Framework, 2012: ii). Before gaining independence in 1990, Namibia did not invest sufficient efforts and resources in developing and strengthening its human resources. In addition, there were inadequate strategies and clear guidelines governing Training and Development ((T&D) in the public service. Amidst this condition, and to respond to these challenges, the government through the Office of the Prime Minister (OPM), the Department Public Service Management (DPSM) responsible for public basic service conditions, underwent a review and reform Human Resource Development Policy (HRD) process to align with the evolving labor market dynamics. One of the reforms was the development of Human Resource Development Policy Framework for Accelerated Service Delivery in the Public Service of Namibia 2012 after reviewing the initial Training Policy of the Public Service of Namibia from 1990 (Human Resources Development Policy Framework, 2012: ii-iv).

The Public Service Staff Rules on Training and Development (PSSR on T&D) were established to regulate T&D in Offices, Ministries and Agencies and Regional Councils (OMAs and RCs) to ensure that employees are adequately skilled and motivated to provide quality services to the public. The PSSR on T&D serve as administration and management tools for implementing HRD Policy Framework (Public Service Staff

Rules on T&D, 2016:2). As a monitoring mechanism and a roadmap for national development strategies the government introduced the National Human Resource Plan through the National Planning Commission (NPC) that inform the HRD Policy Framework and other national strategies. Notably, with the implementation of these relevant guidelines, the human resource development is gradually growing at a reasonable pace, hence the government regards the employees' T&D as a crucial aspect for creating knowledge, skills and right attitudes to enable performance. Therefore, the government consider investing in people and institutions as a precondition for the desired social and economic transformation (Human Resources Development Policy Framework; 2012:1 and 17).

To narrow it down to this study, the problem is that the HRD Policy Framework 2012 implementation strategies at the DPSM level are yet to be evaluated and their effectiveness is yet to be known. Numerous concerns have been raised by the public regarding the performance and insufficient level of service delivery by public servants. This is often due to a lack of skills and capabilities required for individual employees to perform. Other problems are outdated policy and guideline reviews; lack of Department T&D needs coordination; unquantifiable T&D statistics indicators; and lack of integration and alignment of the various sub-systems or directorates within the Department. In addition, the Department's Annual T&D Plan, budgetary allocation and effective monitoring and evaluation system are imperative to the proper implementation mechanisms. It is for this reason that, for the Policy Framework to accomplish its strategic priorities, the implementing challenges experienced are dealt with to prevent similar challenges from reoccurring.

#### **1.4. Research Objectives**

To address the research problem, particular research objectives were set. The primary objective of the study is to:

- Analyse the challenges affecting the implementation of the Policy Framework in DPSM in the OPM, and determine the most effective and efficient strategy to enhance the implementation of the Policy Framework for improved performance and accelerate service delivery in the Department.

#### **1.4.1. The study has the following sub-objectives:**

- To identify the challenges encountered when implementing the Policy Framework at the Department level;
- To assess the relevance of the HRD legislations and policy frameworks adopted in the implementation of the Policy Framework in the Department;
- To evaluate the significance of T&D intervention on the employee's performance and the implications of the budget allocation;
- To assess the factors that led to the implementation of the outdated policies and guidelines, and the impacts thereof on the skills development of the employees in the Department;
- Develop the criteria to be used in determining the T&D statistics indicators to monitor the implementation of the policy in the Department;
- Conduct literature studies to explore and determine the best practices about HRD implementation strategies for accelerated and quality service delivery;
- To make recommendations based on the main findings to improve the implementation strategies of the Policy Framework, to enable the achievement of the policy mandate.

#### **1.5. Research Questions**

Based on the objectives, the study aims to answer the following questions concerning the implementation of the Policy Framework in the Department.

1. What are the challenges encountered during the implementation of the Policy Framework and how can they be addressed?
2. What is the relevance of the HRD statutory and regulatory frameworks to the implementation of the Policy Framework in the Department?
3. Is there a training evaluation system in place to strengthen the T&D interventions, and to determine the ROI on T&D?
4. Which specific factors contributed to the implementation of outdated policies and guidelines within the department, and how have these practices impacted the skills development initiatives among employees?

5. How the training needs of the employees are established and what mechanisms are used to determine skills development in the Department?
6. What are the strategies adopted by the Department to develop human resources and to what extent are these measures implemented in the Department?
7. What are the recommendations to prevent future implementation challenges to achieve the mandate of the Policy Framework to accelerate service delivery?

## **1.6. Research Methodology and Design**

In responding to the research objectives and questions of the study stated above, the research methodology and design incorporated both qualitative and quantitative approaches to address the research objectives effectively. This approach allows for a comprehensive exploration of the research topic by capturing both numerical data and in-depth descriptions of relevant concepts. The use of these research approaches is to ensure that the findings speak to the overall objective that the study intended to achieve.

## **1.7. Sampling and Population**

Purposive sampling method is used, to select participants who have relevant knowledge and experience related to the research topic making them appropriate respondents for assessing the implementation of the Policy Framework. In this case, employees within the DPSM are chosen since they are the custodian of the Human Resources Development Policy Framework function in the OMAs and RCs. The structured questionnaires were administered to 76 employees within the DPSM.

## **1.8. Data Analysis**

Data analysis is a process. After all the data are collected, collated, analysed and interpreted from raw data into meaningful insight to be able to determine the implementation level of the Policy Framework at the departmental level. By collating, analysing, and interpreting the data, researchers can draw accurate conclusions and make informed recommendations based on the findings.

## **1.9. Chapters Outline**

The six chapters that follows make up the study.

## **Chapter 1: Introduction**

The study's first chapter establishes the context. It contains the introduction's subsections such as the background and motivation, problem statement of the HRD Policy Framework 2012's inadequate implementation strategies, research objective and questions are highlighted. The concluding part of Chapter 1 includes the chapter outlines of the study.

## **Chapter 2: A Conceptual Framework of Human Resources Development**

This chapter formulates the theoretical and conceptual frameworks with a focus on reviewing available literature by previous authors on the contribution to HRD strategies concerning international NHRD strategies for best practices of the countries with a particular focus on the NHRP and HRD Policy Framework 2012 within the Namibian context. Further, the key concepts central to the study are explored.

## **Chapter 3: The Statutory and Regulatory Frameworks for Human Resources Development in Namibia**

The HRD strategies are guided by the policies and legislation in the implementation process. T&D are multifaceted and comprise various role players that are guided by the policies and legislations. These regulatory frameworks are discussed in this chapter concerning the contributing roles in the implementation of the Policy Framework and skills development in the Department and public service at large.

## **Chapter 4: Background to the case study of the Department of Public Service Management (DPSM) in the Office of the Prime Minister (OPM)**

The unit of analysis for this study is the DPSM in the OPM. The DPSM was chosen as a suitable case for exploring the aims of this study because is the custodian of the HRD Policy Framework responsible for capacity building in OMAs and RCs in the public service.

## **Chapter: 5 Findings and Results**

Chapter 5 therefore conveys the findings from the empirical study which focused on the perception of the employees in DPSM regarding T&D. The chapter further outlines the research design and methodology used in the Policy Framework implementation in DPSM and includes the description of the research techniques applied to gather data and the analysis process. As the chapter unfolded, both the population sample and the limitations were defined. The research approach and methodology used in this study are briefly described, followed by the results obtained from the questionnaires which are outlined and interpreted.

## **Chapter: 6 Recommendations and Conclusions**

This chapter concludes the research and provides research recommendations. The recommendations proposed are based on the main research objectives and questions as highlighted in Chapter 1 of the study. As such, an outline of the overall research recommendations and conclusion ends the research study.

### **1.10. Conclusion**

The study is an opportunity to provide information related to the implementation of the Policy Framework. It was noted that, during the Policy Framework implementation, several challenges were encountered, and it is for this reason that the study serves to ensure such challenges do not reoccur. In addition, the study also serves as a strategy to sensitise the management on the significance of HRD Policy on the performance of the employees.

## **Chapter 2: A Conceptual Framework of Human Resources Development**

### **2.1. Introduction**

In addressing the HRD issues, the government of Namibia has put in place the National Human Resources Development Plan (NHRDP) and legislation as guiding tools for improving and addressing competencies and skills gaps amongst Namibian citizens. The National Planning Commission of Namibia (2010-2025:20) stated that the Namibian Constitution, 1990 (Act No 1 of 1990) and the Education Act, 2001 (Act No 16 of 2001) regulate the educational system, which includes both formal and non-formal education. The Constitution legitimises the right and quality training and education “all persons shall have the right to education”. as it is acknowledged in the Third Amendment Act, (No. 8 of 2014) of the Constitution of the Republic of Namibia 1990, Chapter 3, Article 20, (Republic of Namibia, 2016:1) and the Education Act, 2001 (Act No 16 of 2001). This article, however, should be read in conjunction with the Public Service Act 13 of 1995, section 2 of paragraphs (f) and (k) of that section (Republic of Namibia, 1995: 6) which states that “the provision of training, including the conducting of examinations or tests, in such subjects, including languages, as may be required for any appointment, promotion or transfer to or in the Public Service”.

In light of these legal principles, Bartlett (2011:18-19) qualified this statement to give effect to the Constitution’s provisions that the public service should be staffed with highly competent and dedicated professionals; hence the development of the Policy Framework to ensure the development of public servants. It is worth noting that Human Resources Management (HRM) and HRD are key strategic focuses necessary for capacity building and skills alignment to ensure that employees deliver on the mandate and improve service delivery within the Department.

The chapter discusses HRD within the context of the study, including the definitions of the key concepts of HRD, such as HRM, HRD with its key components, benefits and challenges of HRD. The national and international best practices of HRD strategies are also discussed to give an overview of the implementation journey to improve the implementation of the national HRD strategy. In addition, lessons learned concerning



effective implementation processes that affect the improved HRD Policy 2012 implementation are discussed.

## **2.2. The Human Resources Management Theory**

Human Resources Management (HRM) is an umbrella framework that reinforces all the strategic functions of the Human Resources (HR) department in the organisation. The purpose of HRM is to create systems that enable the employees to successfully achieve the organisation's strategic business goals (Coetzee, Botha, Kiley, & Truman, 2019:447). Armstrong (2006:3) defined HRM as a "strategic and coherent management approach for the organisation's most valued assets, the people working in the organisation, who individually and collectively contribute to the achievement of its objectives". Broadly, HRM is regarded as a "set of interrelated policies with an ideological and philosophical underpinning".

Boddy (2005:338-339) understands "HRM as an effective tool that is strategically and systematically planned to manage employees and resources in the organisation to enhance performance".

As a result, HRM forms part of the managers' core functions, which are strategic to maintain a win-win partnership between the employer and employee toward achieving the organisation's mandate. Once employees' needs are satisfied, they become more competent, motivated and productive. Hence, the Government of Namibia strongly emphasised that "human resources are the most imperative resources of the country; therefore, investing in people and institutions is the most crucial precondition for the desired social and economic transformation". For this reason, T&D becomes a necessity in the public service (Human Resources Development Policy Framework, 2012:1).

## **2.3. HRD as an Element of HRM**

Human Resources Development is an important aspect of HRM; it provides a framework where employees can develop their individual and organisational skills, knowledge and abilities which support the performance of the organisation (Coetzee, et.al, 2019:447). Therefore, HRD and HRM should be implemented consistently along

with other HRM principles, which means that the development of employees becomes a prerequisite of organisational performance (Piwovar-Sulej, 2021). The book by Armstrong (2006:535) highlighted that HRD on T&D policies is closely associated with the aspect of HRM. HRM, advocates for the creation of a conducive environment for capacity development.

In the era of emerging advanced technology, continuous organisational changes are gradually becoming the norm and major strategic issues. Mello (2011:386) supported the above statement pointing out that “technology change continues to increase the rates of skill obsolescence; redesign of work into jobs with broader responsibilities that required skilled employees; and globalisation of business operations requires managers to be acquainted with various knowledge and skills” to be able to participate in the global space.

The role of HRD, therefore, becomes essential as an accelerator for economic development but its practicality is compromised. In South Africa, for example, Meyer (2007:1) noted that “despite the critical role HRD has, human resources are still underdeveloped and the potential of the human resources are not fully utilised”. However, it is worth noting that a talented and skilled workforce contributes immensely to the development of the organisation, increases productivity, and eventually enhances the economy of the country.

## **2.4. Key Components of HRD**

In the broadest aspect of HRD, key components of HRD are examined with bearing potential to improve organisational performance. These are:

### **a) Human Resources (HR)**

Human Resources (HR) are the backbone of any organisation. HR, in its broadest context, refers to the combinations of both people (human resources) and departments as assets and key resources of the organisation necessary for achieving the organisational objectives. Armstrong (2006:53-54) asserts that HR functions encompass not only employee management and development but also the execution of HR plans, organising and other management tasks. Organisation development, HR

administration, planning for human resources, talent management, knowledge management, recruitment and selection, learning and development, reward management, employee relations, health and safety, welfare, and equal opportunity and diversity issues are among these responsibilities. The manager's leadership is crucial to the accomplishment of these tasks.

### **b) Human Resources Planning (HRP)**

HRP is a comprehensive process that goes beyond the function of hiring and firing. From a broader perspective, HRP undertakes the planning functions of the organisation in terms of the nature and types of people (human resources) to recruit, and those already exist and assess the competencies they possess and those they require. This process thus enables the organisation to plan for the learning and development interventions necessary for addressing the skills gap. Also planning for the entire organisation's sustainable resources is necessary for its existence and survival. In addition, planning also takes into consideration both internal and external environmental factors that influence the organisation's performance (Mello, 2011:203-204).

### **c) Training and Development (T&D)**

T&D is a continuous investment in the employee and the most significant investment an organisation can make to improve performance and enhance productivity. Training is task-oriented, coupled with the acquisition of knowledge and learning skills for immediate use. On the other hand, development is an ongoing learning that will help the organisation and the employees on a career path (Mello, 2011:386). Further, the same author explicitly highlighted that many organisations are moving away from the use of *training* to *learning* due to the broad-based nature of skills and knowledge acquisition involved in learning, as compared to the specific technical skills acquired through training for the specific job. The essence of T&D is to expand the existing knowledge and skills that employees portray in the current competencies and acquire new ones.

#### **d) Performance Management System**

Performance Management System (PMS) is a performance platform system which creates a working relationship by establishing an understanding between the subordinate and supervisor on what is to be achieved. Van der Waldt (2004:39) assert that performance management is “an approach which harnesses the endeavours of the managers and employees towards an attainment of the organisational strategic goals while enhancing employee’s performance”. Thus, the ultimate goal of PMS is to improve performance through performance appraisals and reward systems within the organisation with a couple of bearing factors on career planning and promotions of individuals. As a result, PMS and T&D are inseparable since skilled employees translate into quality performance. However, Armstrong’s (2006:503) analysis revealed that performance management should be taken as an ongoing process rather than a “system”. Further, the author highlighted that the use of the term “system” implies a rigid, standardised and bureaucratic approach that is inconsistent with the concept of performance management as flexible and evolutionary. Therefore, performance management should not be used as a controlling mechanism but rather as a supporting and motivating strategy for performance improvement.

### **2.5. Training and Development (T&D) Process Model**

The T&D interventions become essential in addressing various competencies’ gaps while integrating employees into roles to improve performance. Armstrong (2006:532-533) believed that T&D interventions should be concerned with HRD policies and practices to support the achievement of the organisation’s mandate. The Training Needs Analysis (TNA) process is used to establish the T&D interventions that are relevant to the jobs. This means that there is a relative link between training and performance that eventually leads to compensation or reward.

Numerous literatures consulted have revealed that there is no standard or universal training model, but a generic framework has been used to assess and identify the training needs. This study, however, has adopted the five HRD processes in other words Training and Development Model Cycle by Amare (2014:14) using a four-step process sequence as follows:

- 1) Definition phase– Training Needs Assessment (TNA);
- 2) Development phase– Design;
- 3) Delivery phase– Implementation; and
- 4) Evaluation of training interventions phase.

### 2.5.1. Training and Development Model Cycle

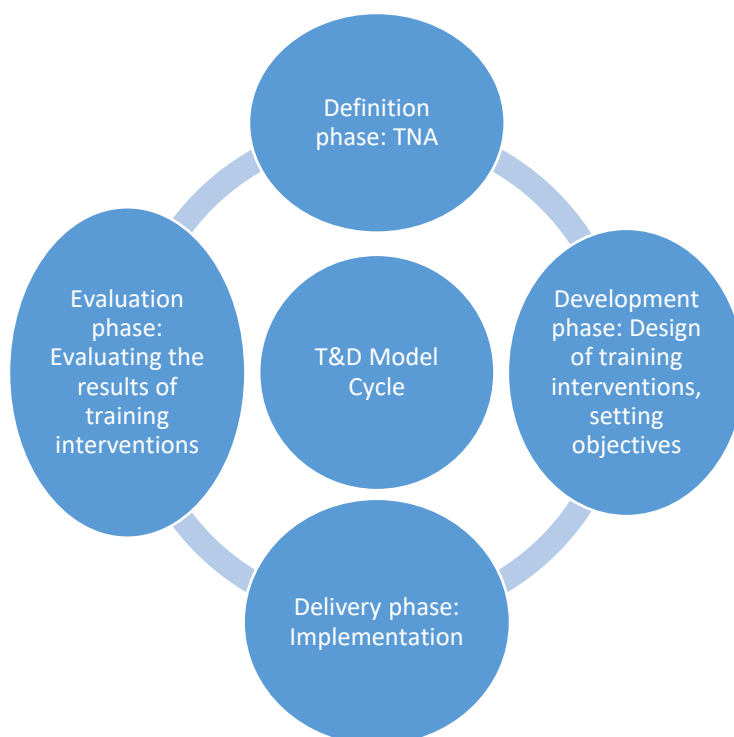


Figure 2.1 Training and Development Model Cycle

Source: Amare (2014:14)

#### 2.5.1.1. Definition of T&D Model Cycle Phases

**1. Definition: TNA**— TNA is a tool used to identify performance gaps and training needs (Mankin, 2009:142). This phase identifies two types of T&D needs, such as supply-led and demand-driven. Supply-led are those needs the organisation requires to achieve strategic goals, while demand-driven are individual needs in line with performance gaps or development needs. The assessment process defines the types of competencies and training required by individuals, based on job responsibilities. Data are collected, analysed and interpreted at both individual and organisational levels. Given the above, the needs are harnessed to strike a balance between the actual performance and the desired performance of the employee.

**2. Design: Development of training intervention and setting of objectives** – this phase is a comprehensive and lengthy process with a sequence of activities (Coetzee, et.al, 2019:202) such as:

- Assessing the needs concerning the occupations;
- Development of the organisation’s T&D Plan;
- Determine specific learning objectives based on the identified needs. According to Amare (2014:15), objectives are “specific outcomes that capacity-building programmes intend to achieve”.
- Developing or sourcing appropriate learning materials, assessment and evaluation tools for the training;
- Identify training or service providers. In addition, the Human Resources Development Policy Framework (2012:18) emphasised that when choosing service providers, the National Qualification Framework (NQA) is very crucial and it is not only concerned with the design of the training interventions but also with assessing, setting standards and establishing the accreditation of training service providers.
- Select the training method;

**3. Delivery: Implementation** – The delivery phase is very critical to both the trainer, trainees and the organisation. At this phase, the organisation should be cognizant of the internal and external factors as they are likely to pose major implications to effective training delivery. Internal factors might be organisational structure, management support, budget and other factors such as equipment (computers) and logistics (transport), while external factors such as politics, culture, and social media can be a challenge to the delivery of effective training interventions. In addition, training methods are crucial since most of the training interventions require real-life practice settings. However, the ultimate purpose of training should be knowledge transfers that can be applied to the actual job setting. At this phase, both the trainer and the trainees are concerned with expectations as to whether the training objectives and the knowledge gained will meet the intended purpose.

**4. Evaluation: Evaluating the results of the training intervention** – According to Amare (2014:15-16) T&D interventions are evaluated to assess the learning

objectives and training intervention's impacts which leads to making sound judgement on the quality and making informed decisions on the programme. Evaluation also helps to determine whether there has been an improvement in employees' behaviour and performance. The objective of conduction evaluation throughout, as highlighted by Mankin (2009:263-264), is to measure the impacts of training or learning intervention on the individual's performance and the contribution to the overall organisational performance. Evaluations are also carried out to determine the Return on Investment (ROI) on training. As illustrated in Figure 2.1 of the T&D Model Cycle, evaluation is the final phase, which seeks to determine the result of the training interventions and eventually inform the T&D Plan.

## **2.6. Training and Development Interventions**

Training and Development interventions are alternative HRD development programs intents to develop employees' skills. To effectively implement the HRD policy, there are several types of T&D interventions commonly used by organisations to address the functional skills gap, aiming at returning and improving performance of the employee.

### **a) On-the-job training (OJT)**

OJT are periodic programmes arranged to address particular needs in the organisation. They are informal or semi-structured and are facilitated by experienced core-employees. OJT is one of the training methods commonly used by many organisations. This method applies to either newly recruited or existing employees to acquire or upgrade skills and knowledge in certain areas of the job roles or with the introduction of policies or procedures (Meyer, 2007:199).

### **b) Internship**

Internship programmes are training interventions used to expose trainees to the real work environment of acquiring working experiences. This programme is a component of OJT that aims to shape interns into capable, responsible citizens who can successfully contribute effectively to the mandate of the organisation (Republic of Kenya, 2015:18).

**c) Induction programmes**

The purpose of induction is to create an enabling working environment for the employee to adapt and get acquainted with the job requirements, colleagues and organisational culture (Republic of Kenya, 2015:12). Induction programmes are to ensure that all new, transferred and promoted employees are inducted upon employment.

**d) Conference**

The conference is a continuous professional development intervention designed to provide and exchange valuable competencies. The conference settings are conducted in a group and require both the trainers and trainees to actively participate in the process. The purpose of the conference is to identify issues of common interest and the objective is to devise solutions. Conferences are usually designed around a theme and they are planned (Meyer, 2007:198).

**e) Coaching**

Coaching is a one-on-one interacting process with specific objectives that focus on developing and enhancing individual performance. Coaching establishes the relationship between the individual and the coach aiming at offering guidance to trainees, teaching skills and improving mind-set which leads to improved performance (Andries, 2016:21). Coaching can be conducted either individually or within a group of employees.

**f) Mentoring**

Mentoring is a one-on-one close relationship; the mentor is regarded as an expert source of knowledge and experience in facilitating or motivating the mentee by serving as a source of consultation on issues other than work. According to the Republic of Kenya (2015:16), mentoring is a component of HRD that involves the transfer of knowledge and skills. In many cases, a mentor is regarded as critical for self-reflective learning,



induction, career growth, personal development and change management. Therefore, mentoring programmes should be regarded as a means to the employees' development.

#### **g) Professional Development**

This platform creates an opportunity for professional interaction to deliberate on issues affecting employees' professionalism. The government in its effort to develop employees, created and mandated continuous professional development interventions for employees to develop professional knowledge and skills through professional institutions to pursue qualifying training (Republic of Kenya, 2015:19-20).

#### **h) E-learning**

The use and application of Information Communication and Technology (ICT) has taken over most of the jobs and functions in many organisations. Over a decade, many organisations around the globe have experienced drastic changes and developments in the ICT field. The public service of Namibia developed and launched the Public Sector Innovation Policy (PSIP) 2020 intending to nurture creativity and innovate public service delivery. In addition, the Policy's target is to improve effectiveness and efficiency in the provision of public services to Namibian citizens (Public Service Innovation Policy, 2020:12). Despite the introduction of PSIP 2020, the public sector's structures are still rooted in the traditional public administration where most of the public programmes and projects are still implemented manually.

Time and again, the public sector is slowly moving toward embracing the new public administration which is more responsive to the needs of the citizens and makes use of technology-based training or electronic learning and service delivery (e-learning and e-service delivery), as the world becomes even more complex and interconnected. E-learning is an application of electronic technological systems that support the learning process. To this effect, e-learning has the power to create effective learning, be user-friendly, and cost-effective and cover a wide range of participants. However, the use of e-learning could be a challenge if the users are not competent and equipped to deal with the technology revolution (Meyer, 2007:297-305). As a result, e-learning should not be

regarded as a solution to an organisation's training problems but rather as an optional training intervention in contributing to organisational performance.

### **i) Blended learning**

Blended learning is a hybrid learning system that consists of face-to-face and online (e-learning) learning or teaching methods. In this approach, the learning systems and environments are becoming very flexible and enhance interaction. This approach can be cost-effective and connects a massive number of participants. The hybrid learning approach is ideal for a training intervention for various geographical locations of the employees (Coetzee, et.al, 2019:271).

## **2.7. Benefits of Human Resources Development**

Amare (2014:17) highlighted the significance of human resources by using the example of Henry Ford. Henry Ford, the pioneer in the field of management, states, "Take out my building, take out my machines and all capital but leave my men with me I will become Henry Ford again". In other words, the statement implies that Henry Ford had proven that human resources are the most crucial assets to the existence and functioning of an organisation. The organisation, therefore, benefits greatly from its human resources rather than having simple types of machinery and equipment. It is worth noting that developing human resources is of the utmost importance to the organisation. Therefore, in today's world, most organisations are investing considerable resources in HRD as an important business strategy and ability to compete in the global marketplace as well as to enhance competitiveness and overall organisation performance (Meyer, 2007:1-2).

