



REPUBLIC OF KENYA

PUBLIC SERVICE COMMISSION

**HUMAN RESOURCE DEVELOPMENT
POLICY**

for the

PUBLIC SERVICE

JUNE, 2015

PUBLIC SERVICE COMMISSION

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PUBLIC SERVICE

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LIST OF ABBREVIATIONS

CEOs	Chief Executive Officers
CHRAC	County Human Resource Advisory Committee
CSDC	Citizen Service Delivery Charter
CUE	Commission for University Education
GHRIS	Government Human Resource Information System
HELB	Higher Education Loans Board
HR	Human Resource
HRD	Human Resource Development
HRM	Human Resource Management
HRM&D	Human Resource Management and Development
ICT	Information, Communication and Technology
M&E	Monitoring and Evaluation
ME&R	Monitoring, Evaluation and Reporting
MHRMAC	Ministerial Human Resource Management Advisory Committee
NGO	Non-Governmental Organization
PAS	Performance Appraisal System
PC	Performance Contract
PMS	Performance Management System
PPP	Public Private Partnership
PSC	Public Service Commission
PSRP	Public Sector Reform Programme
RBM	Results Based Management
SAPs	Structural Adjustment Programmes
SDS	Service Delivery Surveys
SSS	Staff Suggestion Schemes
TIA	Training Impact Assessment
TNA	Training Needs Assessment
TRF	Training Revolving Fund

DEFINITION OF TERMS

Attachment

The temporary placement of a trainee/learner/attachee to a section/unit to learn practical aspects of a job

Attachee

A learner/trainee/student who has duly entered into an industrial attachment in an organization to acquire practical aspects of a job

Capacity

Ability of individuals, organizations or systems to perform appropriate functions effectively, efficiently and sustainably

Capacity Building

A long term and continuous process of developing and strengthening the skills, instincts, abilities, processes and resources that organizations and communities need to survive, adapt, and thrive in the fast-changing world

Career Counselling

A process in performance management where an individual employee and the supervisor discuss the career opportunities and aspirations open to the employee

Career guidance

The provision of information to assist officers make informed choices for their careers

Career Guidance and Counselling

A comprehensive developmental program designed to assist an individual make informed training and occupational choices

Coaching

A development process through which an individual is supported while achieving a specific personal or professional competence and organizational goals

Evaluation

A process of gathering data and information on the value and effectiveness of a training programme

Explicit knowledge

Documented knowledge in the public domain

Human Resource Development

A process by which continuous efforts are made to develop the employees for their present and future roles and to identify and utilize their inherent potentialities

Induction

The process of receiving and orientating/familiarizing a new employee to an organization's work procedures and environment

Intern

A student or a recent graduate undergoing supervised practical training

Knowledge Management

A range of strategies and mechanisms used in an organization to identify, capture, store, share and disseminate information and data

Mentoring

A relationship in which a more experienced and knowledgeable person guides another person (protégé) to develop professionally

Monitoring

A systematic collection, analysis and use of training information for decision making

Performance Management

A strategic and integrated approach to delivering sustained success to organizations

Policy

A framework that provides broad guidelines

Self-development

A process through which officers undertake a course of training on their own initiative

Staff Suggestion Schemes (SSS)

A framework that encourages employees to suggest new ideas for improving service delivery and performance

Structured Training

Constitutes a cost-effective and systematic approach to development of employee's potential from the time one joins the service until exit

Succession Management

A strategic and deliberate effort to build the capacity of an employee to acquire skills, knowledge and competences for a higher position

Tacit knowledge

Knowledge inherent in an individual employee

Talent Management

The process of identifying and developing individuals with unique endowments for the benefit of the individual and the organization

Training

Deliberate and systematic learning experience designed to provide skills, knowledge and appropriate attitudes to an employee for performance of a particular job

Training Bond

A formal agreement between an employee and employer that commits the employee to serve in the Public Service for a specified period of time after completion of training

Training Needs Assessment (TNA)

A performance audit that generates and provides management with data and analytical information on knowledge, skills and competency gaps for decision making

Training Impact Assessment

A process of measuring the effectiveness and relevance of a training programme

FOREWORD

A professional, efficient and effective public service is the aspiration of many modern states. It enables a country to achieve, with relative ease, the socio-economic progress that is the hallmark of a democratic society. The commitment of employees towards the goals and aspirations of the employer are dependent on how the employees are managed and developed. Central to this theme of people- management is training and capacity building.