The former statement claim is consistent with the main goal of the primary objective of the Policy Framework on T&D which is to develop a conducive environment where employees acquire the knowledge and abilities necessary to improve performance and commitment and significantly contribute to the organisation's mandates and eventually guarantee ROI (Human Resources Development Policy Framework, 2012:5). Developing human resources yields positive results in the organisation in terms of

efficiency, quality performance, and promoting positive attitudes that add value to the organisation.

## **2.8. Challenges of Human Resources Development**

Several studies by various authors such as (Amare, 2014; Thoman & Lloyd 2018; The United Republic of Tanzania 2013; and Human Resources Development Policy Framework, 2012) in the literature surrounding HRD have revealed that HRD faces critical challenges as a result of the current knowledge-based and technology-based economy. As such, these challenges have impinged the effective implementation of HRD in organisations in meeting the objectives of the HRD Policy. Similarly, there are cross-cutting challenges in the public sector to the effective implementation of HRD strategies. These challenges are addressed as follows:

**a) Aligning HRD needs to Organisational Strategic Priorities:** Taking a critical perspective on this challenge, organisations should re-align their strategy to cope with the ever-changing demands of the public. Thoman & Lloyd (2018:154-155) affirmed that commitment from top managers is a crucial factor in addressing HRD needs and organisational strategic priorities. However, alignment should be well articulated by what it means and how it impacts the success of the organisation. HRD should be mainstreamed into HRM and championed by the HR practitioners and LDOs to gain significance and to influence management decisions on advocating for T&D. Also critical to HR practitioners, they forecast the organisation's needs and plan recruitment and hiring accordingly as well as assist in identifying employees who need up-skilling and re-skilling to improve performance. Therefore, HRD practitioners should ensure that the delivery of workplace education and training programmes is linked to the strategic objectives of the organisation.

**b) Developing managerial and leadership capability:** The United Republic of Tanzania (2013:7) states that T&D interventions in the public service are not structured to address different levels of responsibilities and attitude. This indicates that employees are not receiving systematic training meant to improve productivity and prepare them to occupy higher level responsibilities in the public service or private sectors. These findings reveal that comprehensive policies, procedures and processes for the

administration and coordination of training in the public service are lacking. The study by Amare (2014:18) alluded that, in many organisations, “HRD professionals should design and implement management development programmes to address specific core competencies such as strategic capability, flexibility and learning orientation”. Rather, HRD professionals focus more only on generic competencies that do not improve the strategic capabilities of managers.

**c) Understanding of different needs and interests:** The United Republic of Tanzania (2013:7) indicated that there is inadequate management and coordination of training opportunities in the public service. This shows that HRD planning is not objective enough and not yet designed in line with the strategic objectives of the organisation and that of the employees. Training in the public sector is not regarded as essential, therefore, with the absence of systematic training plans, employees are in some instances sent to the wrong training due to a lack of accountability and support from management. Hence employees are required to participate in development programs as per the identified needs (Human Resource Development Policy Framework, 2012:24). Further, performance management review is essential as they provide feedback on the employees’ progress performance. As a result, career progression and reward systems can serve the organisation to sustain scarce resources. In the same vein, limited appreciation of the importance of training by employers leads to less priority in planning, budgeting, implementation and M&E for training function.

**d) Allocating sufficient financial resources to T&D:** Historically, this challenge is most evident in the manner HRD plans are cut back when the organisation’s budget becomes insufficient. The budget allocation for T&D interventions should be properly apportioned and adequate to cover the needs identified. Thus, OMAs and RCs are required to budget through the Ministry of Finance, for the identified T&D needs, and in line with the organisation’s strategic and T&D plan which contains the training needs of the employees from TNA, Personal Development Plans (PDPs), functional or technical skills for non-academic and competencies development (Human Resource Development Policy Framework, 2012:27).

**e) Creating a positive working environment:** One of the objectives of the Policy Framework is to create a conducive working environment and avail equal opportunities for all employees to develop competencies through T&D interventions (Human Resources Development Policy Framework, 2012:5). However, many public sector organisations have not considered the developmental climate as a precondition to influence the HRD to affect organisational change; rather paying attention to evaluating materials and serving political ideologies, but very little concern is given to the development of human resources. Further, this weakness emanated as a result of a lack of trust between managers and employees. To this end, managers should, therefore, effectively initiate and lead the creation of a conducive environment where employees feel motivated to learn and grow. To this effect, HRD managers should develop, monitor, and evaluate training interventions designed to promote individual and organisational growth through learning and development as a career development programme for employees (Thoman & Lloyd, 2018:153). As such, both HR practitioners and LDOs can leverage the awareness positively and sensitise the employees to these benefits.

**f) Sustaining the effort:** HRD is an ongoing effort and process. Thus, the responsibility for maintaining and reviewing the HRD Policy lies within the HRD Practitioners and division of HRD. As in this case, the DPSM exists to ensure the HRD Policy Framework has continued relevance to the needs of the public service by keeping it up-to-date and revising it as the need arises as per the timeframe of the policy review (Human Resources Development Policy Framework, 2012:33). To this end, the Policy Framework exceeded the review timeframe due to a shortcoming of management involvement in the process. Additionally, the United Republic of Tanzania (2013:7) pointed out that, the public sector is faced with the most critical challenge of public servants terminating their services after completion of training sponsored by the government, and this contributes immensely to the poor management of training and implementation of outdated policy guidelines and procedures. Lack of continuous feedback on employees' performance can be attributed to the performance management system.

## **2.9. Alternate mechanisms to improve service delivery**

Improved service delivery can be traced through the changing role of the government from the traditional bureaucratic public administration model to a New Public Management (NPM) paradigm. NPM paradigm can thus be defined as a set of management approaches and techniques inspired by the values and concepts of the private sectors of the market and competitions applied in the private sectors. Traditional public management is characterised by inefficient, ineffective, and unresponsive service to service users, while the NPM advocates for market competition and service-oriented. Further, the authors defined “the NPM as a set of reforms meant to shift the public sector from bureaucratic to post-bureaucratic organisational arrangement”.

The NPM in practice is perceived as a solution to many red flags of the traditional public administration and as a means of improving efficiency and quality service delivery through improved good governance systems and capacity building of human resources development interventions. Taking a closer look at the NPM, there is a relative link between the performance management systems that has a direct relation to the T&D (Batley & Larbi, 2004:31-41). In support of the above view, Namibia recognised the indispensable of skills enhancement and therefore the government committed to intensifying skills development and capacity building. It is acknowledged by the Human Resources Development Policy Framework (2012:1) that the “government regards T&D as an important component of creating the knowledge, skills and foster the right attitudes for enabling employees to fulfil the demands of their respective roles within the organisation they work in”. Therefore, it can be concluded that to accelerate improved quality service delivery and strengthen the implementation of the Policy Framework it is essential to benchmark the best practices of other national and international countries.

## **2.10. Best Practice: Implementation of National Human Resources Development Strategies**

Literature revealed several studies randomly done on National Human Resources Development (NHRD) and practices in certain countries, based on interest. HRD practices have been around for decades and in the spheres of ICT, sharing and accessing

of information across countries are the norms of the day. Meyer (2007:491-494) shared the history of HRD practice and application as it has been slowly noticed but the impact of this revolution can be seen in the way HRD is viewed today. This can be traced to how HRD practices differ or share similar traits across countries, regions or organisations, be it public or private sectors. To this end, with globalisation and advancement in ICT, countries are faced with many demands that require flexible labour forces who are responsive to the unprecedented changes of the modern global market. Thus, HRD is a catalyst tool for the survival of any organisation in the global village. The same author asserted that “no country can sustain economic development and international competitiveness if its human resources are not developed”.

Therefore, it is for this reason that the researcher took a holistic approach to understanding how HRD tools can be used as a catalyst for national and global development. This study is set to analyse HRD policies and practices in six countries. The study compared HRD practices in these countries, despite the diversity and complexity of the political, social-cultural, and economic and ICT nature.

Namibia is relatively young and on a journey to reform the NHRD process. Despite the political stability the country appreciates, the economic, social and technological aspects are yet to be maintained. Thus, Namibia is expected to benchmark possible good lessons concerning the approach implementation of the NHRD strategies to enable its position in the global market. Therefore, the best NHRD practices applied by countries such as South Africa, Brazil, India, Malaysia and Finland are based on the success regarding the implementation of the HRD strategies. Similar objectives and strategic priorities of these countries also apply to those of the NHRD strategy in Namibia. An overview of the selected countries is reviewed to give a brief resemblance to the application of the HRD strategies. Notably, these countries also suffered the post-independence consequences imposed by the colonial era. The Republics of Namibia and South Africa’s HRD strategies share similar trends as compared to other countries, although South Africa is more advanced in some areas as compared to Namibia. Although these two countries are on a considerable journey toward polishing the HRD strategies, they have scored better in some areas but numerous areas within the parameters of the HRD strategies require improvement. However, the study reviewed

the NHRD strategies of other international countries as best practices concerning the HRD strategies.

### **2.11. The National Human Resources Development Practice of the Republic of Namibia**

Namibia has taken drastic measures to reform the socio-economy and restructured a good strategic framework for the educational system, training, research and development at all levels of human resources development after independence in 1990. Considerable changes to revive the socio-economics of the country through the development of human resources, organisations and institutions were initiated.

The National Planning Commission of Namibia (2012: ii) in conjunction with the Human Resources Development Policy Framework (2012: ii-1) highlighted that the country adopted a longer sustainable development journey with the provision of the Namibian Constitution of 1990 and other plans such as the National Development Plans (NDPs) and Vision 2030 and now the Harambee Prosperity Plans I and II. The educational system and training were then reformed to strike the balance between the supply and demand in the labour market and employment sectors. Despite the considerable efforts made, investing in the educational system, training and development as a pre-condition for the desired social and economic transformations, shortcomings in terms of skilled human resources persist. The financial resources are still hampering the educational system, training and development to cater for tertiary and other professional development qualifications (National Planning Commission of Namibia, 2012: vi).

To this end, Namibia has been extensively investing in the education system by ensuring free access to primary and secondary education with the extension of enrolment in vacation education as well as establishing entrepreneurship training. To support economic development, the government has expanded investments in the educational system by establishing VTC which offers programmes on entrepreneurship skills for junior secondary training. On the other hand, Vocational Education and Training (VET) under the Vocational and Training Act of 2008 under the leadership of the Namibia Training Authority (NTA) is offered. The VETs are state and privately



managed institutions providing programmes that intend to address skills shortages in the country, particularly technical skills required in the labour market.

The level of National Council for Higher Education was established under the Act of Parliament (Act No. 26 of 2003) to advise the government on issues related to higher education. These higher education institutions are both government and privately managed and are accredited. The government also created the Namibia Student Financial Assistant Fund (NSFAF), a financial institution assisting learners from less privileged and financially challenged. In addition, the government also offers In-service Training that offers qualifying and non-qualifying opportunities to the public and private sector employees. The government recognised that the public servants required to perform more effectively in light of the skills gaps in the job functions as a result of the colonial era. In 2010, the Namibia Institute for Public Administration and Management (NIPAM), a civil service institution, was established under the Act No. 10 of 2010. NIPAM was created with the sole aim of addressing the civil service competencies in state-owned enterprises, national, regional and local government (National Planning Commission of Namibia, 2012: vi and 20-28).

These strategic initiatives indicated Namibia's efforts to enhance access, quality and efficiency educational system, although human resources development still faces significant challenges with bearing negative impacts on students' success and learning outcomes that determine the preparedness to enter into Vocational Training Centres (VTC) and university. This means, the inception of the Namibian Human Resources Development (NHRD) practice is still relatively young and is growing at a remarkable pace. Namibia being an up middle-income country has to benchmark and learn from developed nations in terms of advancing HRD strategies. Not only that but to address the inequalities imposed by the colonial era to develop human capital and build institutions to absorb professional human resources. Therefore, the effective implementation of HRD strategies, reforms and national legislatures depends on the dynamic arrangements that are relevant to the Namibian context. As a result, there is a need for a paradigm shift in the area of technology and the nature of work and learning as well as changing learning desires and aspirations in line with globalisation trends. This ambitious goal can only be achieved if the National Human Resources Development Plan (NHRDP) and the HRD Policy for the Public Service integrate the

human-computer interface and adopt flexible strategic plans to accommodate the trends of globalisation (National Planning Commission of Namibia, 2012:vi).

## **2.12. A case of the Republic of South Africa**

Traditional Human Resources Development in South Africa has evolved rapidly over the past years. The traditional human resources system has been regarded as a system that imparts knowledge and skills for performance, but in the modern world, it is more about increasing competencies to survive in the competitive economic world (Meyer, 2007:1-2). The same author, according to the assessment carried out by the World Competitiveness Reports, revealed that “although human resources are essential in South Africa (SA), they are underdeveloped, and their contributions are not realised. In addition, lack of human resources development is one of the major stumbling blocks to the country’s economic ability to compete in the global market”. This is a cross-cutting issue in the world.

The Public Service Commission (PSC) of the Republic of South Africa “is a labour-intensive employer dependent on the quality, skills and performance of its employees”. The Public Service has developed the HRD Policy Framework for the implementation and monitoring of the impact of T&D interventions and to ensure that the Policy’s objectives are achieved (Republic of South Africa, 2011: vii). In support of the HRD practice in South Africa, there are legislative provisions regulating HRD activities in the public service, amongst others:

- The Skills Development Act (SDA),1998;
- The National Qualifications Framework Act (NQF);
- The Sector Education and Training Authorities (SETAs);
- The South African Qualifications Authority Act (SAQA) (Act No.58 of 1995);
- The Public Service Regulations, 2001 as amended;
- The White Paper on Public Service Training and Education;
- The Human Resources Development Strategy;
- Vision 2015; and
- The Human Resources Development Strategy for South Africa.

In South Africa and like any country, HRD is an integral element of the organisation and economic growth of the country. Although significant effort was made to have the necessary legislative and regulatory framework to support the implementation of the HRD Policy, the process has not always been successful as various challenges persist in addressing the skills gap. As a result, it translates into limited human resources capacity which will continue to negatively impact public service delivery (Republic of South Africa, 2011:5-8 & 24).

The world has become a global village and, in this paradigm, SA education and training systems are gradually influenced by the modern system called Outcome-based Education (OBE), a hybrid approach of integrating theory and practice. This approach calls for the public service's HRD system to be aligned with the OBE approach to ensure effective and efficient performance. In addition to this approach, the SAQA encourages both educational and training systems to integrate technology into the learning programmes and ensure that learners are equipped to be able to use science and technology effectively. As such, HRD Policy's programmes should be aligned in the area of information technology, as all jobs and functions are widely affected by information technology (Meyer, 2007:2-3, 297-298). Despite its efforts, the country still has more to benchmark from other countries whose HRD strategies are directly linked to addressing the skill gaps for effective performance.

### **2.13. A Case Study of Brazil**

Brazil is the largest country measured by landmass and population in Latin America with a population of about 200 million, which makes it the fifth largest country in the world. Brazil is also the ten largest economies in terms of procurement power in gross domestic product (GDP) (Ardichvili, Zavyalova & Minina, 2012:216). Although the country is known to be stable in the economy, a significant segment of its population lives in poverty with poor health conditions and a high level of illiteracy that has implications for the size of the country's workforce. Brazil's population consists of various ethnic groups such as Portuguese, Italian, German, Japanese and African groups. On a political level, Brazil endured long political hardship and instability and it can be compared to the political situations that other states experienced. However,

the country's political situation only changed after it gained independence from Portugal in 1822 (Bartlett, 2011:29-30).

Human resources are at the core of the country's development agenda. The Constitution guaranteed the right to education as a major fundamental right of Brazilian citizens. This provision is made under Article 206 of the Federal Constitution of Brazil as "guaranteed access to free education and provided for the parallel existence of state-owned and private education institutions"; hence the need to shift from a traditional model, agriculture and industry-based approach to development to a knowledge-based economy (Ardichvili et al., 2012:219). To this end, the reforms that took place in the 1990s have made significant progress in the basic education system and literacy levels. In addition, in terms of HRD strategies, the educational planners took a critical assessment of the relevant technical skills that are responsive to the labour market. Hence, the creation of the Vocational and Technical Education System) and higher education to teach technical competencies.

Further, the authors, Ardichvili et al. (2012:219) alluded to the reform of 1995, when the Ministry of Labour adopted the National Plan for Vocational Education (PLANFOR) that focused on vocational education and training through lifelong learning as a means to increase industry-specific skills and other technical skills in the labour market. Bartlett (2011:31-32) also alluded to the strategic decision Brazil took to reform technical education as well as its focus on the provision of lifelong adult education to enable the workforce to cope with industry skills. To strengthen the HRD strategy, national leaders developed a collaboration with universities and organisations to develop human resources through investing in research and development that would promote knowledge exchange through national and regional cooperation in the preparation of the national workforce.

Initially, Brazil made a radical investment in the education and training of citizens as provided by the Constitution, especially in children's education and adult literacy in 1990. This came as a result of political stability that was created by the unions' demands that employers should contribute at least more than two-thirds of their budget to the development of primary education. To support the initiative, the government recognised the effort and created a support programme for primary and secondary

education known as the Fund for Support of Development of Basic Education (FUNDEB). These initiatives improved the collaboration between the federal government and educational institutions throughout all states with a focus on addressing the needs of both rural and urban citizens. The growth of the higher education system receives highest priority in the Brazilian government's NHRD policy, which still primarily focuses on primary and secondary education. To this end, the intention of expanding human resources in the field of technology and innovation, subsidised systems of the universities are created. As a result, the education investment situation spiralled and education became a collective effort but not the federal state's responsibility alone (Ardichvili et al., 2012:219). In addition, the country concurrently ensured that huge investments were also channelled toward the economic infrastructures that could grow the country's economy through the creation of more job opportunities that could eventually respond to the suppression of poverty.

Bartlett (2011:33) has concluded that Brazil's development took an outward approach by not only concentrating on the primary and secondary investment but inclusive approach to focus on the entire development sectors. The collaborative approach to involve both public and private sectors in the development of the country positioned Brazil at the level where they are today. Therefore, one could argue that to provide responsive learning and workplace opportunities to out-of-school youth and unemployed citizens, a collective and integrated approach of both the National HRD and private stakeholders involved is required. These stakeholders are to collectively ensure the identification and implementation of the NHRD needs as well as monitor evaluate and report on the progress in education, training and research development of the country.

#### **2.14. A case study of India**

India's population is predicted to grow to 1.8 billion people by 2050, surpassing China. In terms of economy, it is the fifth largest in the world measuring its purchasing power parity GDP but occupies only 164<sup>th</sup> place in per capita GDP rankings (Central Intelligence Agency, 2010). Historically, India is known and associated with the largest traditional industry sector, especially in the area of automotive, pharmaceutical and textile industries.; not only that but one of the countries that made great advances in

high-technology sectors and became a technology services supplier to other developing countries. In the 1980s, India was recorded to have a medium level of human development as per the Human Development Reports (2010). Numerous challenges in terms of income inequalities, access to services as well as gender inequality in education were experienced (Ardichvili et al., 2012:216-218).

Despite the outcome of the Reports, the Indian government was not discouraged and provided many educational institutions with high-quality colleges and universities. Human capital is one of the highest priorities on the Indian government's agenda and is regarded as the major competitive advantage in the global market and a source of economic growth. Hence, the creation of the Ministry of Human Resources Development to spearhead the HRD of the country. The Ministry of HRD focused on the improvement of the educational system and training by supporting the government to increase the investment in education by introducing government subsidies and expanding educational institutions such as universities to provide quality training programmes (Ardichvili et al., 2012:218-219).

Further, as Ardichvili et al. (2012-221-223) reported, Sarva Shiksha Abhiyan (SSA) programmes are amongst other educational initiatives, and the main goal of SSA is “learning for all”. This programme provides access to both primary and secondary levels and ensures equal opportunities for the children of all races and ethnic groups within the communities. The programme is funded by the central government with support from various international institutions. Significant outcomes of the programme have been recorded with the increase in the enrolment of many children in education. To enforce the continuity and sustain the educational development strategies, the government put in place regulations and policies as well as numerous programmes to complement the efforts of the government. Amongst the government-funded programmes are “mid-day meal” programmes catering for day meal learners. Also, the government realised that the low rate of attendance and poor performance in schools were informed by many factors such as low income among families who could not afford to enrol their children in the school system. Some of the children were engaging in low-paid work to earn a living. Later in 2006, the government introduced a law prohibiting children under the age of 14 years and younger to be enslaved. With such an initiative, the Indian government gradually increased the uptake of enrolments in the

educational system. India is believed to have good technology, hence the introduction of technological leadership in 2000, followed by the technological policy implemented in 2003 that aims to create and increase expenditure in terms of the GDPs of the country.

The Indian education system did not only focus on primary and secondary education but also made huge investments in Vocational Education and Training (VET) programmes that are aimed at addressing the knowledge economy competencies required in the labour market. The VET is regulated under the National Skills Development Policy (Government of India, 2009) – this is a comprehensive policy for inclusive growth for both formal education and lifelong learning. The Policy aims at preparing young people to enter into labour market and those already in the labour system as well as providing coping mechanisms to adapt to changing technologies and labour market demands (National Skills Development Policy, 2009). Expanding skills development opportunities for Indian citizens remains the core agenda of the government to address and upgrade the modern skills of the country. The National Skills Development Policy is a roadmap to sustainable skills development providing support to lifelong learning and avails access and equal opportunities for education, training, research and development. This concludes that India made a great advance in terms of the NHRD and economic development with a focus on high-technology development and reforms in the educational system.

### **2.15. A case study of Malaysia**

Malaysia is no different from any other country. Therefore, the public and private sectors' activities related to human resources have significant impact on Malaysia's socioeconomic growth (Abdullah, Rose & Kumar, 2007:213). More so, in the industrial sectors, the human resources are more skilled, creative and innovative. A brief background, Malaysia became independent in 1957, and since then, embarked on improving the social development and living standards mostly in areas of health and education. Being a country with various races and ethnic groups, most of the population was living below poverty and endured vast gap inequality in income distributions.

After a decade, the country realised the importance of human resources as drivers of economic development. Over the years, Malaysia underwent various phases to reform the country's long-term development policies, regulations and legislations such as the

New Economic Policy (NEP) 1970-1990; the National Development Policy (NDP) 1990-2000; and the National Vision Policy (NVP) 2001-2010. These long-term policies emphasised economic growth and human resources development that aimed at benefiting the citizens and the country at large (Bartlett, 2011:33-35). In addition, these institutions were established to oversee the administration and promotion of HRD activities as accounting and independent entities. As such, a pool of financial resources was created with the segmentation of training and education from formal academic institutions to informal T&D programmes offered by the workplace for further skills development. In light of the above, massive transformation in training and educational systems for capacity building as a strategic effort to enhance the quality of human capital has been observed.

From that point forward, from 1970 to the 1980s, the governments invested resources in agricultural sectors led to economic growth which translated into an industrial-based economy. As a result, the government realised that industrial sectors were the backbone of economic growth, hence the government put up plans and strategies to develop human resources to be able to support the country's socio-economic and compete in the global market (Abdullah et al., 2007:213). The economy steadily grew through the formal planning of long-term strategic plans aimed at achieving rapid economic growth, improving the socio-economic situation and alleviating poverty as well as reconstructing the society as envisaged under the country's "Vision 2020".

In conclusion, the Malaysian government prioritised the T&D of human resources as the most important aspect of the organisational performance and socio-economic development of the country with a focus on the creation of a knowledge-based economy and knowledge-based workforce (Abdullah et al., 2007:213-216). Given fact that, the integrated character of the approach, the HRD policies of the Malaysian Department of Human Resources can be considered to be the best practice since they are neither stand-alone policies nor disconnected from other government programs (Bartlett, 2011:37). Significant findings emerged from this literature that the NHRD in Namibia, and the countries in the study, are not an independent strategy, but linked with other key supporting strategies that are informed by the country's colonial experience and inequalities endured during independence. However, more effort to integrate human resources development strategies is required.



As a result, there are certain commonalities between these countries: Malaysia, Namibia, South Africa, Brazil, India, Malaysia and Finland, for example, the redistribution of wealth and the eradication of poverty strategies used. It is against this background that the implementation of Malaysia's national human resources development and skills strategy in this regard is deemed necessary to be of value to Namibia as a developing country, despite some challenges encountered in the process (Bartlett, 2011:28).

### **2.16. A Case of Finland**

Finland is one of the countries that has placed its value and views of education and training as the most catalyst for development in all aspects of social and economic spheres. Historically, Finland is a prime example of a nation that has managed to swiftly transform from a traditional to a modern information economy within a reasonable time amongst the top global competitive and innovation-ranking countries (Dahlman, Routti & Anttila, 2006:2-3). Therefore, up-skilling human resources has been always at the core value of education in Finland. As such, equity, flexibility, creativity, teacher professionalism, and mutual trust are the cornerstones of Finland's educational policies (Sahlberg, 2009:1).

Despite Finland's ranking high in terms of innovation, in 1990, the country experienced a devastating recession that drastically increased the unemployment rate from 5% to 15%. This inflation, however, ascended and caused the state debt to surge to over 60% of the country's GDP. In terms of both the economy and the World Economic Forum's (WEF) competitiveness index, the nation became the most ICT-specialised in the following year. In addition, the country also obtained the highest ranking in the Organisation for Economic Co-operation and Development's (OECD) Programme for International Student Assessment (PISA) studies on educational attainment and learning skills. In Finland, like other countries, the educational system also witnessed extreme reformation and endured challenges and success to be where it is today. The most significant lesson learned from the reformation "was the courage to build the country's infrastructures for knowledge economy by investing in education and research as well as in information and telecommunications systems" (Dahlman et al.,

2006: ix-x), as a result, the equality of the educational system opportunity was improved.

The history of the Finnish educational system and policies had an enormous influence on the knowledge economy where literacy skills constitute the necessary building blocks of human capital. One of the key strategic turnarounds in the success of the Finnish economy has been the decision to invest in human resources development. Also, the educational system and policy are interrelated support function systems, between education, population and economic growth. This transition took effect at independence in 1917 and the educational system was structured resulting in equal access and rights for every citizen. In preparation for professional qualifications, Vocational schools, Universities and Polytechnics were offering T&D programmes to develop competencies for employment purposes. The same authors emphasised, based on the Adult Education survey conducted by Statistics Finland 1999, “that 50% of the working-age population attends some kind of adult education, either informally or within the vocational adult education system”. From the discussion thus far, it is clear that adult education seeks to enhance and improve employment in the public and private sectors, whilst providing employees with the skills and competencies to meet the demands of the modern labour market (Dahlman et al., 2006:55-57).

One of the most significant reforms in Finland’s improved public service delivery and economy is that employers sponsored most of the T&D interventions as part of the employees’ benefits and motivational incentives. Amongst these T&D education and training programme interventions sponsored by employers are information technology and computer skills. Interestingly, the educational system in Finland is publicly funded and run, meaning education is nationally provided free of charge, including textbooks and educational materials to students, from the pre-primary to upper secondary schools. Additionally, vocational education is partially sponsored by the government and local authorities; whereas, universities, which are state-owned establishments with constitutional autonomy, and Polytechnics, which are mostly funded by municipalities, are privately funded. This demonstrates the commitments and the relationship between the government and state-owned institutions’ responsibilities for the provisions of education and skills development (Dahlman et al., 2006:57-58).

According to Sahlberg (2009:3), “Finnish education is one of the exceptional internationally recognised educational systems that has adopted the best practices from the wealthier western neighbouring country such as Sweden”. Further, the author stated that, despite the challenges the Finnish educational system encountered, to date, the Since 1980, Finland educational systems improved and become one of the best educational systems in the world which had demonstrated to be the greatest in terms of creating and enhancing human capital. The formula of the Finnish educational system’s success was achieved through implementing educational reforms different from other nations. In conclusion, Finland educational reform has been driven by good leadership principles that prioritise lifelong learning. Equally, education institutions are encouraged to develop provide the greatest learning environments and to incorporate curricula that will best helps and equip their students to meet the general requirements and eventually achieve professional leadership in the working environment.

## **2.17. Conclusion**

This chapter has unfolded an overview of the conceptual framework of human resources development concerning the T&D model process. The findings revealed that human resources are the most fundamental element to the existence and functioning of any organisation, be it public or private. As it has been emphasised, according to Amare (2014:17 quoted by Wachira, 2012), Henry Ford, the pioneer in the field of management states, “Take out my building, take out my machines and all capital but leave my men with me and I will become Henry Ford again”. In other words, Henry Ford had proven that human resources are the most crucial assets to the existence and functioning of an organisation.

However, most countries in the world had to witness numerous transformations in many developmental aspects including human resources and management. The HRM is one of the critical aspects that has suffered negligence over decades in reforming public services as a result of the post-colonial era. Like in many African public services, Namibian’s human resources development was given less privilege during the colonial era, since the government was mostly focusing the effort and attention on the liberation struggle, hence to expedite growth in every area of development after independence (Human Resource Policy Development Framework, 2012: ii). To that end, human

resources were regarded as less important aspects of development in terms of socio-economics, but the consequences that countries endured were enormous.

The NHRD and HRD strategies of Namibia are a collective effort to efficiently and effectively implement successfully by all relevant and social stakeholders. Consequently, this chapter explicitly highlighted the social and collective responsibilities of the relevant stakeholders in the development of human resources. Further, best practices about national HRD strategies in countries such as Brazil, India, Malaysia and Finland were reviewed to give a view of the human resources development strategies. The finding based on the benchmarking of these countries is that Namibia can emulate the best practices and customise them within the context, despite the level of development of these countries.

In addition, it can be argued that numerous factors, particularly political and economic stability; conducive social environment; credible policy development; capacity building and accountability; reliable technology; and strategic planning; systematic monitoring and evaluation are essential for Namibia to implement HRD effectively and efficiently. Furthermore, the policymakers should ensure the integration of skills development programmes concerning industry, science, ICT and innovation, research and development into the government's development agenda, as in other countries (National Planning Commission of Namibia, 2012:2). Concerning DPSM as a case study, the policymakers and coordinators of the HRD Policy have to strengthen the interventions in the planning and implementation of HRD strategies at all levels and across the public sector.

Chapter Three covers the relevant regulatory frameworks pertaining to the public service implementation of HRD and skills development processes. Additionally, this chapter also provides an analytical overview of the implications that these regulatory frameworks have on HRD concerning skills development.

## **Chapter 3: The Statutory and Regulatory Frameworks that Guide Human Resources Development Strategies in Namibia**

### **3.1. Introduction**

The best practices for the national HRD strategy implementation as used in a few chosen countries were covered in the preceding chapter. The discussion highlighted the influence of HRD in the transformation and improved service delivery of those particular countries.

The practice of T&D is multifaceted and comprises various role players that are guided by the acts, policies and legislations. In order to determine how to implement the NHRD techniques most effectively, the researcher benchmarked against best practices. In light of this, policies and legislation are developed to direct the implementation of the HRD strategies. This chapter discussed the regulatory frameworks that contribute to the implementation of the HRD Policy and skills development within the public service. To be specific, several legislations outlined in this chapter are those that have more influence in the implementation process of the HRD Policy Framework in OMA and RCs, aiming at acceleration and improved service delivery in the Department as a case study.

One of the government's statutory frameworks is the Human Resources Development Policy Framework for Accelerated Service Delivery in the Public Service of Namibia 2012. The National Human Resources Development Plan (NHRDP), Vision 2030, National Development Plans (NDPs) and Harambee Prosperity Plan I & II (HPPs) are among the laws that have influenced this strategy (Human Resources Development Policy Framework, 2012: iii-iv). These statutory frameworks set out the strategic objectives and priorities of public servants in terms of skills development and institutional development. However, challenges in the implementation process of this policy were encountered such as the policy being ambiguous in meeting the strategic priorities and objectives, hence the development of the PSSRs as the implementation

clause. The PSSR further outlined the practical guidelines on how HRD Policy is to be implemented, despite the strategic overdue review of the policy framework.

### **3.2. The Statutory and Regulatory Frameworks for Human Resources Development in Namibia**

The regulatory and administrative systems of HRD on T&D in Namibia are governed by the key institutional bodies and legislations under the Act of Parliament, such as the Constitution of the Republic of Namibia of 1990. Despite the Constitution, other key legislations, acts, national plans and policies are discussed in this section with their relevance to the implementation of the HRD Policy 2012 in terms of skills development and accelerated service delivery in the OMAs and RCs.

#### **3.2.1. The Acts of Parliament**

The Namibian Parliament has enacted the following acts, which are then published in the Gazette and signed by the President in accordance with Chapter 7, under Article 56 of the Constitution of the Republic of Namibia (Republic of Namibia, 1990:32).

#### **3.2.2. The Constitution of the Republic of Namibia 1990**

The supreme law of Namibian is the Constitution of 1990. Both the Education Act No. 16 of 2001 and the 1990 Constitution of Namibia governs the educational system, which includes both formal and non-formal education. The Constitution states in Article 20 of 1990, “All persons shall have the right to education” (Republic of Namibia, 1990:12). The Constitution, in Article 20 of 1990, legitimises and defines the need for quality education and training to all Namibian citizens, therefore, the NHRDP is regarded as the overall human resources development plan and the right strategy for Namibia’s developmental agenda to improve the quality of life of all citizens through education, training and research development.

#### **3.2.3. The Public Service Act No. 13 of 1995**

The Public Service Act No. 13 of 1995 provides for the establishment, management and efficiency of the Public Service, the regulation of employment, conditions of service, discipline, retirement and discharge of staff members in the Public Service.

In implementing the Policy Framework in OMAs and RCs, is legitimised by the Public Service Act No. 13 of 1995, as stated in Section 5 (2) (k) read with section 5(3) of the Public Service Act, 1995 (No. 13 of 1995), and section 35 of the same Act (Republic of Namibia, 1995). Further, the HRD Policy Framework 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. As a result, the Act, mandated the DPSM to oversee and plan the HRD function in OMAs and RCs as the custodian of the HRD Policy. The DPSM further facilitates the implementation of the broader HRD strategies and major objectives of Vision 2030. Overall, the DPSM is responsible for overseeing the coordination, monitoring and evaluation of the implementation of human resources development and management in OMAs and RCs (Human Resources Development Policy Framework, 2012: ii, 10-11).

#### **3.2.4. The Public Service Staff Rules on T&D (PSSRs on T&D)**

The PSSR on T&D which were developed and issued in accordance with section 35 of the Public Service Act, 1995 (Act 13 of 1995), and which were approved by the Prime Minister, on the recommendation of the Public Service Commission, in accordance with Section 5 of the same Act, provide the legal foundation for the T&D in the public service. In this respect, section 5(2) (k) read together with section 5(3) of the Namibian Public Service Act, 1995 makes provision for employees' T&D in the public service. Therefore, the government has the responsibility to ensure that T&D programme employees are budgeted for and receive priority among other programmes as a way of maintaining a competent workforce (Republic of Namibia, 1995). The PSSR on T&D is issued as an implementing clause of the Policy Framework to facilitate the T&D functions in OMAs and RCs. Further, the PSSR on T&D is developed and issued to build capacity and ensure that employees are knowledgeable, developed and motivated to execute the function for performance improvement in the public services. In addition, PSSR on T&D, serves as the managerial and administrative tool of the T&D function in OMAs and RCs (Public Service Staff Rules on T&D, 2016:2).

### **3.2.5. The National Human Resources Plan 2010 - 2025 Regulatory Framework**

The NPC is the custodian of the National Development Strategic Plan that informs the HRD Policy (Human Resources Development Policy Framework, 2012:17). At the onset of the country's independence in 1990, the NPC surveyed the skills status of the human capital which revealed that Namibia has inexperienced, inadequate human resources development. Henceforth, the NPC compiled the NHRP report by the Act of Parliament to provide a comprehensive human resources status in the country (National Planning Commission of Namibia, 2012: ii-iii). The NHRP thus emphasises the need for quality education and training to respond to the structural mismatch between skills and the job market.

In addition to the NHRP, the NDP3, set a clear vision to guide various education and training strategies on the need to support adult learning; vocational education; higher education; continuing learning and lifelong learning. These strategies are all geared toward skills development and align with the available job market for economic development. Furthermore, lifelong learning would also encourage human capacity to develop various competencies that will make them employable (National Planning Commission of Namibia of Namibia, 2012:3).

This means that the NHRP practice is still relatively young and is growing at a remarkable pace. Namibia being an upper middle-income country has to benchmark and learn from developed nations in terms of advancing NHRP strategies. Not only that but also to address the inequalities imposed by the colonial era, to develop human capital and build institutions to absorb knowledgeable human resources. This ambitious goal can only be achieved if the NHRP and the HRD Policy for the public service are integrated and adopt flexible strategic plans to accommodate the trends of globalisation (National Planning Commission of Namibia, 2012:vi).

### **3.2.6. The Labour Act No. 11 of 2007**

The Labour Act was created to regulate and oversee the provision of labour and employment services in the country. In addition, the Act is also responsible for promoting and integrating labour and industrial relations to ensure the national labour force is protected from unfair labour practices as well as unsafe working environments.



The Act also made provision for a comprehensive labour law that would govern the fundamental terms and conditions of work for all employers and employees establishing critical labour rights and protections and overall regulating the basic terms and conditions of employment, Labour Act No. 11 of 2007 (Republic of Namibia, 2007).

### **3.2.7. The Employment Service Act, 2011 (Act No. 8 of 2011)**

This act provides for the establishment of the National Employment Service, which is established under section 2 (1) of the Employment Service Act, No. 8 of 2011, with the overall purpose of providing professional labour market services to achieve full, productive and decent employment in Namibia. The Act also deals with the responsibilities of educational and vocational training institutions, including providing guidance on vocations that are necessary in specific industries, facilitating the placement of internships, and creating career guidance and related programmes that are aimed at assisting persons to acquire competencies relevant to the labour market (Republic of Namibia, 2011).

### **3.2.8. The Education Act No. 16 of 2001**

The establishment of educational bodies for the delivery of educational service in the country is made possible by the Education Act No. 16 of 2001, which legitimises the provision of national country education services that are democratic, equitable accessible, and of high quality (Republic of Namibia, 2001).

The amended Education Act No. 3, 2020 (Republic of Namibia, 2020:2), states that the following goals were to be pursued by the Act:

- Providing equitable and inclusive quality education and lifelong learning;
- Protecting and advancing learner' rights;
- Establishment, registration, accreditation, governance and managing state and private schools and hostels; and
- Establishment of the National Advisory Council on Education, the regional education forums, the National Examination, Assessment and Certification Board, the Teaching Service and the Education Development Fund.

### **3.2.9. The Higher Education Act, 2003 (Act No. 26 of 2003)**

The Higher Education Act, 2003 (Act No. 26 of 2003) was developed to regulate higher education and provide for the establishment, objects, functions and composition of the National Council for Higher Education. The Act further provides for the funding for public higher institutions, registration, deregistration and closure of private higher education institutions, as well as the establishment and functions of a panel of enquiry into the affairs of higher education institutions (Republic of Namibia, 2003).

According to the NHRP 2012-2025, the National Council of Higher Education (NCHE) and the Namibia Qualifications Authority (NQA), which accredits educational institutions, should be consulted in order to define the boundaries of Namibia's higher education sector (National Planning Commission of Namibia, 2012:23).

### **3.2.10. The National Council for Higher Education**

The National Council for Higher Education was established under the Act of Parliament by the Higher Education Act (Act No. 26 of 2003) and launched in November 2005 to advise the government on issues related to higher education. According to the Higher Education Act, the objectives of the NCHE are: To establish, promote and coordinate higher education systems. The NCHE is accredited by the NQA, the programmes provided by higher education and training institutions. The NCHE and NQA are mandated to assess any institution or organisation providing training in terms of capacity and quality (National Council for Higher Education, 2009:1-2). These higher education institutions are both government and privately managed and are accredited (National Planning Commission of Namibia, 2012: 24-25).

The accredited Higher Education Institutions (HEI) are:

1. University of Namibia (UNAM) – Public
2. Namibia University of Science and Technology (NUST) – Public
3. International University of Management (IUM) – Private
4. Headstart Mercy Montessori Teachers Training College - Private

In pursuing the government's commitments, Namibia demonstrates constant growth in the education system and its capacity to sustain an industrial economy. In this pursuit,

since the government regards its human resources as crucial resources to socio-economic development, investment in human resources becomes very absolute. Hence, the creation of the Namibia Student Financial Assistant Fund (NSFAF), as a financial institution to assist learners from less privileged and financially challenged backgrounds. Human capital development is established through higher education institutions. These strategic initiatives indicated Namibia's efforts to enhance access to a quality and efficient educational system, although human resources development still encounters significant challenges with negative impacts on students' success and learning outcomes that determine their preparedness to enter into Vocational Training Centres (VCT) and university (National Planning Commission of Namibia, 2012: vi-vii).

### **3.2.11. The Namibia Qualifications Authority NQA Act, 1996 (No. 29 of 1996)**

Several countries in the world, notably South Africa, the United Nations, Australia and New Zealand, have introduced and implemented qualification authority framework entities, which regulate and transform education and T&D (Meyer, 2007:26). Other countries, including Namibia, developed the same strategy. The strategy is used to assess the standards of the learner's qualification with certain requirements necessary for accrediting national qualifications.

The NQA Act (Act of 29 of 1996) established the NQA as a statutory accreditation entity. The NQA plays a holistic role in setting up and maintaining the National Qualifications Framework and promoting quality education and training through accredited training providers and give guidance on training and development programs (NQA Annual Report, 2018/19:14). The NQA is in charge of categorising, standard-setting, recognition, and quality assurance to ensure the credibility of the training service providers and training courses and provide comprehensive advice in the public service with regards to T&D programmes that are in line with the job required competencies (Human Resources Development Policy Framework, 2012:18).

### 3.1.1.1. The Namibian Classification volumes of NQA Qualifications

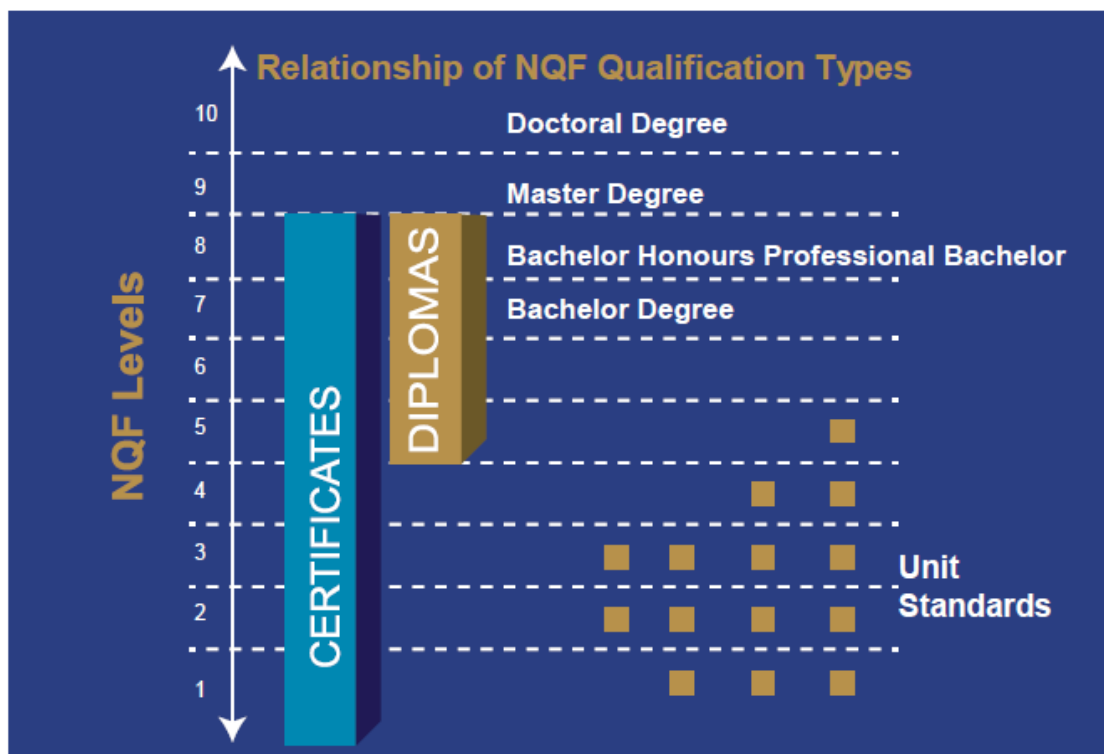


Figure 3.1 The Namibian Classification Volumes of Namibia Qualification Authority (NQA) Qualifications

Source: Adopted from Know your NQA Brochure (n.d:17) Namibia Qualifications Authority.

The potential of NQF to support Policy Framework objectives such as lifelong learning or improving employees' skills and competency level to improve service delivery is what gives it its value. Therefore, NQA design should be in line with the objectives of the intended goals to support the context in which it will operate. The NQA is the most effective strategy to ensure that training providers are recognised and able to meet the training needs and objectives of the organisation and the employees (National Planning Commission of Namibia, 2012:26-26).

### 3.2.12. The Vocational and Education Act of 2008

The NTA is a regulating body for the Vocational Education and Training (VET) sectors in Namibia. Within the Vocational and Education Act of 2008, the NTA oversee the management and implementation of VET. The VET institutions are both state and privately managed and created to address skills shortages in the country, particularly

technical skills at the artisan level (National Planning Commission of Namibia, 2012:21-22). The NTA is responsible for the provision of funding and quality assurance of VET. In the context of the HRD Policy 2012 Framework, NTA regulations inform vocational training standards in the Public Service and accreditation of training institutions' standards and courses. The NTA is a non-formal training system that effectively contributes to the skills development and alignment of the competencies to the labour market for accelerated development (Human Resource Development Policy Framework, 2012:18).

### **3.2.13. The Namibia Institute for Public Administration and Management Act, 2010 (No. 10 of 2010) (NIPAM)**

The government recognised the skills gaps in job functions and the need to improve the quality of public service as a result of the colonial era. Hence the establishment of the civil service institution, the Namibia Institute for Public Administration and Management (NIPAM) in 2010, under Act No. 10 of 2010). NIPAM is a government institution responsible for providing management and administrative training to the public service to improve performance and accelerate service delivery (National Planning Commission of Namibia, 2012:25). Concerning the Policy Framework 2012, NIPAM coordinates capacity-building training interventions for OMAs and RCs based on the Annual TNA. In addition, NIPAM aims to provide public servants with short- and long-term training to improve public servant performance and retain the public service. Therefore, OMAs and RCs should ensure that employees have ongoing and equitable access to T&D towards the achievement of the strategic objectives (Human Resources Development Policy Framework, 2012:16-17).

### **3.2.14. National Plans**

To support the economic development of the country, Namibia after independence took drastic measures to address skills imbalances by upholding the Constitution through the introduction of appropriate policies and legislative frameworks. The initial sustainable NDP1 Namibia implemented was in 1995. These development programmes cover five years. For the NDPs to be effective, they are to be aligned with Vision 2030, hence the adoption of Vision 2030 in 2004 (Human Resources Development Policy Framework, 2012: ii). Subsequently, these plans were supplemented by the introduction of Harambee Prosperity Plan I in 2016, a five-year plan covering the period 2016 to 2020,

with the current review that culminated into Harambee Prosperity Plan II from 2021 to 2025 (HPP I & II).

### **3.2.15. Vision 2030**

Vision 2030 is a long-term national objective which calls for the nation's collective efforts toward an industrialised and knowledge-based society. Namibia joined this journey in 2004, with clearly defined intended development programmes and strategies to embark upon toward achieving the national objectives. Among Vision 2030's objectives, the emphasis is on capacity building of human resources. In support of this objective are the strategies of the country to strengthen both public and private sectors to coordinate the implementation of Vision 2030, with the ultimate goal of balancing the supply and demand in the labour market for economic development. Vision 2030 anticipated meeting this objective through the integrated, unified and flexible environment in providing a high-quality education and training system (National Planning Commission of Namibia, 2004:41, 87).

Skills development is regarded as the backbone of Namibia's long-term development agenda. The HRD Policy Framework 2012 is informed by the demands and objectives of Vision 2030. The Policy concerning Vision 2030 regards human resources as the most important resource of the country. As a result, the country believed that in order to achieve the intended social and economic transformation, investing in human and institutions resources are necessary conditions (Human Resources Development Policy Framework, 2012:1).

### **3.2.16. Namibia's 5th National Development Plan (NDP5)**

The NDP5 contains four pillars. The second pillar of the NDP5 is Social Transformation and the goal of this pillar is Building Capable and Healthy Human Resources, with the focus areas of Social Protection; Early Childhood Development; Basic Education; Technical Vocational Education; and Training and Higher Education. Human resources development is strategically numbered on the Namibian developmental agenda to achieve sustainable socio-economic goals. The NHRDP 2010 – 2025 provided a situational analysis of the occupational demand and supply outlook of the nation. The outcome of this analysis is that the supply of low-skilled occupational workers

surpasses demand (National Planning Commission of Namibia, 2012:5-6). Although the focus of NDP5 through the NHRDP is to direct the development of skills required for competitive economic development, some challenges were encountered as a lack of access to quality education and training opportunities. As a result, it worsens the chances of individuals acquiring skills required in the labour market (National Development Plan 5, 2017:52-53).

### **3.2.17. The Harambee Prosperity Plan II 2021-2025**

The Harambee Prosperity Plan II was developed to complement the existing national development plans and Vision 2030. The HPPs are the steering wheel toward the journey to achieve the status of development that Namibia aspires to (National Development Plan 5, 2017: x). The HPP is a five-year implementation strategy of targeted policy programmes for improved service delivery and economic development and ensures that Namibia is dignified to respond to socio-economic challenges.