The Public Service Commission is conscious that human resource development is a catalyst in management and implementation of change, building learning organizations and creating a culture of performance. Effective training and development benefits both the individual and the organization through sharing of ideas and dissemination of good practices resulting in efficient and effective performance. This policy is the Commission's commitment to promoting an environment of structured and systematic training, learning and continuous professional development of public servants to enable them delivers quality services to the citizens.

The policy outlines measures and strategies for ensuring that human resource development and capacity building in the public service is guided by Articles 10, 27, 54, 55, 56, 232 and Chapter six of the Constitution. Further, the policy provides a framework within which decisions can be made and supported with regard to training and development.

Emphasis is placed on the need to base Human Resource Development decisions on training and development plans. It stresses the prudent management of resources devoted to training and capacity building, while recommending other approaches to mobilizing training funds as well as individual self-financed development plans. Employees are encouraged to acquire skills, knowledge and attitude; and to develop to their full potential in order to realize their needs as well as the objectives of the ministries, departments and the agencies they work for.

With the introduction of this policy, training and development plans and programmes shall be undertaken on the premise that they support the overall human resource plans and the country's social and economic strategies.

The policy replaces the Recruitment and Training Policy of 2005, and it should be read in conjunction with the current Human Resource Policies and Procedures Manual for the Public Service.

A handwritten signature in black ink, appearing to read 'M. Kobia', with a small dot to the right.

PROF. MARGARET KOBIA, PhD, CBS

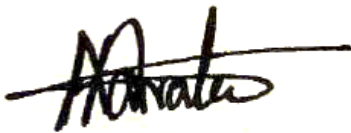
Chairperson, Public Service Commission

PREFACE

The Constitution of Kenya provides for a public service that is professional, responsive, accountable, impartial, efficient and effective. The public service needs to be equipped with an optimum number of staff with relevant skills mix, knowledge and attitudes in tandem with the competency framework, with a view to promoting a value based public service.

This Policy provides clear guidelines for efficient, effective and purpose driven management of human resource development in the public service for socio-economic development. Further, it provides for systematic identification and mitigation of performance gaps; and creation of an environment that promotes Private Public Partnerships in training and development, innovativeness and creativity in service delivery. In addition, it provides direction in planning and implementation of capacity building programmes and mechanisms for performance improvement, while ensuring continuous and life-long learning for public servants.

The Policy presents a mechanism for structured training, competency development and assessment; knowledge and talent management; entrenchment of Values and Principles of Public Service, human resource development audit and development of a monitoring, evaluation and reporting framework for human resource development programmes.



MRS. ALICE A. OTWALA, CBS

Secretary/Chief Executive Public Service Commission

CHAPTER ONE

INTRODUCTION

Preamble

In order to harmonize the training and development function in the public service, the government developed the recruitment and training policy in 2005. The policy aimed at assisting the government achieve the goal of having a lean, efficient and effective service that is manned by qualified and committed public servants. Since then, various changes in the country such as the launching of the country's long term development blue print, the Kenya Vision 2030, and the promulgation of the Constitution of Kenya in 2010 have necessitated the need to review the policy.

1.1 Background

The public service plays a major role in national development through promotion and maintenance of a conducive socio-economic and political environment for other sectors to thrive. This role is supported by legal and policy frameworks, such as the Constitution and the Vision 2030, both of which provide the country with the necessary guide to achieve accelerated development.

Over the years, the Human Resource Development (HRD) function has undergone various phases. The first phase was the Kenyanization programme of 1960s that aimed at preparing indigenous Kenyans to occupy positions left vacant by the departing colonial administration. The second phase of the 1970s, aimed at professionalizing the service by addressing the various challenges facing the public sector such as inadequate supply of qualified, professional, technical and managerial staff to match institutional expansion; insufficient evaluation of HRD and its impact on job performance; and lack of a coherent approach to HRD function.

The third phase coincided with the Structural Adjustment Programmes (SAPs) of the 1980s and Public Sector Reforms

Programme (PSRP) of 1990s. During this period, HRD became a major driver of public sector reforms.