#### **3.1.1.1. The HPPs are built on five pillars:**

- **Pillar 1:** Effective Governance
- **Pillar 2:** Economic Advancement
- **Pillar 3:** Social Progression
- **Pillar 4:** Infrastructure Development
- **Pillar 5:** International Relations and Cooperation

These pillars continue to be firmly grounded in the frameworks of an inclusive Namibian House, which is based on the principles of peace, stability and the rule of law. Concerning human development, Pillar 3: Social Progression and Goal 4 strive for improved access to quality education and sports by ensuring subsidised school systems and training to encourage skills development; upgrade and construct basic and vocational education infrastructures; establish skills committees within universities to ensure that the private sectors are on board; and introduce the internship programmes within the commercial industries (Harambee Prosperity Plan II: 10, 50-51). Only put the year the HPP II was issued not the period it covers

### **3.2.18. Public Service Policies**

Public Service Policies are institutional frameworks for policy management in the public service, which are guidelines and procedures that are recommended by the Public Service Commission of Namibia and approved by the Prime Minister. The DPSM within the OPM is the custodian of the Training Policy of the Public Service of Namibia of 1999 and the reviewed Human Resources Development Policy Framework for Accelerated Public Service Delivery in the Public Service of Namibia (Human Resources Development Policy Framework, 2012:10). These policies are developed in terms of section 5 (2) (k) read together with section 5(3) of the Public Service Act, 1995 (No. 13 of 1995); and section 35 of the Public Service Act, 1995 (No.13 of 1995) (Republic of Namibia,1995).

### **3.2.19. The Initial Training Policy of the Public Service of Namibia of 1990**

The Namibian government implemented numerous legislative initiatives to address the issues underlying the country's human resource development. Among these initiatives where the development and implementation of the first Training Policy of the Public Service of Namibia of 1990, which served as a national strategic response to the skill gaps the country experience at independence. The DPSM has been the lead custodian of the Training Policy in the Public Service of Namibia. The GRN recognises that its human resources are the most important asset and therefore wishes to encourage them to develop skills, competencies and abilities for the benefit of the Public Service (Human Resources Development Policy Framework, 2012:1 & Training Policy of the Public Service of Namibia, 1990:3).

Further, the Training Policy of the Public Service of Namibia of 1990 made provision that training is appropriately scheduled, organised, funded, maintained, and supported at all levels.

However, during the implementation of these policy objectives, numerous constraints were encountered which prevented the policy from achieving all its strategic priorities and goals. Amongst these shortcomings was the T&D programs' lack of integration, coordination, planning, management, monitoring and reporting in OMAs and RCs, resulting in a significant negative impact on the overall performance of employees. The



implementation and shortfalls of this policy then took a frontal approach to review the strategy since the country continued to have a shortage of human resources in various competencies.

These challenges prompted DPSM to review the Training Policy of the Public Service of Namibia of 1990 strategies and develop the second version, the Human Resources Development Policy Framework for Accelerated Service Delivery in the Public Service of Namibia, 2012. The second version of the training policy strongly focused on capacitating human resources at both professional and technical levels. Thus, the creation of the NIPAM came into existence as a constituent public servant institution to capacitate public servants on the functional competencies that are required to effectively perform their duties (Human Resources Development Policy Framework, 2012: ii-3).

### **3.2.20. The Human Resources Development Policy Framework for Accelerated Service Delivery in the Public Service of Namibia, 2012**

The Human Resources Development Policy Framework for Accelerated Service Delivery in the Public Service of Namibia was developed in 2012 to regulate the function of HRD in OMAs and RCs. The first version of the Training Policy of the Public Service of Namibia of 1990, which served as the country's first human resources development strategy, attempted to guide and address the skills development of the human capital of the country. The Training policy and strategies are subjected to reviews, thus necessitating the development of the second version of the Human Resources Development Policy Framework for Accelerated Service Delivery in the Public Service of Namibia, 2012. The HRD Policy was reviewed in 2015. The review of the policy culminated in the development of the PSSR on T&D in 2016, which is currently being implemented in the public service. The PSSRs on T&D are developed to guide the effective implementation of the policy. This was because the policy was viewed as vague and lacked clear guidelines to help the OMA and RC organisations implement T&D programmes within the reach of the OMAs and RCs to capacitate employees.

The review of the Policy Framework revealed that most of the OMAs and RCs interpreted the policies and laws in different ways, which resulted in ambiguities in the delivery of T&D. There were no clear classifications of how training should be done,

and T&D interventions were not featured at the strategic level of the OMA and RC. The HRD Policy Framework 2012 applies to all staff members employed in terms of the Public Service Act, 1995 (No. 13 of 1995); and other staff members on part-time, temporary or short-term contracts within the definition of this Act; as well as staff members appointed in terms of the Regional Council Act, 1992 (No. 22 of 1992) (Human Resources Development Policy Framework, 2012:3-6).

The overall objective of this policy is to serve as an overarching framework for guiding and supporting the complementary human development plans and frameworks that are geared to human development strategies. In particular, the sub-objectives of the HRD Policy are:

- to encourage equity in the management and administration of T&D opportunities;
- to support the attraction and recruitment of skilled employees to the public service;
- to develop, nurture and utilise the current talent optimally in the public service efficiently;
- to promote fairness in the management and administration of T&D opportunities as well as create a working and learning environment in which employees develop their skills to ensure maximum performance and commitment to contribute to the mandate of the organisation; and
- to encourage out-of-box thinking strategies for employees (Human Resources Development Policy Framework, 2012:5).

In addition, proper implementation of the Policy Framework and guidelines in OMAs and RCs will allow collective integration to develop and nurture the required competencies which will ensure sustainable economic and human development in the public service. The Policy Framework has been implemented in the public service for several years with the intended purpose of addressing irregularities by putting in place realistic systems and procedures in the management of T&D in OMAs and RCs.

One of the fully flagged systems introduced under the development of the Policy Framework is the creation of the NIPAM under Act 2010, (No. 10 of 2020). NIPAM is responsible for providing management and administrative training to the Public Service

to improve performance. Further, NIPAM serves as the main T&D provider by developing programmes that address the management and professional competency needs of the public service at all levels. In addition, NIPAM conducts extensive research to identify best practices and develop T&D programmes in line with the strategic mandates of the OMAs and RCs based on Annual TNA. These capacity-building initiatives of OMAs and RCs are coordinated by the HRD Division in the DPSM with NIPAM (Human Resources Development Policy Framework, 2012:2, 16-17).

### **3.2.21. The Performance Management Policy for the Public Service of Namibia**

The PMS Policy is a comprehensive mechanism for the management and assessment of the effectiveness and efficiency of service delivery in the public service. The PMS Policy is aimed at transforming public service delivery and improving the capacity and competencies through the identification of unsatisfactory performance. The PMS Policy concerning the HRD Policy is an integral system in identifying employees' T&D needs and devising appropriate interventions at both organisational and individual levels. This system calls for empowering employees, enhancing transparency and holding public servants accountable for their decisions and actions, but is not a strategic controlling tool for employees but rather aimed at improving service delivery in the public service. PMS is an integrated system linked to the T&D system which allows the identification of the learning and development needs of individuals and defines the appropriate intervention measures (Performance Management Policy 2011:7-9).

Integrating training with performance management ensures the acquisition of new skills and knowledge that are expected to implement such learning skill sets in the job's functions, where performance is assessed and must reflect change in performance improvement. Hence the training programme should be linked to the organisation's performance management and compensation system. To this extent, training should be contextualised, designed and delivered within the larger annual strategic plan (Mello, 2011:397-398). The PMS provides for monitoring and evaluation of each employee's performance through performance appraisals that enable the OPM to identify whether the outcome of the T&D interventions provided has led to the achievement of the targets

set, and also used to design future development plans and taking corrective actions (Human Resources Development Policy Framework, 2012:31).

### **3.3. The Human Resources Development Legislation Analysis gap**

#### **3.3.1. The National Policy on Skills Development Act**

To comprehend skills development in Namibia and particular OMAs and RCs, the country must tie the training investments and the skill level available. One can argue that although OMAs and RCs develop Annual T&D plans that consist of the training needs of employees, concerns have continued to be raised about the lack of skilled and competent employees. It is for this reason that the study was conducted to analyse the human resources development in the DPSM in particular and the public service at large.

According to NHRP 2010-2025, the National Planning Commission of Namibia (2012: 27) states that despite the efforts to improve the educational system and conditions of the country, human resources development is coupled with several challenges such as insufficient quality assurance at all educational levels of education and opportunity costs of training. Although Namibia has established the Namibia Training Authority under the Vocational and Training Act 2008, NTA serves as a body that regulates the training and funding needs of the human resources in the country. To this end, there are still no clear guidelines and understanding of the management of the NTA's National Training Fund created for the up skilling and training of Namibians in key national priority training and occupation areas.

As a result, the study revealed that Namibia as a country does not have a dedicated National Policy on Skills Development (NPSD) as an integrated system. The policy aims to measure the skills development that is required in the job market. In the absence of the NPSD, there is a lack of skill shortfall although the HRD Policy makes provision for TNAs that assess the desired skill of employees in OMAs and RCs. To conclude, the DPSM since mandated by the Public Service Act of 1995 (No.13 of 1995) needs to carry out a skills audit process to ascertain the current and desired needs and also to evaluate the training interventions' impacts on the performance and skills development for the public service to thrust.

### **3.4. Conclusion**

The concept of human resources development includes education, training, and professional and research development and continues to be the central area and agenda for national and economic development. Therefore, the government took into cognition the need to supplement the National Human Resources Development Plan 2010-2025 with the Human Resources Development Policy Framework for Accelerated Service Delivery in the Public Service of Namibia 2012 and other relevant frameworks to harmonise efforts for the development of human resources in the country at large. This effort demonstrates the government's commitment to investing in human capital development through the provision of quality education and training systems and availing equal opportunities for professional development in various fields (Human Resources Development Policy Framework, 2012:1).

The abovementioned institutional and legislative frameworks serve as the legal basis for the provision of T&D in the public service. These various statutory frameworks outline the responsibilities and guide managers with the provision of employee training and development of employees. In the same vein, the legislation also equips line managers and HRD practitioners with the knowledge to make informed decisions in the organisation concerning T&D.

## **Chapter 4: Case Study: The Department of Public Service Management (DPSM) in the Office of the Prime Minister (OPM)**

### **4.1. Introduction**

Chapter 3 outlined and discussed the overview of the relevant HRD statutory and regulatory framework within the context of human resources development in Namibia. These are guidelines that spearhead the implementation of the T&D in OMAs and RCs and those of the NHRP. Chapter 4 will provide background information on the Department. The DPSM in the OPM serves as the custodian of the HRD Policy responsible for capacity building in OMAs and RCs. Hence, opted for the unit of analysis and a suitable case study, to give a comprehensive overview of HRD within the parameters of the Department.

### **4.2. Background to the Department of Public Service Management**

The Public Service Act of 13 of 1995, mandated the DPSM to formulate public policies for implementation in the public service. The DPSM is to ensure that the employees have the abilities and are capacitated with the necessary skills to be able to formulate and execute these policies effectively and efficiently. Consequently, in order to serve and advance the welfare and legitimate interest of the Namibian citizens, “the public service of the Republic of Namibia shall be impartial and professional in its effective and efficient service to the government in policy formulation, evaluation and in the execution of government policies and directives” (Republic of Namibia, 1995).

The DPSM is among the 10 departments in the OPM. Amongst these, DPSM is the biggest department comprising 76 staff members and with four (4) Directorates. DPSM is a leading department in the OPM enabling the OMAs and RCs to improve the quality of public service delivery. The DPSM is governed by the Deputy Executive Director. Each directorate consists of a Director, Deputy Directors and Human Resources Policy Analysts operating within a particular scope of services. Each of these Directors is responsible for overseeing and ensuring that the directorate delivers on its Annual Performance Plan (APP) and Key Performance (KPA), as depicted in Figure 4.1.

#### **4.2.1. Department of Public Service Management Directorates:**

- Directorate of Human Resources Planning and Development (HRPD);
- Directorate Benefits and Industrial Relations (DBIR);
- Directorate Performance Improvement (DPI); and
- Directorate Organisational Development and Grading (DODG);

##### **4.2.1.1. Key main function of the four Directorates in the Department is:**

The Department has the overall responsibility of ensuring that the four directorates are well governed and developed in terms of capacity building and well-integrated into the system that is geared to a common goal. The ultimate goals are to manage the administration of the public service of Namibia through:

1. Providing technical assistance to Government Institutions with frameworks for strengthening Human Resources policies, strategies, systems and competencies for good governance in areas of conditions of employment, remuneration, benefits and employee relations and Wellness of staff members;
2. Developing, reviewing and advising on Human Resources Policies;
3. Coordinating the implementation of performance improvement initiatives Performance Management System, Business Process Re-engineering (PMS, BPR and Charters);
4. Spearheading the implementation of the HRPD Policy framework and Human Capital Management System (HCMS);
5. Giving technical assistance and advising in the areas of Organisational
6. Development, sourcing-in, Farming-out, temporary employment, job grading and job categories;
7. Facilitating the development of a capable, competent and committed workforce (Annual Report Office of the Prime Minister, 2019-2020:18).

### 4.3. Department of Public Service Management (DPSM) Organogram

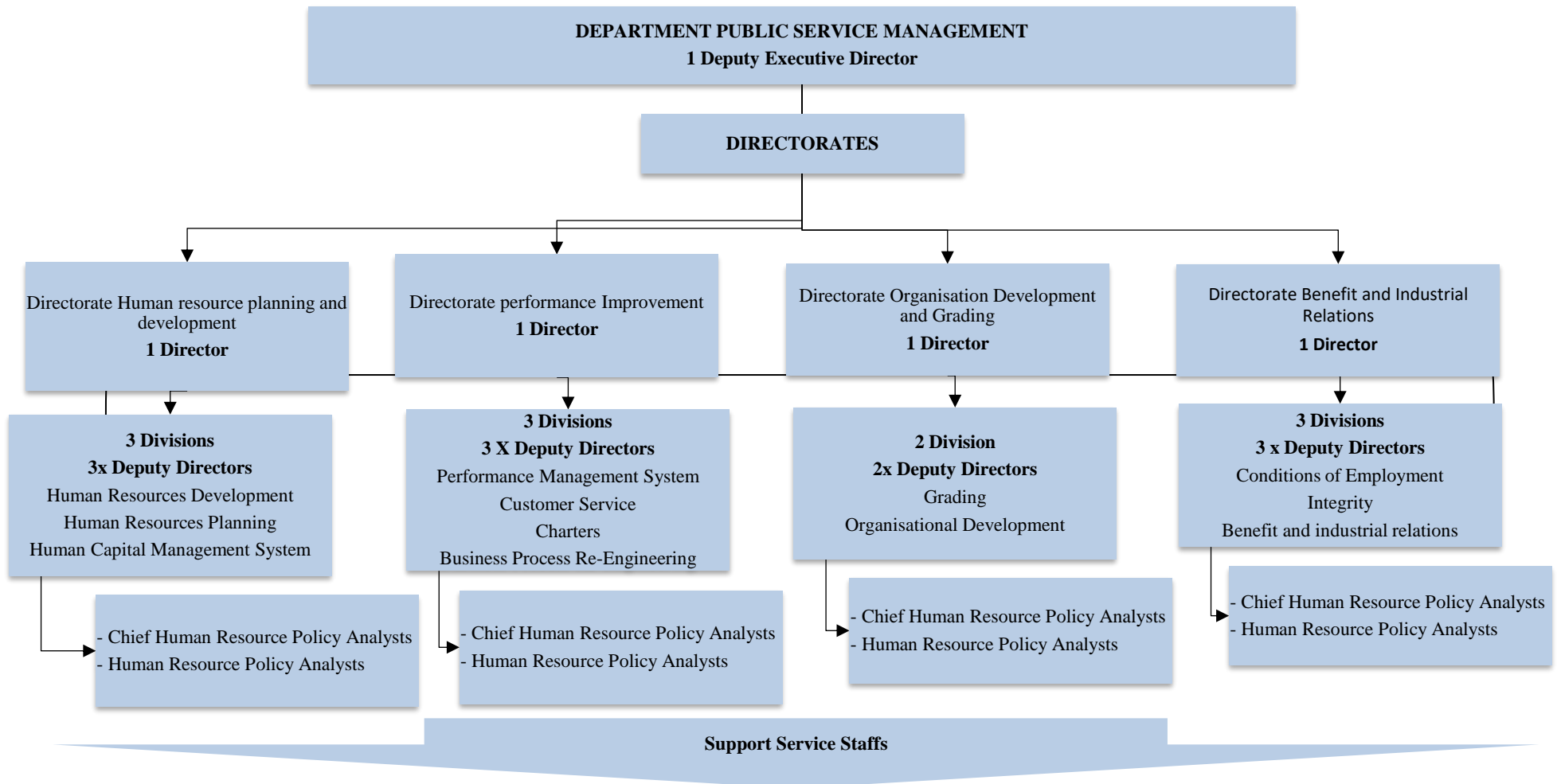


Figure 4.1: Organogram of the Department Public Service Management (DPSM)

Source: *Own field work, DPSM Organogram design (2023)*



#### **4.4. Scope of Services Rendered by Each Directorate**

Each Directorate has its scope of services that are rendered to the OMAs and RCs in the public service of Namibia.

##### **4.4.1. Directorate Human Resources Planning and Development (DHRPD)**

- Overall responsibility for HR Planning and Development policies strategic initiatives and interventions in the Public Service
- Coordination of training and development activities
- Coordination of HR planning activities
- Review, formulation and oversight of the implementation of the HR Development and Planning Policies
- Provision of technical advice to OMAs and RCs on the interpretation of HR Planning and Development delivered by service providers
- Issue HR Planning and Development guidelines and procedures approved by the Prime Minister
- Build capacity of HRD and HR Practitioners in OMAs and RCs
- Implementation of the Human Capital Management System

##### **4.4.2. Directorate Benefits and Industrial Relations (DBIR)**

The DBIR is responsible for providing a human resources regulatory framework in the Public Service on conditions of employment, remuneration, benefits and industrial relations and the well-being of staff members.

##### **4.4.3. Directorate Performance Improvement (DPI)**

The DPI has the responsibility to facilitate and coordinate the implementation of the following three (3) Public Service Reform Initiatives:

- Performance Management System (PMS);
- Customer Service Charters (CSC); and
- Business Process Re-Engineering (BPR) in OMAs and RCs.

These Reform Initiatives are being implemented to continuously improve Public Service delivery. As a country, is currently implementing its NDP5 within the framework of Vision 2030 and the HPP I & II.

#### **4.4.4. Directorate: Organisation Development and Grading (DODG)**

In order to support OMAs and RCs performance objectives and in the most efficient, effective, and cost-effective system of operation, the DODG is mandated to provide advice on the Public Service resource needs as well as reviewing, analysing, reporting, and recommending policies and procedures related to the organisational development and job evaluation and grading (Annual Report of the Office of the Prime Minister, 2019-2020:18-32).

### **4.5. Overview of HRD within the Department**

#### **4.5.1. Management of Human Resources Development**

Boddy (2005:338) states that “human resources management is the effective use of human resources to increase organisational performance”. This focuses on the attitudes and behaviours of employees and which interventions should be implemented. In the context of human resources development, management of human resources development is beyond recruitment and placement. It is about the entire management of human resources concerning skills development. The DPSM within the OPM is the custodian of the HRD function in the public service and includes the Department itself. The management responsibility of human resources development in the public service lies with the DPSM in the OPM. The DPSM coordinates the human resources T&D activities and oversees the planning of the overall HRD strategy through the development of public policies. It also maintains records and establishes HRD standards to ensure service delivery mechanisms, integrated systems, institutional development and all human resources development initiatives are responsive to the citizens’ and organisations’ needs.

In essence, the Division of Human Resources Development under the DHRPD is responsible for capacity building to ensure that the Department has competent staff members with the required competencies, knowledge and attitudes to perform the defined duties. Through the record management system, the Department conducts bi-annual assessments of the employees’ performance profiles to determine the training needs of both the individual employee and the Department. This assessment aims to ascertain the skills gaps and to devise ways of addressing such deficits to ensure quality

continuity service delivery and achieve the Departmental goals (Human Resources Development Policy Framework, 2012: 10-14).

#### **4.5.2. The implementation of the internal HRD Strategy**

The implementation of HRD policy within the DPSM is coordinated by the LDO responsible for the entire OPM as an organisation, in conjunction with the HRD Division. The Division oversee the implementation of the Annual T&D plan for the OPM employees and not the individual department. Despite the various departments of OPM, there are no departmental training and development statistics, therefore, the LDO, in OPM compiles quarterly T&D statistics that translate into the annual T&D statistics per financial year based on the Annual Training Plan.

#### **4.6. Conclusion**

In conclusion, this chapter briefly provided an overview of the DPSM in the OPM and the function of each directorate. In terms of the implementation of the HRD strategies within the DPSM, there is little information on the implementation of the HRD strategy, since the implementation is carried out by the entire OPM and not a specific department. The following chapter discusses the research design and methodology used and how the data was collected, collated and analysed.

## **Chapter 5: Results, Discussion, and Interpretation of Findings**

### **5.1. Introduction**

Chapter 5 conveys the findings from the empirical study which focused on the perception of the Department's employees concerning T&D within the Department. Further, the research design and methodology are defined, as well as research techniques applied to gather data and the analysis process is outlined. As the chapter unfolds, both the population sample and limitations are defined and findings are analysed, discussed and interpreted.

The following guiding structural questions are found in the questionnaires. These questions were developed and are read in conjunction with the research questions in Chapter 1 of the study to give a true reflection of the overall employees' perceptions of T&D in the Department.

- a.** Is the Human Resources Development Policy Framework 2012 available to all employees?
- b.** Is the TNA conducted to determine the training gaps of individual employees?
- c.** Have you ever received any training related to your job functions in the past five years?
- d.** Does the identified need align with the objectives of the Department/directorates/divisions, as well as with the individual needs and job function and the overall organisation?
- e.** Do you understand the importance and relevance of training within the organisation?
- f.** Are the trainings budgeted for?
- g.** Do the training interventions benefit both the organisation and individual employees?
- h.** Do the managers understand the importance and advocate for the training of the employees?
- i.** Is there a training evaluation system in place to strengthen the T&D interventions, and to determine the ROI on T&D?
- j.** Is the TNA conducted to determine the training gaps of individual employees?

## **5.2. Research Design and Methodology**

In undertaking the research's objectives, a mixed research design of qualitative and quantitative approaches in combination with a purposive sampling method is used to choose research respondents and collect, analyse and interpret data. The use of these research approaches is to ensure that the findings speak to the overall objective that the study intended to achieve.

Bartlett (2011:63) argues that rather than considering research participants as merely subjects, qualitative researchers are more used to understanding the topic being researched from the perspectives of the research respondents instead of viewing respondents as mere subjects, which implies that they have a reactive role in the research process. In contrast, Sukamolson (2007) highlighted that a quantitative researcher explains numerical representation according to numerical data collected and analysed using mathematical-based methods, especially statistics. From a broader perspective, quantitative research is the numerical representation to explain and describe phenomenal aspects of the study in a statistical format.

Along with the use of a mixed research design, a purposive sampling method was used to choose research respondents. Bryman, Bell, Hirschsohn, Du Toit, Dos Santos, Wagner, Van Aardt & Masenge, (2017:154-186) explained that purposive sampling methods are used in the study to select respondents who have experience and knowledge that could provide tangible information about the research study. The motive behind this choice is that the researcher aims to focus only on the DPSM employees as the unit of analysis. In addition, purposive sampling also allows the researcher a good deal of information from diverse levels in terms of key characteristics, in this case, three levels are considered, such as senior managers, middle managers and the operational level within the Department.

Further, a questionnaire was used to obtain data. The results of the respondents were analysed to draw lessons and suggest measures to improve Policy Framework implementation strategies within the Department. The LDO administered a structured questionnaire electronically to the respondents through the Department's e-mail system. This is due to COVID-19 regulations since the data collection was done during

the COVID-19 time when health measures were instated to avoid crowds. Other employees who had no access to email were gathered together in a manageable number and assisted in completing the online questionnaire. This questionnaire consisted of three sections: a demographic; a Likert scale where respondents had the latitude to choose from the predetermined answers based on what fits their perceptions; and a summary section for a detailed explanation.

The researcher used the triangulation method to verify the data collected. Triangulation is the application of different methods to analyse the information obtained from interviews, observations, and secondary sources such as documents to ensure the reliability and validity of the research findings (Bartlett, 2011:65). Therefore, the responses were triangulated with the use of various data collection methods, structured questionnaires and documentary analysis as a secondary source such as government policies and acts.

To comply with the ethical guidelines, the researcher sought ethical clearance approval from the ethical committee of Stellenbosch University to ascertain that the research follows the ethical guidelines of Stellenbosch University.

### **5.2.1. Target population and sampling method**

The target population consisted of the employees in the DPSM, with a total population of seventy-six (76) employees. The whole department serves as a respondent cluster from four (4) Directorates within the Department. The four Directorates are:

- The Directorate of Human Resources Planning and Development (HRPD);
- The Directorate of Benefits and Industrial Relations (DBIR);
- The Directorate of Performance Improvement (DPI); and
- The Directorate of Organisational Development and Grading (DODG).

DPSM was purposively selected as the direct custodian of the Human Resources Development function in the public service. The structured questionnaires were administered to 76 employees ranging from Deputy Executive Directors, Directors, Deputy Directors, Chief Human Resources Policy Analysts, Human Resources Policy

Analysts, and Support Staff (including Secretaries, Administrative officers, Drivers and Cleaners) within the Department.

### **5.2.2. Data Source**

The study incorporated both primary and secondary data sources. This was done mainly to solicit the views and perceptions of the employees on T&D interventions, and to explore factors that hindered the effective implementation of the Policy Framework, within the Department since the introduction of the HRD Policy in 2013.

Firstly, primary data were collected using a structured questionnaire. Secondly, secondary data were extracted from the following: Chapter 2 reviewed the existing HRD pieces of literature to determine the theoretical foundation of the study. Chapter 3 extensively emphasised the relevant legislations and policies about HRD Policy in the public service. Lastly, in Chapter 4, departmental document analysis was conducted to give insight into the case study and other departmental information.

Bryman et al. (2017:267) contrasted the data sources. The ultimate motive for secondary data is an alternative means of collecting new data which are readily available, more in the absence of the primary data. Further, it should also be noted that both primary and secondary data are interchangeable and used in the research design. Despite the readily available secondary data, cost and time factors are challenged since some datasets are too complex and have a limited degree of probing and the quality of information can be compromised.

### **5.2.3. Research Instruments**

The researcher used a structured online questionnaire consisting of closed and open-ended questions to obtain in-depth information from the Department's employees regarding the Policy Framework. The questionnaire took 10 to 15 minutes for each respondent to complete over two weeks.

The researcher considered the use of the online questionnaire method to gather primary data since the respondents were frank in expressing their views. These questionnaires were administered to the respondents and returned to the researcher through the link contained in the email system sent by the LDO in the OPM. In addition, the use of a

computer is necessitated by new normal working procedures imposed by the COVID-19 pandemic regulations at the time the study was conducted.

#### **5.2.4. Limitations of the process**

To complete the study, a few challenges were encountered in obtaining the sampled respondents. Initially, a sample of 76 employees was selected to participate in the study but due to unforeseen circumstances, only 36 (47.36%) respondents completed the online questionnaires, while 40 (52.63%) employees could not respond.

This implies that the time factor and availability of the employees in the Department were influenced by the new normal operations during the COVID-19 pandemic, and the festive season since employees have to take vacation leave from their duties. The data collection was scheduled for two weeks, but the researcher had to request the LDO to extend the response period to 30 days since the response rate was very low. The researcher also noticed a lack of interest from the employees in completing the online survey during that time of the year. In this case, the study took too long to be completed due to unforeseen difficulties from the researcher's side. Several attempts were made, hence the researcher sought permission from the Stellenbosch University Research Supervisor to make use of hard copy questionnaires with the assistance of the LDO of the OPM. Permission was granted to the researcher to apply the alternative method to boost the response rate. The LDO identified a total of 40 remaining employees who previously did not participate via the online platform. Although the researcher made a disclaimer to the respondents' confidentiality during the online participation, the same principles applied with the physical distribution of the hard copy questionnaires by the LDO since the same questionnaire was used.

Out of the 40 employees identified to participate in the administration of hard copy questionnaires, 24 (31.57%) respondents completed the questionnaires, while 16 (21.05%) employees could not respond due to unknown circumstances. Thus, in total the online and hard copy questionnaire response rate was 60, representing 78.94% of the respondents' sample of the targeted population.



Therefore, the response rate of the study is classified as the maximum number of responses required to draw a reliable sound statistical conclusion from the data collected. As a result, this is a convenient reflection response sample for the study.

#### **5.2.5. Ethical Considerations**

The researcher interacted with human beings as objects of the study, who have special ethical problems, and have legal and human rights; therefore, it is very important to observe ethical issues and considerations to avoid violating such rights. Therefore, ethical considerations are core to these research studies. The researcher should internalise the ethical aspects of human activity to ensure the rights of individuals are respected and considered. The researcher should stipulate the code of ethics underpinning the study to ensure that the rights of the subjects are protected (Welman, Kruger & Mitchell, 2009:181).

In this regard, the researcher obtained an authorisation formal letter from Stellenbosch University to carry out the study (see Annexure A). In addition, the researcher also obtained authorisation approval from the Executive Director of the Office of the Prime Minister to conduct research (see Annexure B). The topic and the purpose of the study were explained to the respondents in the Consent Interview Form before the completion of the questionnaires commenced, attached as a combination of the Consent Interview Form and Questionnaire (Annexure C).

The respondents were assured of their privacy rights and that the identities would remain anonymous except when consent was given. The questionnaires were strictly used for academic purposes only. All writing guidelines were observed. There is no plagiarism as all pieces of literature were acknowledged and referenced accordingly. All information that is not the researcher's ideas was indicated as such. Information that would appear sensitive to the security of the employees used in the study, the security of the entire OPM and the security of the public service, in general, was not disclosed in this study. The answered questionnaires are securely kept and destroyed after the data is saved. The findings are saved in the Stellenbosch University One Drive platform and will be deleted once the study is published.

## 5.2.6. Criteria for trustworthiness of the data collected

- 5.2.6.1. Credibility:** The unity of analysis of the study is clearly defined as the DPSM, providing a clear scope for the research. The use of a structured questionnaire administered by the Learning and Development Officer (LDO) to all employees within the DPSM suggests a systematic approach to data collection. This method ensures consistency and standardization in gathering information from participants, contributing to the credibility of the data. The inclusion of both primary data (gathered through structured questionnaires) and secondary data (from legal departmental documents, policies, acts, staff rules, annual reports, journals, and observations) strengthens the credibility of the study.
- 5.2.6.2. Transferability:** The data collected from the structured questionnaires are manually collated and analysed to determine the implementation level of the Policy Framework. The findings from the questionnaires are interpreted and described in written form. The soundness of the case study information is enhanced by cross-referencing the questionnaire data with other sources, including observations and literature reviews.
- 5.2.6.3. Dependability:** The inclusion of both quantitative and qualitative data collection methods, to comprehend the implementation process of the Policy Framework by capturing both numerical and descriptive insights along with the structured questionnaire were used to reflect the experience and perceptions of employees regarding the implementation process of the Policy Framework.
- 5.2.6.4. Confirmability:** The unit of analysis comprises of a sampled population of 76 employees in DPSM in the OPM. Data collection was done through the administration of the structured questionnaire by the LDO in OPM. Both primary and secondary data sources were utilized to extract the research findings. Data were collected, collated and manually analysed, and interpreted. The use of simple graphs and tables for presenting findings and to determine the implementation level of the Policy Framework in the

department and draw meaningful conclusions and recommendations. The study concludes with meaningful conclusions and recommendations based on the analysis of the data.

### **5.3. Presentation and Discussion of Results**

This section summarises the findings obtained from the online and hardcopy structured questionnaires (Research questionnaires, Annexure D).

The structured questionnaires developed consisted of two sections: A & B. Section A covers demographic information with predetermined answers requiring respondents to select their preferences. It required the respondent to indicate their gender orientation; age category; duration serving in the Department or directorate; academic qualification; years of experience; and job title occupied. Therefore, Section A aimed to contextualise and provide background statistical information about the respondents.

Section B consisted of three parts. The first part of section B entailed close-ended quantitative questions that allowed the respondents to choose what resembled their opinions to either strongly agree, agree, disagree, strongly disagree or not be sure. The second set was also a close-ended question with either a yes or no answer.

The third set of section B used a qualitative approach consisting of open-ended questions, which allowed the respondents to express their views on the implementation of the Policy Framework by providing suggestions. Further, strong recommendations were given as a way forward to ensure that previous challenges might not reoccur with the future implementation of the same policy or any other policy within the Department. The data gathered were analysed and the results were interpreted in either graphic or tabular format manually, followed by the narrative descriptions based on the questionnaire.

#### **5.3.1. Responses to the structured questionnaires**

A breakdown of the responses from participants in the study is illustrated in the table below.

Table 5.1 Number of responses received through the structured online and hard copy questionnaires

<b>Descriptions</b>	<b>Questionnaires distributed</b>	<b>Questionnaires completed</b>	<b>Response rate %</b>
Online structural questionnaires	76	36	47.36%
Hard-copy structural questionnaires were distributed to employees who did not respond online	40	24	31.57%
<b>Total respondent</b>	-	<b>60</b>	<b>78.94%</b>

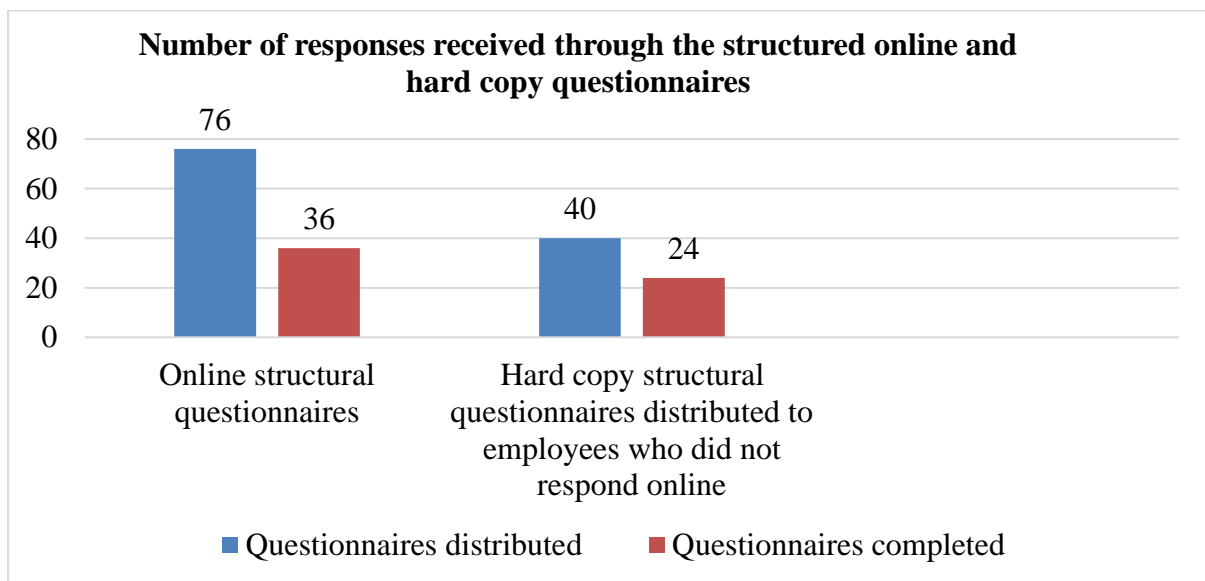


Figure 5.1: Number of responses received through the structured online and hard copy questionnaires

Table 5.1 illustrates the targeted sampled population for the study was 76. Two methods of data collection were utilised: online and hardcopy questionnaires. The former was utilised first, while the latter was utilised last. Out of 76 employees, a total of 60 employees participated in the study. A total of 36 employees participated through online administered questionnaires. This represents 78.94%. Secondly, given the low response rate through online administered questionnaires, 40 additional hardcopy questionnaires

were administered to employees, whereby only 24 respondents completed these questionnaires, representing 31.57%. Thus, of the target population of 76, 16 did not respond to questionnaires, representing 21.05% of the total targeted population.

## 5.4. Section A: Quantitative Data

### 5.4.1. Gender Demography

This section presents the gender demographic findings of the total 60 (78.94%) employees who completed the study questionnaires. Respondents were required to choose their gender by ticking the selected option. The respondents had a choice between male and female, and the responses are presented in Figure 5.2 below.

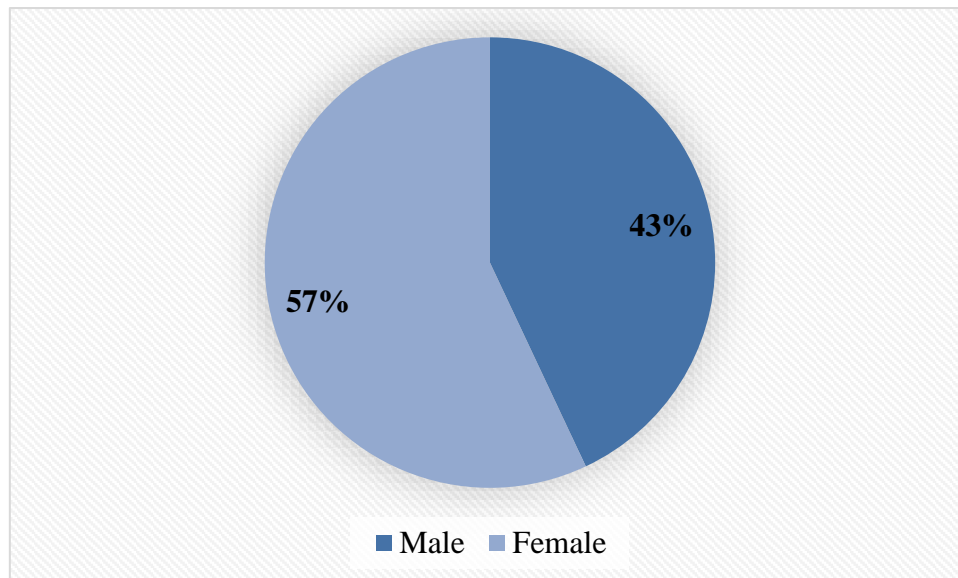


Figure 5.2 Gender Demography

Figure 5.2 revealed that most of the respondents were female (34), which represents 57%, while there were 26 males, representing 43%. The findings reveal that most of the employees in the Department are female. In addition, this question was raised to assess the Department as to whether they are complying with the Public Service Affirmative Action Act (Act 29 of 1998) and Employment Equity Annual Report 2017/2018 Frameworks.

### 5.4.2. Age Demography

Respondents were required to indicate their age by selecting one of the age groups they fall in. These age groups were as follows:

- 18-25 years
- 25-30 years
- 30-35 years
- 40+ years

The respondents indicated their choices by ticking the age group on the questionnaires. All 60 respondents who participated in the study selected the age group and the findings are detailed in Figure 5.3 below.

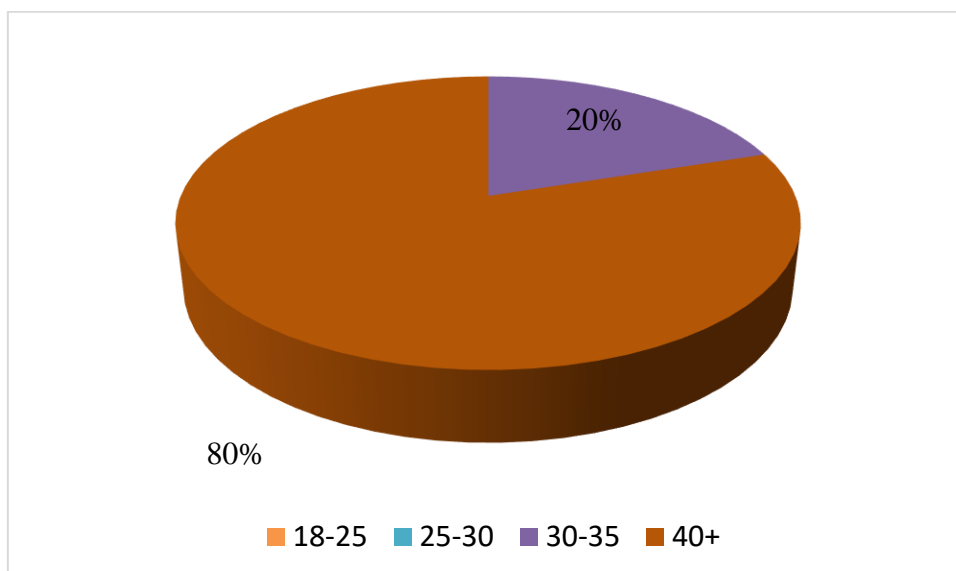


Figure 5.3 Age Demography

Figure 5.3 indicated that the majority of the respondents (80%) within the Department were aged 40+, with 20% of respondents aged between 30 and 35 years. This question is in line with the Public Service Affirmative Action Act (Act 29 of 1998) and Employment Equity Annual Report 2017/2018 Frameworks in terms of employment age category in the labour industry.

### 5.4.3. Years in Current Position

Additionally, the respondents were asked to indicate the number of years in the current positions they serve within the Department. Figure 5.4 below depicts the findings of the respondents.

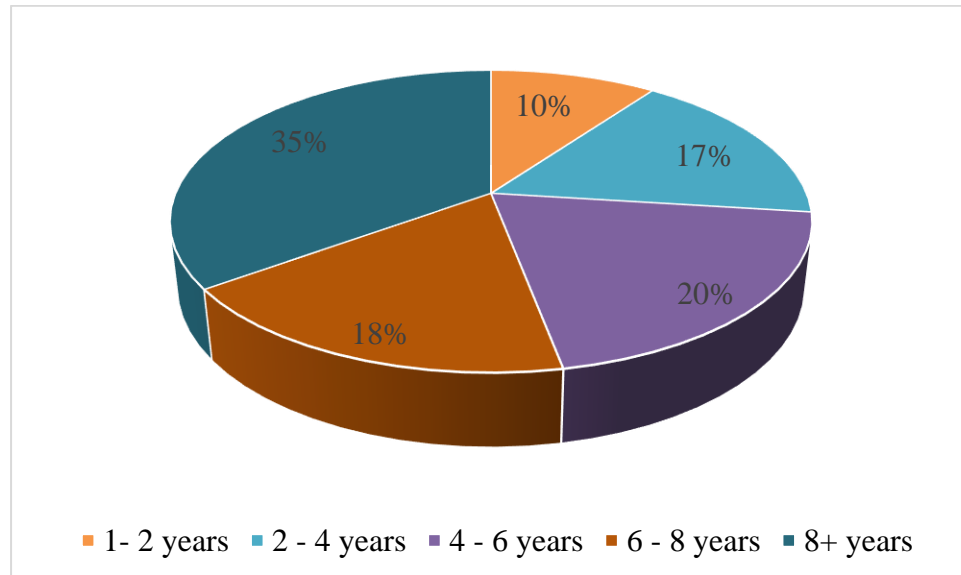


Figure 5.4 Years in Current Position

Taking a closer look at Figure 5.4 above reveals that at the time the study was conducted, most of the respondents had been in their current positions between one and eight years and above. This figure indicates that 10% were new in their position as they served between one and two years, followed by 17% who had been in the position for two to four years. Employees who have been in the service for about four to six years account for 20%. Further, 18% of respondents served in the current position between six and eight years, however, the majority of employees served longest in the positions within the Department as they served for 8+ years, representing 35% of employees. This figure, unfortunately, did not specifically show employees who were promoted for the years they served in the Department. As a result, this finding shows that employees have sufficient knowledge in terms of the Policy Framework implementation within the Department since the majority served between two and eight or above years.

#### 5.4.4. Highest Education Qualification

Furthermore, respondents were requested to indicate the highest educational qualification each held. The option was given to tick in the box next to the predetermined choices. Following were the options: no educational qualification as represented by not applicable; grade 10; grade 12 certificate; certificate/diploma; degree and post-graduate degree. The results are depicted in Figure 5.5 below.

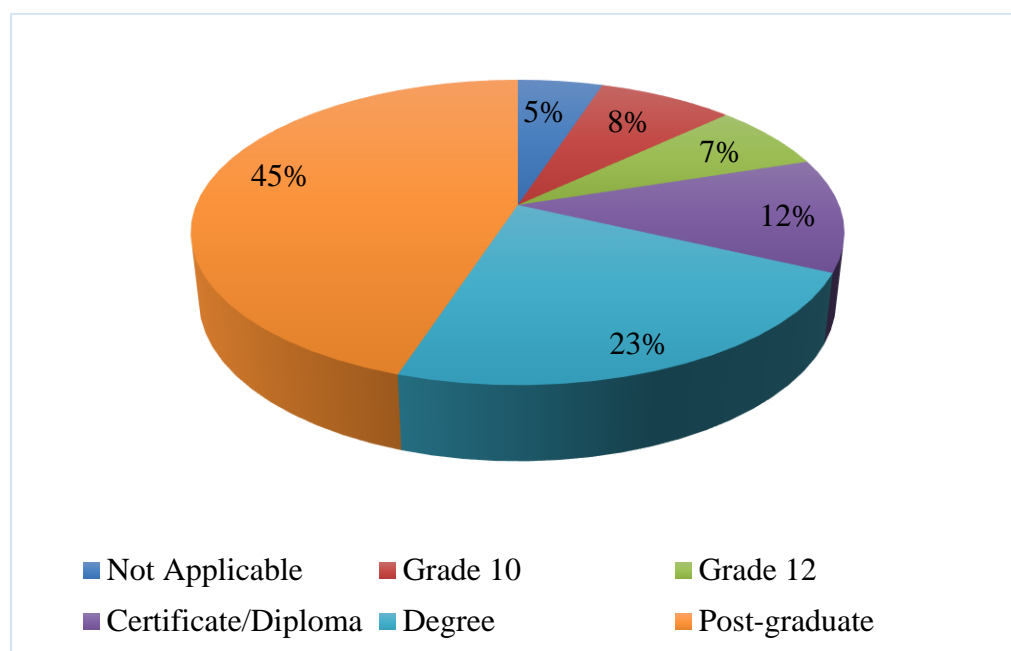


Figure 5.5 Highest Education Qualification

Concerning Figure 5.5, this specific finding gives the impression that the Department is served by literate employees, where the majority met the recruitment requirement qualification according to positions. The majority of the respondents had postgraduate degree qualifications, making up 45%, and 23% had degree qualifications, while 12% of respondents held a certificate/diploma. Furthermore, 7% held grade 12 while 8% of respondents indicated a grade 10 education level. Lastly, 5% of respondents' qualifications were not applicable. Overall, 95% of the respondents who participated in the study had some form of education and could communicate in English as the official language.



#### 5.4.5. Department/Directorate respondents servicing

The respondents were moreover requested to indicate the area they are serving in. The Department consists of four directorates, namely the Directorate of Performance Improvement (DPI); the Directorate of Organisational Development and Grading (DODG); the Directorate of Benefits and Industrial Relations (DBIR); Human Resources Planning and Development (DHRPD) and the Department of Public Service Management (DPSM). However, there are support staff that serve in DPSM but belong to other departments within the OPM. Figure 5.6 depicts the responses.

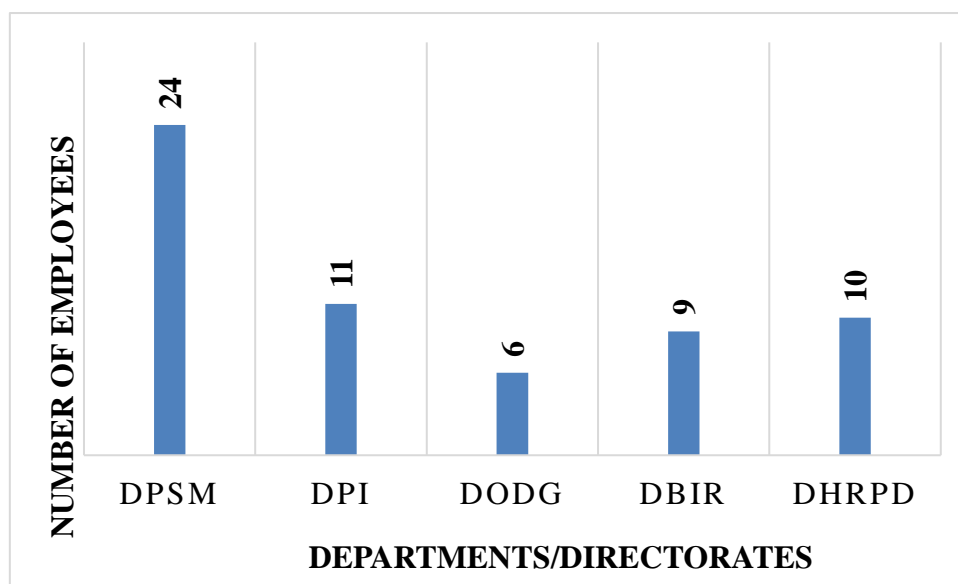


Figure 5.6 Number of Respondents per Department/Directorate

Figure 5.6 above indicates that the majority of the respondents serve under the DPSM, and this is where support jobs are found. However, it should also be viewed that some respondents opted to choose the DPSM where their directorates fall under and did not understand well enough to indicate the directorate. Nevertheless, the options are all under the Department despite the researcher wanting to find out which specific directorate each respondent serves in. Moreover, directorates vary in terms of employees.

Therefore, the statistics in Figure 5.6 revealed that 24 (40%), which is the majority of the respondents, are servers in DPSM, with a specific 11 (18.33%) serving in DPI. The DHRPD is represented by 10 (16.66%) respondents; 9 (15%) are from DBIR and the rest of the 6 (10%) represent DODG respectively. It is surprising to report that the

16.66% response rate came from DHRPD, the custodian of the HRD Policy Framework. This data shows that employees under DHRPD are weakening the implementation process and is a true reflection and evident enough to note that most of the employees are not well equipped within the Policy Framework.

#### 5.4.6. Years of Working Experience

Furthermore, the participants were asked to indicate their years of working experience in their current positions. The findings of this question are represented in Figure 5.7 below.