During the fourth phase, from the year 2000, there was a paradigm shift in government training policy that emphasized on short term job-related courses for performance improvement and leadership development as opposed to long-term training programmes that focused on promotion.

In the on going phase, the government has adopted a policy on decentralization of human resource management to enhance performance management. The policy merges human resource management and development functions in the public service to ensure effectiveness and efficiency in service delivery, enhance transparency and accountability and reduce bureaucracy. The HRD function will therefore focus on developing skills and competencies for the implementation of the Constitution and realization of Kenya Vision 2030 in light of the decentralized policy.

In view of globalization and advancement in Information and Communication Technology (ICT) the demand by citizens for quality service delivery has increased. This has put pressure on the human resource development function which is expected to transform cultures of organizations and attitudes of employees to meet the demands of the rapidly changing environment. Therefore, HRD in the public service plays a crucial role in improving performance through systematic development of knowledge, skills, attitudes and values of employees so that they can contribute to the realization of national development goals and objectives.

In addition, HRD plays a critical role in inculcating the values and principles in Articles 10 and 232 in the public service and developing a human resource which is creative and innovative. Further, new human resource development approaches such as coaching, mentoring, career guidance and counselling have been introduced with emphasis on local as opposed to foreign training.

1.2 Rationale for the Review of the Policy

The Recruitment and Training Policy, 2005 addressed two HR functions namely recruitment and development with emphasis on individual training for career growth and development. To effectively address the critical function of HR development it has become necessary to separate the two policy areas. A policy on HRD is central to creating a modern human resource base in the public service to accelerate the country's development towards middle level economic status. Further, the emergence of local and international developments has necessitated a review of the Recruitment and Training Policy, 2005.

The Constitution of Kenya underscores the need to afford all public servants adequate and equal opportunities for appointment, training and advancement, at all levels of the public service of men and women; members of all ethnic groups; and persons with disabilities. This policy takes into account these provisions and puts in place mechanisms for achieving the Constitutional requirements.

In order to transform the Country into a prosperous nation with a high quality of life and a dynamic human resource as envisaged in Vision 2030, the policy aims to achieve an efficient, motivated and well-trained public service that is more citizen-focused and results oriented. This is through introduction of new approaches to management and development of employees such as, the decentralization of human resource management, the Public Private Partnerships (PPP), Performance Management Systems (PMS) and financing of training.

1.3 Objectives of the Human Resource Development Policy

This Policy provides a framework for the human resource development function in the public service.

The objectives of the Policy are to:

- a) entrench national and public service values and principles in training and development;
- b) ensure public servants are accorded equal opportunities for relevant training at all levels of the public service;
- c) ensure that public servants possess the necessary knowledge, skills, attitudes and competencies for performance improvement and career progression;
- d) create a mechanism for ensuring adequate funding for human resource development, and capacity building programmes in the public service;
- e) ensure implementation of prioritized, demand driven programmes that are cost-effective;
- f) encourage a culture of life-long learning, knowledge sharing, innovation and creativity in order to create a strong human resource base in the public service for human resource planning and management;
- g) encourage the development of research and consultancy capacities of public sector institutions while strengthening collaboration and linkages with the private sector, recognized training institutions and development partners;
- h) promote linkages between the industry, training and research institutions in order to ensure training that is demand-driven and responsive to the requirements of the industry;
- i) enhance attraction and retention of competent talent locally and from the diaspora; and
- j) ensure an effective monitoring, evaluation and audit system that is integrated in public service human resource development programmes for efficiency and effectiveness.

1.4 Scope of the Policy

This Policy shall apply to all public servants at the national government and other Public Service Organizations and

Agencies. Further, the policy shall guide capacity building and technical assistance by the National Government to the Counties.

1.5 Guiding Principles on Human Resource Development function

Since independence, the government has endeavoured to unite its citizens by instilling national, social-cultural and public service values and principles. These values and principles are embedded in Articles 10, 232 and Chapter six of the Constitution and the Kenya Vision 2030.

1.5.1 Human Resource Development and Value Systems

The HRD function seeks to create an environment that ensures integration of values and principles in all human resource development programmes. The Public Service Commission shall develop mechanisms for promoting the national values and principles of governance and values and principles of public service throughout the service.