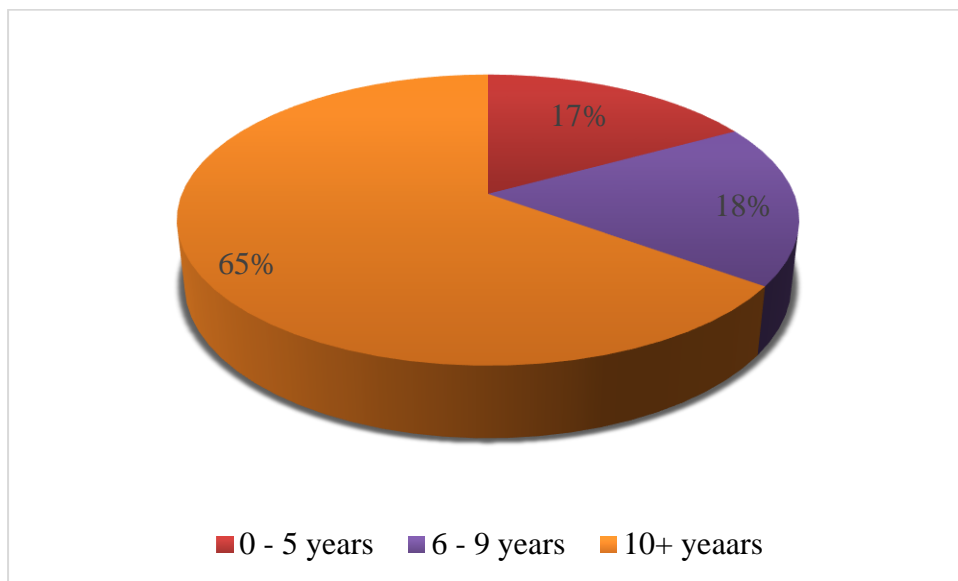


Figure 5.7 Years of working experience

As depicted in Figure 5.7 above, the majority of the employees have years of working experience within the Department and directorates for about 10 and above years which represents a total of 39 (65%) as long-served employees. Also, 11 (18%) employees served with working experience between six and nine years as the middle generation of the Department in general, while 10 (17%) employees were the new generation of the Department and had working experience between zero and five years. The 17% accounts for the newly recruited employees in the Department. These findings required further information to confirm the working experience to be able to understand the level of capacity building in line with the Policy Framework in the Department. However, one can infer that 65% of employees with over 10 years of working experience within

the Department indicate that these individual employees have sufficient and reliable knowledge of the Policy Framework.

#### 5.4.7. Job Titles of Respondents

On the question of job titles, respondents were asked to indicate their job position within the Department and directorates. The categories were: Support Job (administrative, secretaries, drivers and cleaners), Human Resources Policy Analysts, Chief Human Resources Policy Analysts, Deputy Directors, Directors and Deputy Executive Directors. The answers are presented in Figure 5.8 below.

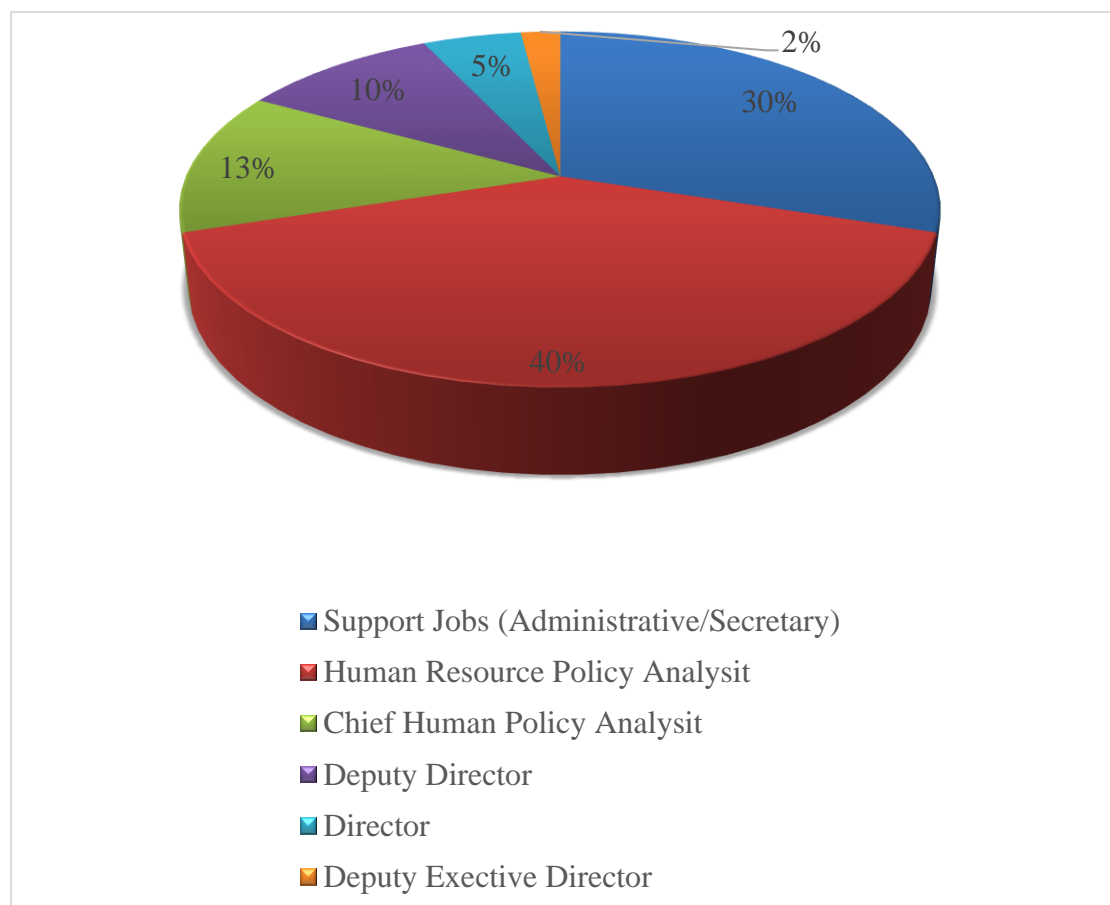


Figure 5.8 Job title of respondents

The purpose of Figure 5.8 was to reflect on the different job levels in the Department. The Support Job (Administrative/Secretaries) is 30%. The majority are Human Resources Policy Analysts (HRPA) representing 40%, with the Chief Human Resources Policy Analysts (CHRNA) making up 13%. Further, 10% of Deputy Directors and 5% of Directors as well as 2% of Deputy Executive Directors (DED)

participated in the study. These findings are in a better position to give a true reflection and perceptions of the implementation of the Policy Framework within the Department since the proportions of the employees serve under these levels.

## **5.5. Section B: Quantitative and Qualitative Data**

Section B consisted of three parts. The first and second parts of Section B entailed close-ended questions in a quantitative format. Respondents were given the liberty to choose what resembles their opinions to either strongly agree, agree, disagree, strongly disagree or not be sure. The second part was also a close-ended question with either a yes or no answer.

The third part of Section B consisted of open-ended questions in a qualitative format that allowed the respondents to express their views concerning the implementation of the Policy Framework. Respondents suggested and recommended alternative solutions for future implementation of the same policy or any other policy.

### **5.5.1. Section B Quantitative Data**

#### **5.5.1.1. The HRD Policy Framework, 2012**

Human resources development is an important strategic approach to improved productivity, effectiveness and efficiency for accelerated service delivery. However, the level of human resources development as the central driving force in the achievement of organisational goals and economic development is not encouraged. In support of this statement, human resources development's purpose is to create a framework for employees to develop their skills, knowledge and ability to support organisational performance. In the table below are the respondents' perceptions regarding the level of accessibility of the Policy Framework, 2012 and the implementation challenges of this policy within the parameters of DPSM in the OPM.

#### **5.5.2. Perception of the Respondents on the HRD Policy Framework, 2012**

The focus of this question was on respondents who were required to express their options. Notably, it is essential to note that the statements used in this section are in line

with the research questions and objectives of the study defined in Chapter 1. Below is an outlay of findings on each variable.

Coding number	Variables	Strongly Agreed	Agreed	Disagree	Strongly disagree	Not Sure	Total
1	Is the Human Resources Development Policy Framework 2012 or Training and Development Policy available to all employees?	11	14	14	5	16	60
		18.33%	23.33%	23.33%	8.33%	26.66%	
2	Is the Training Needs Analysis (TNA) conducted to determine the training gaps of individual employees?	10	26	10	9	5	60
		16.66%	43.33%	16.66%	15%	8.33%	
3	Have you ever received any training related to your job functions in the past 5 years?	10	24	9	17	0	60
		16.66%	40%	15%	28.33%	0%	
4	Does the need identify aligned with the objectives of the Department/directorates/divisions, as well as with the individual needs and job function and the overall organisation?	9	28	8	8	7	60
		15%	46.66%	13.33%	13.33%	11.66%	
5	Do you understand the importance and relevance of training within the organisation?	27	26	1	4	2	60
		45%	43.33%	1.66%	6.66%	3.33%	
6	Is the training budgeted for?	7	19	9	5	20	60
		11.66%	31.66%	15%	8.33%	33.33%	
7	Do the training interventions benefit both the organisation and individual employees?	15	30	5	4	6	60
		25%	50%	8.33%	6.66%	10%	
8		9	21	11	9	10	60

	Do the managers understand the importance and advocate for the training of the employees?	15%	35%	18.33%	15%	16.66%	
9	Is there a training evaluation system in place to strengthen the T&D interventions, and to determine the Return on Investment in T&D?	3	15	11	11	20	60
		5%	25%	18.33%	18.33%	33.33%	

Table 5.2 Perception of the Respondents

The scenario in Table 5.2 helps to put in perspective the projected imbalance of how the Policy Framework benefits employees within the Department. However, it assumes that the Policy Framework is not well understood and available to all employees and managers are not advocating for the employees to be trained in line with the job functions. Given the lack of information to make this assumption clear, it is more accurate to review the numbers without taking into account the number of employees who received training and development. However, in comparison, the number of employees (about 26.66%) who have no access to the Policy Framework is a bit of concern and this has escalated to non-training.

**a) Variable 1: Availability of Human Resources Development Policy Framework 2012**

Respondents were asked to what extent the HRD Policy Framework 2012 is available and accessible. Respondents were given the choice to indicate the choices regarding the availability of the Policy Framework. The responses are displayed in Figure 5.9 below.

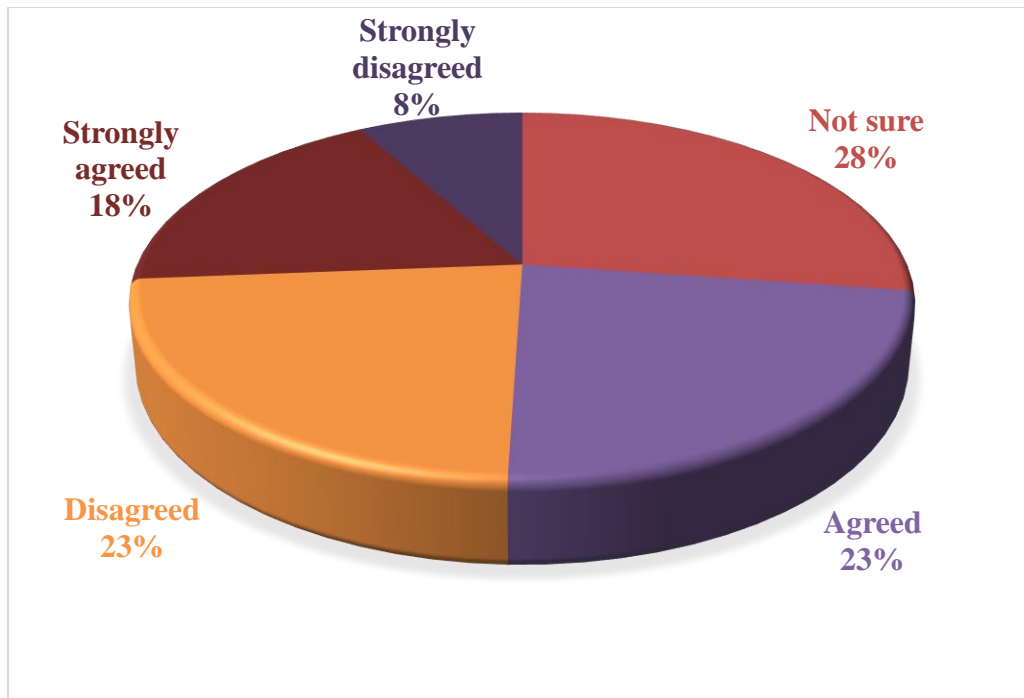


Figure 5.9 Availability

Figure 5.9 depicted that the majority of the respondents (27%) were not sure, were not familiar with nor had access to the Policy Framework and its guidelines such as the legislations and the PSSRs on T&D. On the same note, 23% of respondents agreed and 23% disagreed; to some extent, this shows contradictions; 18% strongly agree since they owned the policy and to some extent benefited. However, 8.33% strongly disagreed that the Policy Framework was not available.

These results strongly imply that DPSM and the Directorate HRPD, to be specific the Division HRD, should develop and coordinate a training programme to ensure that all the employees within the Department have access to and understand all the public policies, guidelines, procedures and PSSRs.

#### **b) Variable 2: Training Needs Analysis (TNA)**

At this point, the researcher required the respondents to indicate whether TNA is conducted with individual employees by the LDO through the supervisors to assess the skills deficit that might require T&D interventions. The results are displayed in Figure 5.10 below.

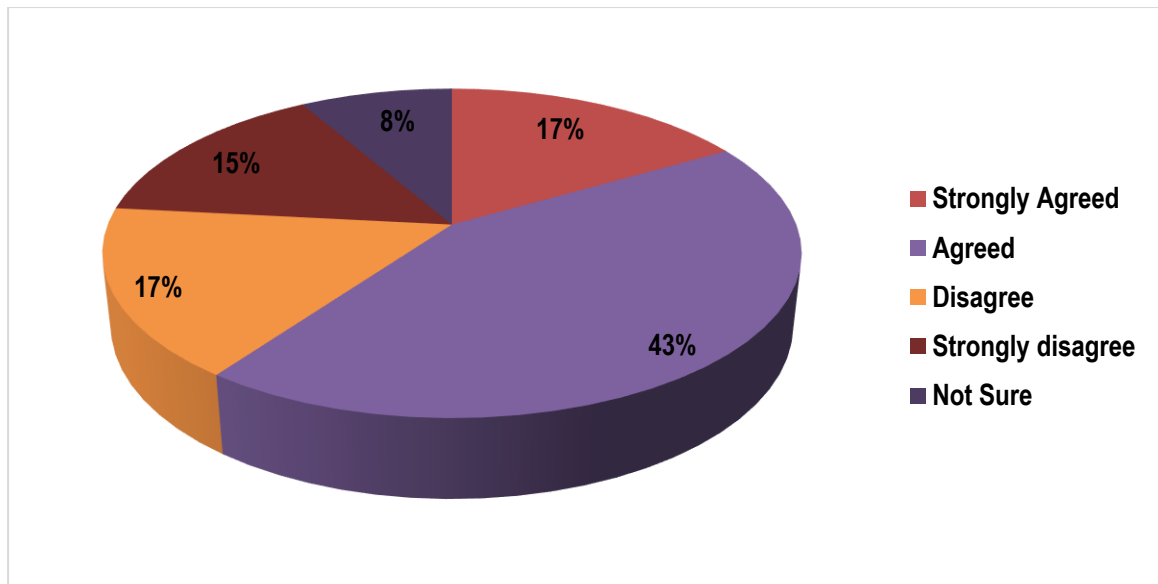


Figure 5.10 Training Needs Analysis

The result of Figure 5.10 directed attention to the importance of TNA in the Department. To this end, it is worth noting that the majority of the respondents (43%) confidently agreed, and 17% strongly agreed that TNA is conducted, despite poor availability and accessibility of the Policy Framework to most of the employees as alluded to in variable 1. Yet, another 17% were in disagreement with it, 15% strongly disagreed and 8% were not sure whether TNA was conducted.

Training Needs Analysis is the first step to the identification of training needs and determining the skills gap or poor performance of an individual in the workplace. This is in agreement with Meyer (2007:159-161) in supporting the above statement, TNA is a process where issues or problems are identified through consultation of individual employees and the supervisor to collect, analyse and interpret data to design an appropriate T&D intervention to address the performance issues. Therefore, the organisation must develop a culture of ongoing analysis to be able to perform strategically and analytically in a rapid and unprecedented environment and advanced technology. The Human Resource Development Policy Framework (2012:14) made a provision that TNA is conducted every third-year cycle. Therefore, LDO, supervisors and individual employees should make TNA a mandate.



**c) Variable 3: Training received in the past five years**

For this variable, respondents were further questioned on whether they had received any training related to the specific job function in the past five years. Responses are highlighted in Figure 5.11 below.

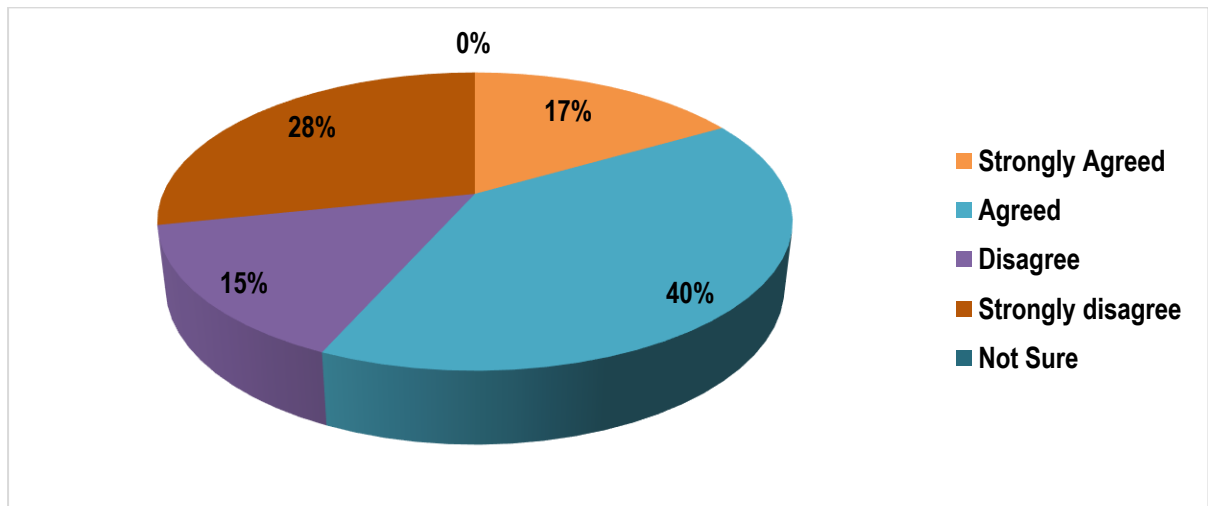


Figure 5.11 Training received in the past five years

Reflecting on these findings in Figure 5.11, it is worth noting that 40% of respondents agreed to have received training in the past five years, complemented by 17% strongly agreeing. In comparison, 28% of respondents strongly disagreed, while 15% of the respondents disagreed that no training was offered about the job function and 0% reported on the not sure option. Although the majority of the employees responded positively to having received training, looking at the percentage not having received training posed questions to the supervisors and the LDO as to why some employees had never received training. This infers that there is a need for effective engagement between the supervisor and the LDO to strengthen performance reviews, to identify shortcomings in T&D.

**d) Variable 4: Training Objectives Alignment**

Any training objectives identified should be aligned with the Department, directorate, division and the employees about the job function to contribute to the mandate of the overall organisation. As part of the findings, respondents were required to identify

whether there was an alignment of the training objectives and this is provided in Figure 5.12 below.

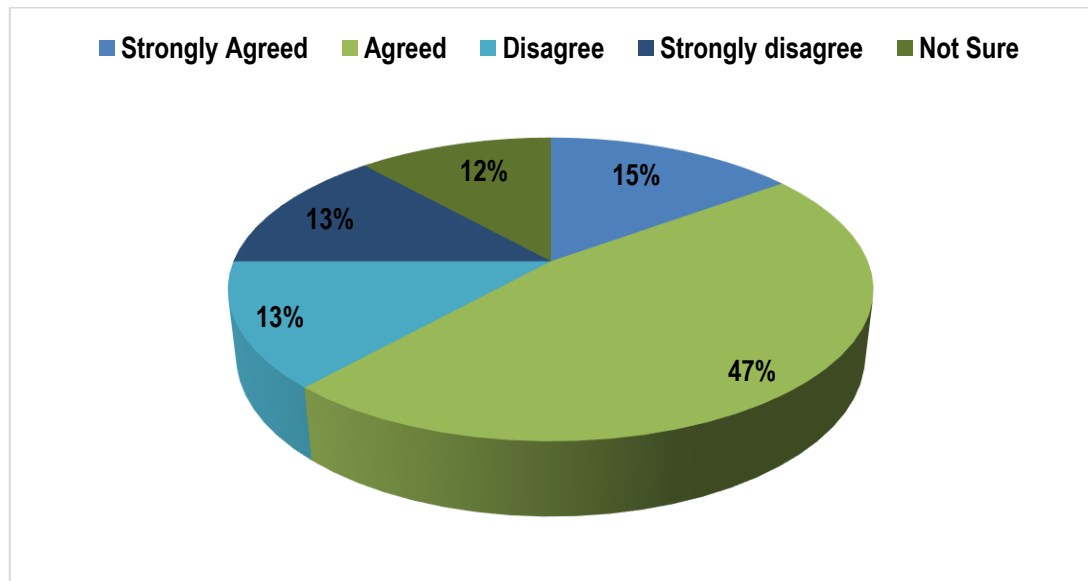


Figure 5.12 Training Objectives Alignment

This part focused on the training objectives alignment. The researcher required the respondents to indicate and affirm whether the training objectives are aligned with the objectives of the Department, directorate, division and the employees. Figure 5.12 reveals the findings that 47% of respondents agreed, while 15% strongly agreed that there is a degree of training objective alignment. There is a correlation between disagree and strongly disagree, accounting for 13% who did not see the alignment in training objectives to that of the sections in the Department. The 12% who attended the training were not sure whether there was alignment in the training objectives. As formulated by Mello, Penceliah, Phago, Maserumule, Wessels, Ndevu, Mahlangu, Mzini, Lues & Dorasamy (2014:146-147), training is task-oriented. Training should focus on task performance within the organisation and should be based on the job description of employees as well as the required competencies of a particular function which together should determine the training objectives. Further, these authors alluded that training aims to improve the performance of employees within the organisation; as a result, training must be designed to ensure that the expectations of both the organisation and the employees are met.

### e) Variable 5: Importance Relevance of Training

Training is the most crucial aspect of any organisation to thrive. Training helps to keep employees abreast of the day-to-day development. Based on this variable, the respondents are asked to express how important and relevant training is to the organisation. Figure 5.13 below represents the choices of the respondents.

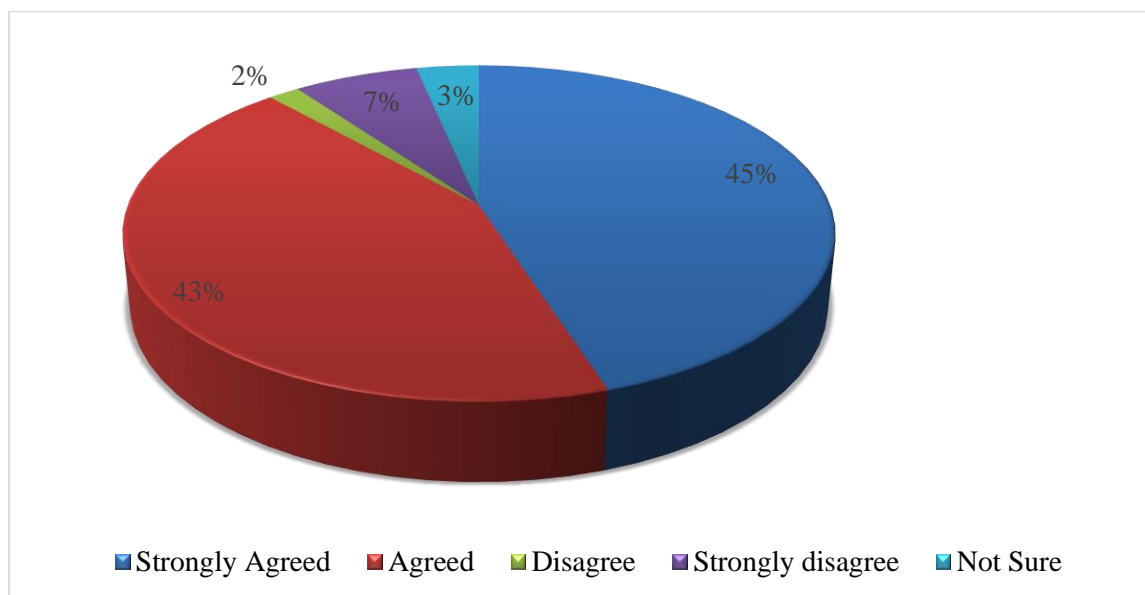


Figure 5.13 Importance and Relevance of Training

A total of 45% of respondents strongly agreed, followed by a total of 43% of respondents who agreed and understood the significance and relevance of training to the organisation as well as to the individual employee. However, 7% strongly disagreed with the support of 3% not sure whether training is important or has relevance to the existence of the organisation. The rest of the 2% of respondents disagreed with the statement and did not see the importance and relevance or impact training has on the organisation. Mello et al. (2014:148-150) stated that due to the continuous growth of technology and the needs of the environment, public organisations should constantly respond to changes to address current needs. These changes are therefore necessitating how public organisations have to invest in their employees to improve the level and quality of service delivery. Although training cannot solve all problems experienced, it helps to reduce problems. In addition, training helps to improve knowledge, skills, attitudes and ability, but more so it prepares for the future requirements of the

organisation. To this end, this reveals how important and relevant training is to employees.

**f) Variable 6: Training Budget**

Proper budgeting and investment in T&D programmes are crucial for the benefit of both the organisation and employees. This variable was specifically on the training budget. Respondents were required to indicate whether the training programmes were budgeted for. Figure 5.14 below represents the views of the respondents.

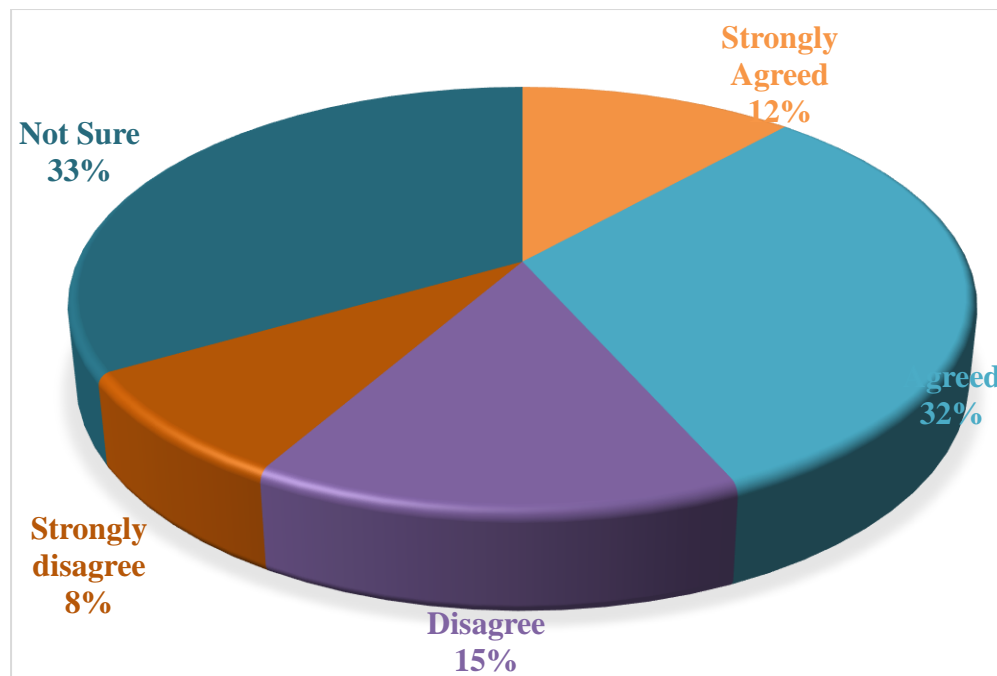


Figure 5.14 Training Budget

For training to be provided to employees, organisations should ensure sufficient resources are properly planned. Based on the responses in Figure 5.14: 33% of respondents are not sure, 8% strongly disagreed and 15% disagreed; this shows that the budget is not within their reach and they only attend training because they are identified to attend training by their supervisors. However, taking a closer look at the percentage depicted in Figure 5.14, 32% agreed, supported by the 12% that strongly agreed with the statement that training is budgeted for. One could conclude that these are the managers with inside knowledge of the organisation's budget. This finding is supported

by the Policy Framework 2012. Executive Directors (EDs) and Chief Regional Officers (CROs) in consultation with the LDOs and the Ministry of Finance should consider how training should be budgeted for in the Organisation. The Policy Framework made provision for how and which type of training programmes are to be budgeted for. Training budgets should be done in line with the Training Plan generated from the TNA and PDP of the employees and executed as such. In an event where the budget is cut or less budgeted for, LDO is encouraged to be more innovative and use alternative means such as in-service-training, free online programmes or make use of the fully funded courses offered through bilateral programmes (Human Resources Development Policy Framework, 2012: 27-28).

**g) Variable 7: Training Interventions' Benefits**

Training is beneficiary and important to both the organisation and the employees. No organisation can thrive in a world that is defined by rapid environmental change and advanced technology. Figure 5.15 below indicates the responses of respondents who were asked to select their views based on the statement as to whether training interventions have benefits to the organisation and the employee.

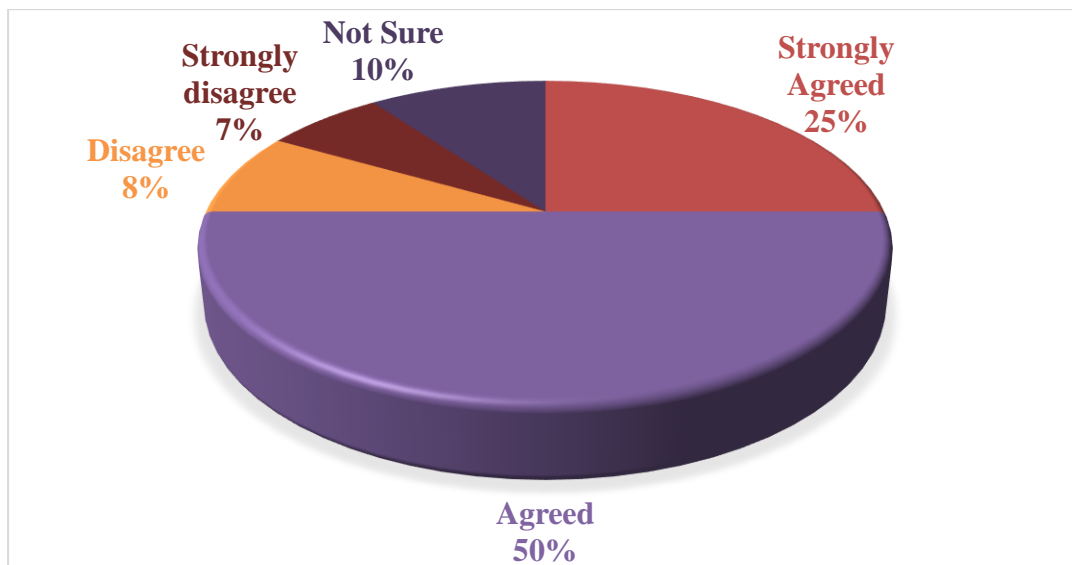


Figure 5.15 Training Intervention Benefits

Training intervention is designed based on the Training Plan of the organisation and is a reflection of the organisation and individual employees' needs required to be addressed to ensure quality service delivery and increase productivity. As shown in Figure 5.15 above, the majority of the respondents (50%) agreed and 25% strongly agreed. These findings indicate the importance of training interventions. On the other hand, 10% of respondents were not sure, followed by 8% of respondents who disagreed, while 7% strongly disagreed and these are in the category of employees who do not see the benefit of any training attended on the job environment. It is essential to note that not all training interventions can be beneficiary either to the organisation or to the employees, and as Mello et al. (2014:150) alluded to, training cannot solve all the problems experienced but can aid in reducing the number of problems. It is also worth noting that not all problems identified can be solved by training. Meyer (2007:107) noted that training does not meet business needs when the needs are not tied to the strategic needs of the organisation and when the needs are too generic. This may result in resources wasted.

**h) Variable 8: Managers understand the importance of training**

This variable sought to express whether managers or supervisors understand the significance of training in the parameters of the Department, directorates and divisions under the supervision. The responses are depicted in Figure 5.16 below.

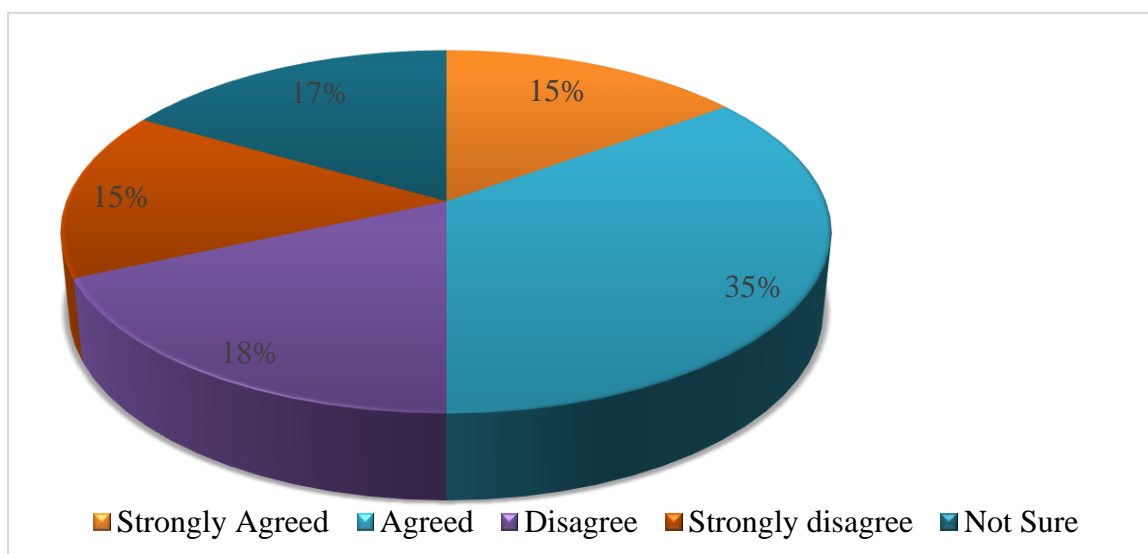


Figure 5.16 Managers understand the importance of training

Figure 5.16 above shows the respondents' views based on whether managers understand the importance and advocate for training in the organisation. 35% of the employees agreed with the support, 15% strongly agreed that managers understand the importance of training and value training, 18% of employees disagreed with the statement, with an addition of 17% of respondents who were not sure and 15% who strongly disagreed with the variable. A close analysis of these findings reveals the contradiction with one another. This means the total respondents in agreement for both strongly agree and agree made up 49.99%, and those who disagreed, strongly disagreed and were not sure also made up 49.99%.

Nevertheless, the respondents who were not in agreement with the statement were also supported by the findings obtained from the assessment study conducted by the (Republic of South Africa, 2011:21), which pointed out that the reason HRD initiatives are not implemented is due to a lack of management support and understanding of the importance and that they hardly advocate for training. In addition, most of the managers do not entirely engage in the one-on-one discussion with the individual employees' PDPs, nor monitor the progress review to identify the employees' weaknesses. As a result, managers do not regard T&D as the main key intervention concerning the employees' development. Finally, they regard training as a responsibility of the training unit. As a result, these findings simply mean (Meyer 2007:425-426) that there is a need for management transformation through creating a new organisational culture that leads to change. The focus should be placed on the role of the HRD function, especially on the quality of management strategy and on the organisation's competencies and commitment.

#### **i) Variable 9: Training Evaluation System to determine the ROI on T&D**

Moreover, respondents were required to express whether they were aware that the Department has a training evaluation system to strengthen the T&D interventions and to determine the ROI on T&D. These findings are given in Figure 5.17 below.

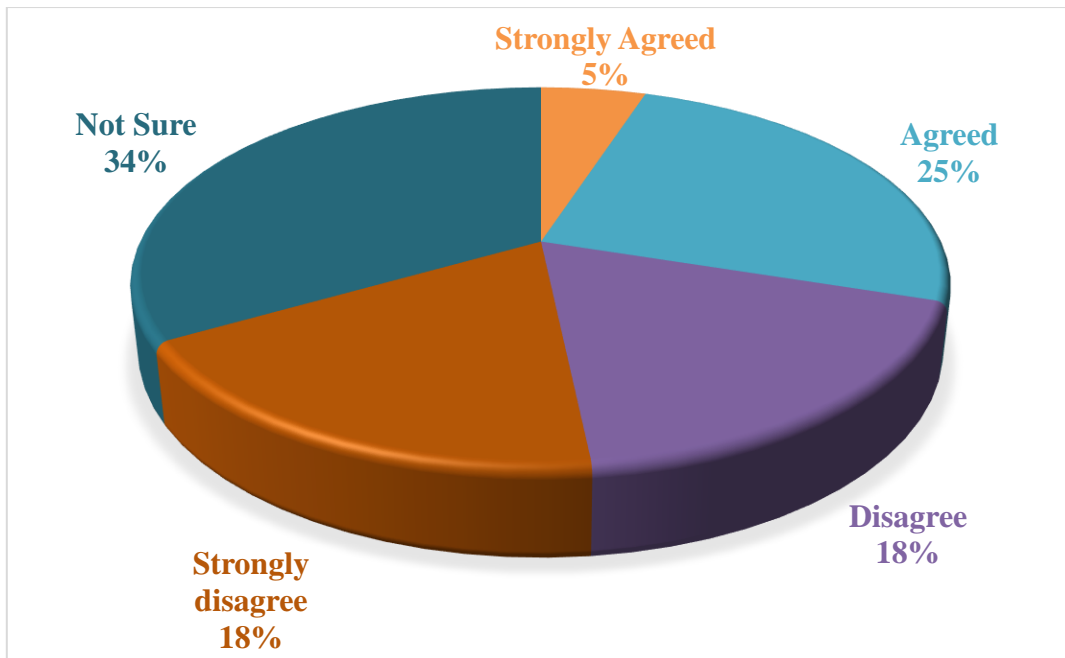


Figure 5.17 Training Evaluation to Determine ROI

Figure 5.17 indicated that 34% of respondents were not sure of the existence of the training evaluation system in the Department, while 18% of respondents strongly disagreed and disagreed and were not in agreement with the statement which means they were not aware of the evaluation system. 25% of respondents agreed while 5% strongly agreed that there is a training evaluation system in place that determines the ROI on T&D within the Department.

Reflecting on this, one of the Policy Framework's objectives is to ensure that all resources spent on T&D interventions have positive ROI, (HRD Policy Framework 2012:5). To ensure ROI, T&D should be evaluated to determine what was achieved and not achieved against what was planned and the results should be used for decision and planning purposes. Further, Meyer's (2007:4) evaluation of training is mostly neglected, however, there has been an increasing effort in organisations to evaluate learning and development programmes. The effort of evaluation is designed to focus on the cost and benefit of the training programme which determine the ROI. From these findings, the results call for the Department to strongly enforce and sustain the use of a training evaluation system. M&E is the cornerstone tool to track the progress made on the T&D interventions that eventually assist in determining the ROI of T&D in the Department. This also indicates that there are no effective control measures to ensure the HRD



Policy implementation process within the Department. As the custodian of the HRD Policy Framework, the Department is entrusted with the responsibility of ensuring that regular M&E is conducted. The purpose is to ensure that T&D interventions remain adequate, relevant and effective as well as determine the impact and provide value for money (Human Resource Development Policy Framework, 2012:8).

Further, these findings are in support of the study conducted by Kasika & Dangarembizi (2019:191) M&E is essential both in the management and success of proper training programmes. In the training cycle, evaluation is the last phase aimed at assessing the effectiveness of the learning cycle. The process is applied to weighing the magnitude of the T&D intervention towards improved employee performance and service delivery.

### 5.6. Training and Development Impact

To unpack and understand this section, respondents were asked to indicate by yes or no options whether T&D interventions have an impact on the service delivery in DPSM. The responses are presented in Figure 5.18 below.

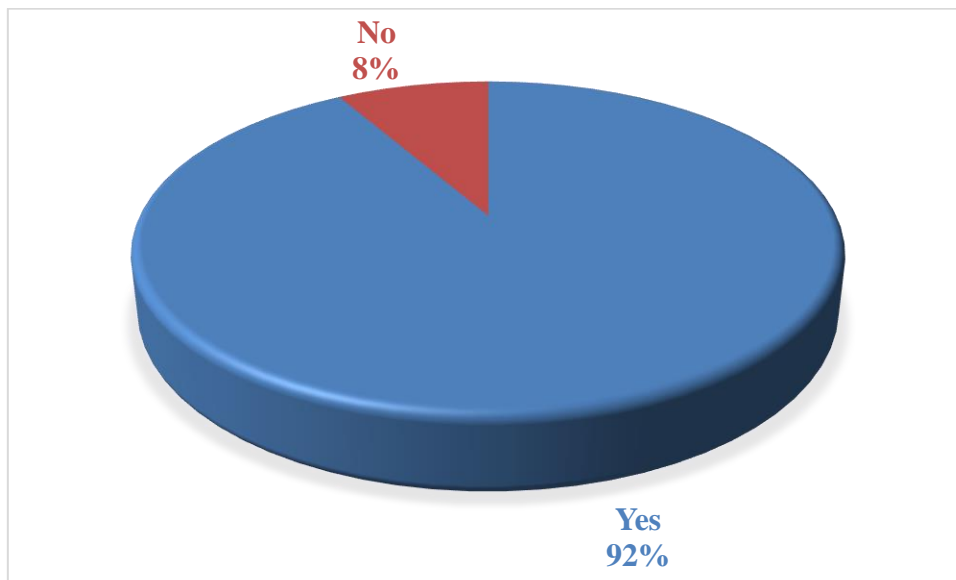


Figure 5.18 Training and Development Impacts

Figure 5.18 above shows that more than 92% of the respondents indicated that T&D is an accelerator and has an impact on the service delivery in the Department. This finding also implied that employees who understand their mandate and have the necessary

knowledge and skills are an asset to the Department. In contrast, 8% of respondents indicated that T&D has no significant impact on the service delivery of the Department. The overall responses outlined in Figure 5.18 above confirmed that T&D represents the wheels of service delivery in the Department. This emphasised that the Department should prioritise T&D intervention as an accelerator to service delivery.

The study conducted by Salami, Daniel, Muritala, Ibrahim & Nwoye (2022:418) revealed that the most appealing benefit an employee could potentially gain in the organisation is learning and acquiring new skills, knowledge and advances in the profession. This means that investing in employees has a positive spillover effect on the employees and the organisation since they are better equipped to deal with any work issues. This is supported by the Human Resource Development Policy Framework (2012:1) which reports, “Human resources are the most important resources of the country; therefore, investing in human resources and institutions is the most crucial precondition for the desired social and economic transformation”. Thus, the government regards employees’ T&D as an important aspect of creating the knowledge, skills and right attitudes for enabling them to fulfil the demands of their respective roles within the organisation.

## **5.7. Section B: Qualitative Data**

### **5.7.1. Suggestions Analysis Summary from the respondents**

The following specific suggestion gives the impression that the Policy Framework is not adequately conversant with the employees within the Department and as such, the implementation of the policy is undermined. The suggestions also imply a lack of proper coordination and support by the implementers. Following are the suggestions put forward by the respondents that DPSM should consider strengthening the effective implementation of the HRD Policy Framework.

- a) HRD Policy Framework:** The Policy Framework is central to creating a conducive environment where learning and development should take place. As such, the Policy Framework and its legal power should be aligned to develop responsive structures and management systems to develop sound base management decisions on T&D in the Department. It is required that

supervisors and LDOs should ensure that all employees have access to and understand the policy framework and its benefits.

- b) Employees' and organisational development:** It is suggested that each HOD within the Department is obliged to identify the core function and critical competency gaps of the directorate and those of the individual employees and develop a training plan for execution. In addition, DPSM as a centre of expertise is considered to provide intensive capacity-building programmes to ensure employees are skilled in the roles to be able to provide technical guidance to the OMAs and RCs.
- c) TNA to be conducted:** TNA is the initial stage and a process for the identification of the employee's training and organisational needs. Supervisors are to ensure that regular discussions with individual employees are conducted to enable the identification of training needs and performance gaps. In addition, the LDOs should work with the directorates' supervisors to ensure the employees' TNAs are conducted and recorded, and PDPs are translated into the Annual Training Plan. This process aims to allow proper resource mobilisation and allocation in the execution of the Training Plan. Both supervisors and LDOs are to ensure that employees have equal opportunities and attend relevant training interventions.
- d) Training intervention:** Create learning sessions in the Public Service, encourage free online learning and promote a fully sponsored programme to enhance employee development, especially during financial constraints. Training should also translate into promotions of employees within the Department.
- e) Training budget:** It is suggested that every directorate should develop a cost training plan every financial year to form part of the main budget of the Department and that of the OPM at large. The Department should also make budget provisions for the refresher courses and team-building activities.

- f) **Induction and Orientation:** It is suggested that LDO ensures that all new, promoted and transferred employees are inducted into the new roles and environment they are employed.
  
- g) **Monitoring and Evaluation:** Skills inventory for employees who benefited from T&D interventions should be kept in the Department to inform the T&D statistics and the level of Policy Framework implementation. The Department should also develop a Knowledge Management System (KMS). The Republic of Kenya (2015:17) highlighted that a lot of knowledge and information are generated through normal operations, research, reports and observations within the organisations. Knowledge is the heart of the organisations and is to be shared or transferred to preserve, harness and protect the knowledge, not to diminish from the organisation. Further, knowledge aids organisations to enhance productivity and improve service delivery. Hence, knowledge should be entrenched through skills transfer in various platforms such as research papers, presentations, learning and maintaining resource centres to encourage the culture of reading within the Department. KMS also aids in identifying expertise within the organisation to manage on-the-job training, mentoring and coaching. In addition, M&E should generate reports to evaluate the training interventions executed that are identified by the employees to inform the ROI.

### 5.7.2. Recommendation Analysis Summary

Respondents provided slightly different recommendations, while the majority recommended similar or the same ideas to enhance the effective implementation of the Policy Framework in the Department. The following recommendations are made:

- a) **The Policy Framework accessibility:** The DPSM and in particular the responsible Directorate HRPD must intensify the communication process concerning the Policy Framework and PSSRs on T&D strategies. The supervisors and the LDOs must ensure that the Policy Framework is available to all employees and understand its use and benefits. Furthermore, regular sessions to create awareness among the employees are encouraged.

- b) Review of the Policy Framework:** The Policy Framework made provision for timely review of the Policy Framework, which lies with the DHRD in the Department (Human Resources Development Policy Framework, 2012:33). This review is to ensure the continued relevance to the needs of the public services and new development in the relevant legislation, as well as adapting to the fast-changing working environment of the 21<sup>st</sup> century and the 4<sup>th</sup> Industrial Revolution, which are subjected to approval and implementation.
- c) HRD/Skills Audit:** The Department must conduct an annual skill audit, to identify the current skills along with the skills gaps within the Department that are affecting the service delivery and ensure that the skills identified are addressed through the T&D interventions. This recommendation is in line with (Meyer 2007:178-179), a skills audit is held so that the skill shortfall or surplus can be determined. This process eventually leads to TNA to enable the organisation to ascertain the desired skills amongst the employees required to meet future organisation objectives following the organisation's strategic plans.
- d) Compulsory TNA:** Supervisors and LDOs must ensure that TNA is conducted as per the provision of the Policy Framework.
- e) T&D Budget:** T&D interventions must be budgeted for and executed as per the T&D Plan for employees to remain productive. The Department must encourage and introduce strategies for resource mobilisation and cost-effective measures and reprioritise the critical training programme that has a direct impact on the mandate of the Department's needs. Other measures are to intensify the in-service training by the use of internal expertise. Additionally, advocate for various stakeholders and capitalise on the courses offered through Bilateral and Multilateral fully-funded T&D programmes, and other relevant free online programmes that are aligned with national strategic needs, priorities and policies for employees to benefit from such developmental programmes.
- f) NIPAM:** The Department should ensure that NIPAM receives revenues to capacitate public servants. NIPAM was established to provide management and administrative training to the public service and improve performance. Therefore, the Directorate of HRPD together with NIPAM should coordinate

capacity development for individual employees based on the annual T&D Plan (Human Resources Development Policy Framework, 2012:16-17).

- g) Knowledge Management System:** Create a pool of experts within the Department and ensure coordination. Ensure and avail adequate investments and resources in skills development and maintain sustainability by strengthening intellectual resources within the organisation. Introduce organisational-based skills development by encouraging self-learning and e-learning.
- h) HRD Policy and Performance Management Policy interlinked:** The Department should capitalise on quarterly performance agreements to influence skills retention. Hence, the performance management system should be strengthened and aligned with the strategic goals of the Department to ensure a continuous process of performance. Strengthen the alignment between HRD Policy and Performance Management Policy.
- i) M&E:** Enhance the capacity of the existing T&D Evaluation System to ensure equitable access to all employees. An M&E report must be shared with the HOD to take stock of T&D activities and identify areas of improvement. This is also important to monitor how the T&D function is contributing to Public Service Wage Bill containment efforts. The Department must activate the M&E system tool to monitor the training as outlined in the training plans and to ensure the ROI. Strengthen quarterly and annual reviews to determine the strengths and weaknesses of the T&D programmes. It is highly recommended that the Department create a learning portfolio and strategic knowledge system for T&D records.
- j) Compulsory Induction and Orientation (I&O) programmes:** These must be efficiently and effectively conducted as per the public service staff rules to ensure the transitions of new and existing employees into the roles.

## **5.8. Conclusion**

This chapter presented the findings of the study. The chapter further analysed and discussed the findings using both quantitative and qualitative techniques. Results were

presented in the form of tables, graphs, and charts with descriptive narratives. From the analyses, several pressing suggestions and recommendations were raised based on the challenges the respondents encountered with the implementation strategies of the Policy Framework in DPSM. The analyses revealed that the respondents expressed a lack of information on the existence and accessibility of the policy.

These specific findings give the impression that the DHRPD and specifically the Division of Human Resources Development are not conversant with employees in terms of creating effective engagement to ensure that the Policy Framework is well vested amongst employees. In addition, respondents felt that management and the LDO are not buying in and there is a lack of support to ensure that every employee understands and benefits from the policy responsible for capacity building of the employees to improve service delivery and personal development in terms of career advancement. Concerning budgeting, respondents believe that T&D interventions are budgeted for but not sufficient to cater for every employee.

Contrary to this, the budgeted T&D intervention is not beneficiary to all employees since some of the employees' TNAs are not conducted to indicate the areas of weaknesses. Finally, the M&E system: More than half of the respondents strongly disagree that the M&E system is either not in existence or functional to determine the statistics of whether the employees benefited or not as well as the ROI to determine the impact of T&D intervention on the employees' performance in the Department.

The next chapter is the concluding section and the recommendations that serve as the way forward are summarised as a proposal for improvement strategies of the HRD Policy Framework and its relevant legislation and guidelines.

## **Chapter 6: Recommendations and Conclusions**

### **6.1. Introduction**

In response to the questions that dealt with the effective implementation of the Policy Framework within the DPSM in OPM, the study fluently analysed the implementation of the Policy Framework concerning the pieces of literature reviewed within the DPSM in terms of the challenges. The aim was to establish the current challenges to the implementation of the policy so that possible recommendations can be made to ensure effective implementation of the policy. Therefore, DPSM is mandated to ensure that employees are skilled in order to improve organisational performance. In support, some respondents uttered that although structures are well established, with the necessary Policy Framework and guidelines in place, there are still impediments to implementation within the Department.

There is a lack of compliance from the DHRPD to drive the policy aims and aspirations. A lack of management support in creating policy awareness and continuous direct engagement with employees in terms of TNA, regular policy auditing and budgeting strongly came out as a focus point in future implementations within the Department.

The aim of Chapter 6 is to cement the insights of the suggestions and recommendations as the way forward in assisting the Department to be more inclusive in its activities and programmes. Further, to ensure that policies and guidelines are developed to guide and nurture employees to manage daily function and improve service delivery.

### **6.2. Summary of Chapters**

Chapter One sets the tone of the study with brief introductory remarks and background about the implementation of the HRD Policy Framework in the Department. The same chapter covered the objectives and the research questions as a road map to the entire study. The chapter explains that certain challenges were experienced during the implementation of HRD Policy Framework 2012. The chapter also indicated the research design of the study, including the research problem, which was to find a



solution to the main implementation challenge in order to ensure and accelerate service delivery in the department.

Chapter Two discusses HRD within the context of the study. It unpacked the conceptual frameworks including the definitions of the key concepts of HRD, such as HRM, HRD with its key components, benefits and challenges of HRD. The theoretical aspects of the HRD Policy Framework are discussed - what it is and how essential it is to have training interventions in the organisation. The Chapter Two, further, explored national and international best practices of HRD strategies of selected countries to give an overview of the implementation journey to aid the improvement implementation of the national HRD strategy and the quality-of-service delivery in Namibia. The selected countries, namely: South Africa, Brazil, India, Malaysia and Finland, were chosen to provide a diverse range of HRD background and to give a clear guide for emulations with the implementation of the HRD Policy Framework in the Namibian context. The same theory in this chapter gave guidelines and insights by informing the recommendations of the respondents as a way forward to improve implementation strategies.

The Chapter Three briefly gave an overview of the relevant legislations' that guides the HRD Policy Framework and skills development in Namibia. The focus was to unpack the legal frameworks that compel the Department to operate within a legal parameter in the implementation and management of the training and development interventions within the Department. To be specific, several legislations outlined in Chapter Three are those that have more influence in the implementation process of the HRD Policy Framework in OMAs and RCs, aiming at acceleration and improved service delivery in the Department as a case study.

The purpose of Chapter Four was to give a broader overview of the unit of analysis as DPSM in the OPM, as the custodian of the HRD Policy Framework in the public service. The chapter briefly provided the background information of the Department and the position DPSM hold in the public service. This was done mainly to understand why there was poor implementation of the Policy Framework, despite the department serve as the custodian of the HRD Policy responsible for capacity building in OMAs and RCs.

As the study draws to conclusion, Chapter Five was solely set for findings and analysis from the responses received from the respondents who participated in the study using the structural online and hard copy questionnaires distributed by the LDO responsible for the T&D programmes of the employees. The findings from the empirical study focused on the perception of the Department's employees concerning T&D within the Department are discussed and interpreted. In the same vein, Chapter Five further outlined the research methodology and design and techniques used to collect data.

Chapter Six summed up the recommendations outcomes of the responses as a way forward to better implementation with the HRD Policy Framework or any other policies developed and encountered similar implementation impediments. However, for the implementation to be realised, in this case, the emphasis is heavily placed on the top management support with the supplement of the DHRPD. As such, an outlay of the overall research recommendations and the conclusion ends the research study.

### **6.3. Main Findings of the Research**

The outstanding findings of the study are fundamental to this study's discussion and form the basis of the main recommendations. The majority of the respondents in the Department reported that they have not gained the accessibility or are aware of the existence of the Policy Framework and its objectives, subsequently, the TNA is not conducted for employees to identify the needs for capacity development that are in line with employees' functions. The inaccessibility shows that the directorate responsible for human resources development is not continuously conversant in the management of the policy aspirations and missions. Further, the results indicated the poor involvement and support of managers or supervisors in the career development of employees. This was found to be no engagement between supervisors and individual employees. Hence, the finding also has a negative spill effect on the performance management system review. The reviews are supposed to pick up the shortcomings in the performance of individual employees and link the weaknesses to the training division.

During the analysis, the budget constraints stood out very strongly. The respondents expressed that they do not know whether training interventions are budgeted for or not.

This also shows that NIPAM as the main T&D provider for the public servants is not absorbing the employees to be capacitated. In this regard, this is tied to the M&E System and due to the lack of a sole departmental Training Plan for the employees, it becomes a cumbersome process. This calls for the strengthening of the cooperation between DHRPD and NIPAM to effectively coordinate capacity-building initiatives.

The M&E system determines the ROI. The responses show that compliance with the evaluation of the training interventions is very slim, hence most of the employees would have received training. The M&E system is not functional and updated which gives the impression that there are no effective control measures to ensure training interventions are evaluated and there is a ROI on the resources incurred in the training.

These profound findings call for the Department to take serious steps in addressing them to avoid future implementation with other or the same Policy Framework. In addition, uttering such an image into the public service undermines the Department's capability in the management of the public service. In light of the above, based on the findings in Chapter 5, the next section summarises the main recommendations the Department should strongly embrace to improve the implementation strategies of the Policy Framework.

#### **6.4. Recommendations**

The overall finding of the study is that the DPSM is the custodian of the HRD Policy Framework with its guidelines. As such, the Department developed the Policy Framework for implementation within its directorates and yet the process is challenged by a lack of compliance management, lack of managers' support for employees' capacity development and financial resources. These challenges are impeding the smooth operation of the planned programmes, and as a result, training and development of the employees will remain a challenge within the Department.

The following recommendations are key and require instant attention to address the implementation challenges:

- 6.4.1. The Department needs to comply with the Policy Framework's regulations and procedures and further monitor compliance within the directorates. The HRPD Directorate should create and maintain Policy Framework awareness and ensure that all employees have access to and understand the policy provisions. This awareness calls for compulsory Induction and Orientation programmes for both new and existing employees to keep abreast with Department updates. In addition, regular TNA should be conducted to identify the training needs and devise possible training interventions to ensure that employees have relevant, advanced knowledge and capability to manage the public service and improve service delivery. There should be transparency in the management of T&D; employees are entitled to be made aware of the T&D opportunities and the decisions concerning T&D should be fair and transparent. A culture of lifelong learning within the organisation should be encouraged. As a result, managers are accountable for this responsibility (Human Resources Development Policy Framework, 2012:7).
- 6.4.2. There should be a regular review of the Policy Framework and its guidelines to ensure the Policy Framework remains relevant in terms of the current trends. The review should be done comprehensively every five years to reflect the changes in technology, labour market demands and public expectations. It was noted that the Department is not complying with the provision of the Policy Framework review period. The Department is still implementing the outdated policy guidelines and this has a negative bearing effect on the image of the Department being the custodian of the policy guidelines. This is a management function to ensure the policies and guidelines are updated for implementation.
- 6.4.3. Policy Framework Audit: The Department is responsible for ensuring that the employees are capacitated. The Department should coordinate the policy audit with the Public Service Commission Secretariats annually to identify areas of weakness for further improvement.
- 6.4.4. HRD Policy Framework and Performance Management System Alignment: The recommendation based on this finding is that there should be an alignment since

the performance of employees depends on capacity development. These policies are not stand-alone, as such, Performance Management Policy needs to be entrenched into the HRD Policy Framework. In addition, the Performance Agreement and reviews depend on these policies since they provide a comprehensive assessment of how training and development intervention can remedy the performance of individual employees. To this extent, management support is extensively required to guide employees. It was also observed that senior managers and supervisors are not fully involved in the training management of employees. Hence, the human resources development process is left to be managed by the LDO with little support from the Directorate of Human Resources Planning and Development. These calls for a recommendation that ED with the top management in the Department should drive the capacity development of employees.

6.4.5. T&D Budget: The current T&D budget model in the OPM is a dedicated Training vote for the T&D interventions for the entire organisation. It is recommended that a funding model be established for each department and this means each department should develop a cost T&D Plan in line with the strategic plan of the organisation. This funding model will also create accountability and evaluate how funds were used by providing a comprehensive expenditure report to the Treasury of the Training Committee.

In addition to the organisation's budget allocation, the Department should ensure effective, coordinated and integrated implementation of the Policy Framework and is encouraged to introduce strategies for resource mobilisation and cost-effective measures. There should be a reprioritisation of the critical training programme which has a direct impact on the mandate of the Department's needs. In-service training should be intensified, using internal expertise and capitalising on the fully funded T&D programmes courses offered through Bilateral and Multilateral. The relevant free online programmes should be aligned with national strategic needs, priorities and policies for employees to benefit from such developmental programmes.

6.4.6. M&E System: The lack of an M&E system appeared to be a pressing factor since the T&D interventions are not assessed to determine the ROI. Even though

the Department has developed M&E tools, such as the T&D Plan and T&D quarterly statistic report templates for effective monitoring, it is reported that the effectiveness of these tools does not, however, translate into strict enforcement and does not lead to any training action. T&D must be evaluated to affirm whether there are skills development as well as skills transfer taking place in the Department. This recommendation is supported by Kasika & Dangarembizi (2019:191), who stated that evaluation is a powerful tool for increasing training effectiveness. It is imperative that DPSM put in place measures to re-evaluate the strategies used in the implementation of the policies and regulations about capacity building of the employees.

6.4.7. Stakeholder engagement: It was also mentioned that there is a limited effort in stakeholder engagement and awareness concerning T&D. This finding revealed that NIPAM needs to re-evaluate their strategies in terms of capacitating the public service. Taking a closer look at these findings, it can be noted that both employer and employee are required to put efforts together, integrate resources and advocate for working as learning for improved service and accelerate public service.

6.4.8. Knowledge Management System: The study conducted by Kasika & Dangarembizi (2019:192) attests that most of the training programmes offered do not meet their objectives and the knowledge acquired is not maintained or archived. Organisations should develop a strategy to manage knowledge and encourage knowledge retention and enhancement within the Department. Therefore, the Department should create a pool of experts within the Department and ensure coordination. It should ensure and avail adequate investments and resources in skills development and maintain sustainability by strengthening intellectual resources within the organisation. It should also introduce organisational-based skills development by encouraging self-learning and e-learning.

In conclusion, as part of the recommendations of the researcher having read and understand the HRD Policy Frameworks 2012, the roles and responsibilities of each role player in the implementation of the HRD Policy are well stipulated. According

to the HRD Policy Framework for Accelerated Service Delivery in the Public Service of Namibia, 2012, Chapter 3, Institutional Framework for Policy Management, Section 3.2 Management of Human Resources Development explains the roles of the Key Role Players. Therefore, in summary, the researcher strongly emphasises that all the Key Role Players should play their part in ensuring that training and development interventions are conducted and service delivery is improved (Human Resources Development Policy Framework, 2012:10-20).

## **6.5. Further research**

The study made several recommendations that can make a significant contribution to the body of new and existing knowledge in the field of Human Resources Development in the public and private sectors. This calls for future researchers on similar issues to pay more attention to the implementation models to devise strategies that can best be applied to ensure effective implementation of the HRD Policy Framework that will improve efficiencies in service delivery. In addition, harmonisation of the HRD Policy Framework with the Performance Management System is an effective strategy for the HRD Policy Framework. However, for this study, the research study was limited to only one department, DPSM in OPM. It might be worth noting that in future this research should be extended to the entire OPM as an organisation responsible for the management of the public service and provide complete evidence of the T&D interventions of the entire organisation.

## **6.6. Conclusion**

The DPSM in the OPM is mandated by the Public Service Act of 1995 (No. 13 of 1995) to manage Human Resources Management in the public service. The Department is the custodian of this Policy Framework. The Department is also responsible for developing public policies and regulations overseeing the implementations and ensuring compliance with the OMAs and RCs. The DPSM consisted of four directorates dedicated to assisting the Department to properly function. For the Department to effectively perform these significant roles and deliver on the core business mandate, the support of the DPSM is crucial. Therefore, for the Department to meet its mandate, a well-capacitated and knowledgeable task team is needed to drive the Department and the public service at large.

Most of the literature reviewed on HRD strategies indicated that human resources are the most important resources of an organisation and as such, no organisation can thrive without competent employees. This study, however, was conducted to analyse and assess the effective implementation of the HRD Policy Framework in the DPSM in OPM. The aim was to establish to what extent the Policy Framework is being implemented since the Department deals with the capacity building of the public servant. The analysis looked at how the Department coordinated and managed the T&D interventions within the parameters of the Department. This was done mainly to assess the impact of the T&D interventions to determine the implementation capacity. The study pointed out that, although the Policy Framework and its guidelines are developed and a greater sense of implementation of the Policy Framework has been noticed, many challenges remain for this policy to be effective.

The accessibility of the Policy Framework, lack of proper and timely TNA assessment to determine the training needs as well as budget constraints are among the challenges identified as a setback to the effectiveness. Further, despite the managers and supervisors understanding the impact of training on service delivery, there is less involvement in advocating for the T&D intervention of the employees.

In light of the above challenges about the implementation of the HRD Policy, numerous recommendations were made by respondents. The main recommendations are mainly focused on availing and utilising training resources and planning to improve the current implementation strategies, however, there is a need for compliance with the legislation about the HRD Policy strategies. The Department can only effectively implement the HRD Policy Framework when the M&E system is in place to monitor and evaluate the impact of T&D interventions.

As a result of the findings, the study serves as a strategy to sensitise the management to realise the significance of the Policy Framework and the followings are provided to DPSM management:

- Firstly, an analysis of the challenges and how they can be mitigated;



- Secondly, strengthen the T&D interventions of the employees and the applications of knowledge and skills transfer for performance improvement and accelerate service delivery in DPSM;
- Thirdly, provide management with an impact assessment on T&D interventions on employees' job performance and provide opportunities to evaluate whether there is a return on the investment; and
- Finally, provide findings that may help address challenges facing other departments in OPM and any other organisations in the public service of Namibia.

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## Appendices

### Appendix A: Stellenbosch University Letter from Research Ethics Committee (REC)



**Bellville Park Campus / Bellville Park Kampus:**

Carl Cronje Drive / Rylaan, Bellville, 7530, RSA

PO Box / Posbus 610, Bellville, 7535, RSA

Tel: +27 (0)21 918 4132, Fax: +27 (0)21 918 4123,

[www.spl.sun.ac.za](http://www.spl.sun.ac.za)

04 November 2021

To Whom It May Concern

**SCHOOL OF PUBLIC LEADERSHIP (SPL)**

*This letter is to certify that Ms Matilde Shikokola research has been approved internally by the School of Public Leadership Ethics Committee and that she is now awaiting the official letter from the Research Ethics Committee (REC). The SPL therefore confirm that Ms Matilde Shikokola can continue with her data gathering and findings.*

***[Stellenbosch University, School of Public Leadership]***

***Ms Nicole Kernelle***

***Date: 04 November 2021***





**NOTICE OF APPROVAL**

REC: Social, Behavioural and Education Research (SBER) - Initial Application Form

29 November 2021

Project number: 24009

Project Title: AN ANALYSIS OF THE HUMAN RESOURCE DEVELOPMENT POLICY FRAMEWORK. THE CASE OF THE DEPARTMENT OF PUBLIC SERVICE MANAGEMENT, OFFICE OF THE PRIME MINISTER (OPM) IN NAMIBIA

Dear Miss MSP Shikokola

**Co-investigators:**

Your REC: Social, Behavioural and Education Research (SBER) - Initial Application Form submitted on 29/10/2021 18:27 was reviewed and approved by the REC: Social, Behavioural and Education Research (REC: SBE).

Please note below expiration date of this approved submission:

**Ethics approval period:**

Protocol approval date (Humanities)	Protocol expiration date (Humanities)
29 November 2021	28 November 2024

**GENERAL REC COMMENTS PERTAINING TO THIS PROJECT:**

**INVESTIGATOR RESPONSIBILITIES**

Please take note of the General Investigator Responsibilities attached to this letter. You may commence with your research after complying fully with these guidelines.

**If the researcher deviates in any way from the proposal approved by the REC: SBE, the researcher must notify the REC of these changes.**

Please use your SU project number (24009) on any documents or correspondence with the REC concerning your project.

Please note that the REC has the prerogative and authority to ask further questions, seek additional information, require further modifications, or monitor the conduct of your research and the consent process.

**CONTINUATION OF PROJECTS AFTER REC APPROVAL PERIOD**

You are required to submit a progress report to the REC: SBE before the approval period has expired if a continuation of ethics approval is required. The Committee will then consider the continuation of the project for a further year (if necessary).

Once you have completed your research, you are required to submit a final report to the REC: SBE for review.

**Included Documents:**

Document Type	File Name	Date	Version
Proof of permission	Matilde approval letter to conduct research in OPM	27/10/2020	1
Research Protocol/Proposal	Research Proposal - 20535155 Matilde SP Shikokola	08/10/2021	
Data collection tool	Questionnaires - 20535155 Matilde SP Shikokola	27/10/2021	1
Recruitment material	THE PARTICIPANT RECRUITMENT FLYER	28/10/2021	1
Informed Consent Form	Consent to Participate in Research - 20535155 Matilde SP Shikokola	28/10/2021	1
Informed Consent Form	SU HUMANITIES Consent template_electronic survey	29/10/2021	1

If you have any questions or need further help, please contact the REC office at [cgraham@sun.ac.za](mailto:cgraham@sun.ac.za).

Sincerely,

Clarissa Graham

REC Coordinator: Research Ethics Committee: Social, Behavioral and Education Research

*National Health Research Ethics Committee (NHREC) registration number: REC-050411-032.*

*The Research Ethics Committee: Social, Behavioural and Education Research complies with the SA National Health Act No.61 2003 as it pertains to health research. In addition, this committee abides by the ethical norms and principles for research established by the Declaration of Helsinki (2013) and the Department of Health Guidelines for Ethical Research: Principles Structures and Processes (2<sup>nd</sup> Ed.) 2015. Annually a number of projects may be selected randomly for an external audit.*

Appendix B: Office of the Prime Minister Letter: Executive Director



REPUBLIC OF NAMIBIA

**OFFICE OF THE PRIME MINISTER**

Tel No: (061) 287 9111  
Fax No. (061) 234 296

Private Bag 13338  
WINDHOEK

Enquiries: Mr. David Lyeengolo  
Tel: 061-2872149

27 October 2020

Ms. Matilde-Sirkka Patemoshela Shikokola  
P. O. Box 899  
Windhoek  
Namibia

Dear Ms. Shikokola

**RE: REQUEST FOR APPROVAL TO CONDUCT ACADEMIC RESEARCH PROJECT  
WITHIN THE OFFICE OF THE PRIME MINISTER.**

Your application to conduct academic research within the Office of the Prime Minister has been approved. Upon completion of your research you are expected to share the report with the Office.

The research must be anonymous to any individual, and must be shared with the Office of the Prime Minister prior to publication.

Yours Sincerely

A handwritten signature in black ink, appearing to read 'I-Ben Natangwe Nashandi'.

**I-BEN NATANGWE NASHANDI  
EXECUTIVE DIRECTOR**



All official correspondence must be addressed to the Executive Director

## Appendix C: Combination of Consent Interview Form and Questionnaires

9/1/23, 1:31 PM

STELLENBOSCH UNIVERSITY CONSENT TO PARTICIPATE IN RESEARCH

# STELLENBOSCH UNIVERSITY CONSENT TO PARTICIPATE IN RESEARCH

AN ANALYSIS OF THE HUMAN RESOURCE DEVELOPMENT POLICY FRAMEWORK. THE CASE OF THE DEPARTMENT OF PUBLIC SERVICE MANAGEMENT, OFFICE OF THE PRIME MINISTER (OPM) IN NAMIBIA

Dear Respondent,

Kindly take 10 -15 minutes to answer by filling in all parts of the questionnaire and give any additional information in the blank space provided. Your response will be anonymous and never be linked to you personally, as the researcher will use the figures in the analysis of the data but not linking the individuals to the responses. The data collected will be strictly for academic purposes and will be treated with confidentiality.

You can email any enquires regarding the questionnaire to \_\_\_\_\_ or  
phone \_\_\_\_\_

\* Indicates required question

---

Untitled Title

### Section A: Demographics

1. 1. Please tick the box that correspond to your gender: \*

*Mark only one oval.*

Male

Female

9/1/23, 1:31 PM

STELLENBOSCH UNIVERSITY CONSENT TO PARTICIPATE IN RESEARCH

2. 2. Please indicate your age group by ticking a corresponding box: \*

*Mark only one oval.*

- 18–25  
 25–30  
 30–35  
 40 +

3. 3. How long have you been in your current position/job title? \*

*Mark only one oval.*

- 1 – 2 year  
 2 – 4 years  
 4 – 6 years  
 6 – 8 years  
 8 years and above

4. 4. May you please indicate your highest academic qualification: \*

*Mark only one oval.*

- Not Applicable  
 Grade 10  
 Grade 12  
 Certificate/Diploma  
 Degree  
 Post-Graduate Degree

9/1/23, 1:31 PM

STELLENBOSCH UNIVERSITY CONSENT TO PARTICIPATE IN RESEARCH

5. 5. Department/Directorate in which you are employed? \*

*Mark only one oval.*

- Department Public Service Management (DPSM)
- Directorate Performance Improvement: (DPI)
- Directorate Organisational Development and Grading (DODG)
- Directorate Benefits and Industrial Relations (DBIR)
- Directorate Human Resources Development and Planning (HRDP)

6. 6. Years of experiences \*

*Mark only one oval.*

- 0 – 5
- 6 – 9
- 10 and above

7. 7. Job Title \*

*Mark only one oval.*

- Support Job (Administrative / Secretary)
- Human Resources Policy Analyst
- Chief Human Resource Policy Analyst
- Deputy director
- Director
- Deputy Executive Director

## SECTION B:

Human Resource Development Policy Framework 2012.

Human resource development is an important strategic approach to improved productivity, efficiency and service delivery. However, the level of human resource development which should be the central driving force in the achievement of organisational goals and economic development is not encouraging and should be given the needed boost by building the knowledge, skills, working abilities of the public servants in the public sector. This study therefore analyse the potential challenges contributing to the implementation of human resource development policy in the Department of Public Service Management (DPSM) in the Office of the Prime Minister (OPM) in order to make recommendations that will ensure that the required human resource needs are provided.

8. QUESTION 1: Please tick in the accompanying column on the right, the response that resembles your opinion on the statement to the left.

\*

Mark only one oval per row.

	Strongly agreed	Agreed	Disagree	Strongly disagree	Not sure
Is the Human Resource Development Policy Framework 2012 or Training and Development Policy available to all employees?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Is the Training Needs Analysis (TNA) conducted to determine the training gaps of individual employees?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Have you ever received any training related to your job functions in the past 5 years?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Does the need identified aligned with the objectives of the department/directorates/divisions, as well as with the individual needs and job function and the overall organisation?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Do you understand the importance and relevance of training within the organisation?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Are the training budgeted for?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Does the training interventions benefits	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



**both the organisation  
and individual  
employee?**

**Do the managers  
understand the  
importance and  
advocate for training  
of the employees?**

**Is there a training  
evaluation system in  
place to strengthen  
the T&D interventions,  
and to determine the  
Return on Investment  
on T&D?**

9. Question 2: Do you think Training and Development has an impact on the service delivery in the DPSM in the OPM? \*

*Mark only one oval.*

Yes  
 No

10. Question 3: Please provide any suggestion on how DPSM in OPM can strengthen the T&D interventions for employees to ensure improved public service delivery. \*

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

11. Question 4: Proposed any recommendations to prevent future challenges in the implementation of the HRD Policy, 2012 in order to achieve the mandate and to accelerate the service delivery of the DPSM. \*

\_\_\_\_\_