1.6 Policy Statement

The Government is committed to developing the requisite competencies for all public servants and growing the right leadership based on national values and principles of governance, Principles of Leadership and Integrity and values and principles of public service as enshrined in the Constitution. This Policy integrates these Values and Principles with other public service management systems and practices through capacity building, training and development at both levels of government.

CHAPTER TWO

HUMAN RESOURCE DEVELOPMENT

2.1 Introduction

The Constitution mandates the Commission to develop human resource in the public service. HRD entails all aspects relating to education, training and capacity development of employees. HRD has a dual objective of growth of the employee and the growth of organization, and focuses on providing employees with knowledge, skills, competencies and positive attitudes for effectiveness in their current or future responsibilities. This chapter focuses on key components of training and capacity development the function in the public service.

2.2 Training

Training is the most cost-effective intervention for improving human resource competencies in any organization. In the public service, training plays a key role in improving performance to realize national goals and objectives. To enhance the outcome of training, the process should be systematic, aligned to the principles of Results Based Management (RBM) and guided by national values and principles of governance and values and principles of public service.

2.3 Policy Statement

The Government is committed to continually and sustainably train its employees to upgrade their knowledge, skills, attitudes and competencies. The purpose is to enhance their performance and career growth, ability to assimilate technology, adopt favourable mind-sets, create and seize opportunities for social advancement, economic growth and individual fulfilment. To promote training that is responsive to the requirements of the public service, the Government will endeavour to strengthen linkages between training and/or research institutions and industry.

To implement the provisions of this policy and ensure systematic training, ministries/state departments and other public service organizations and agencies shall undertake the following:

2.3.1 Training Needs Assessment

All training in public service organizations shall be based on comprehensive Training Needs Assessments (TNA) to be conducted every three (3) years or as need arises. The aim is to identify performance gaps, determine their causes and recommend the appropriate interventions. Each MDA shall submit the approved TNA report to the Public Service Commission.

To identify the training needs of individual employees that impact on their performance, the immediate supervisor shall be expected to hold regular discussions with the employees. To adequately address the performance gaps, training objectives should be aligned to the organization's strategic plan, objectives and goals; and the Performance Appraisal System (PAS). The identified training needs should be prioritized and training plans developed and implemented.

2.3.2 Training Projections

Training Projections are part of an organization's HRM plans. All public service organizations shall be required to prepare annual training projections to guide the HRMAC in nominating and selecting officers for training. The projections should be linked to the national goals and priorities, strategic plans, TNA reports, Performance Appraisal (PAS) reports and the training budget.

Each MDA shall submit a copy of the approved annual training projections to the Public Service Commission at the beginning of every financial year.

2.3.3 Design of Training Programmes

Training Programmes comprise short and long-term, local and foreign courses in specific professions that are intended to

impart required knowledge, skills, attitudes and competencies to enhance staff performance. Public service organizations are encouraged to design and implement work related in-house and group training programmes to address the identified training needs while taking into account the following:

- a) organizational needs and priorities;
- b) availability of professionally qualified and experienced trainers/facilitators;
- c) appropriate training facilities and equipment;
- d) guidelines on standards of training;
- e) funding; and
- f) cost-effectiveness vis-à-vis expected benefits.

Training should generally be provided by public service training institutions, consultants selected through the prevailing government procurement regulations and other accredited local and foreign training institutions. The Government recognises the role of public-private partnerships in training provision and encourages this collaboration.

Training may be delivered through e-learning, distance/open learning, sandwich/holiday modes, part-time, regular and parallel programmes among others.

2.3.4 Ministerial Human Resource Management Advisory Committee (MHRMAC)

Each state department and other public service organizations shall manage the training and development function through the Ministerial Human Resource Management Advisory Committee (MHRMAC). The Committee shall consider and approve training objectives, staff development strategies, training needs, training projections, skills inventory and training data.

The Committee shall also advise on optimal utilization of local and foreign training resources and opportunities, identification and selection of suitable applicants for various training

programmes and assessment of the impact and effectiveness of the training. The composition of the Committee shall be as directed by the Public Service Commission.

2.3.5 Nomination and Selection of Trainees

Nomination and selection for individual and group training shall be based on prioritized training projections. The approved programmes should address national, organizational and individual goals. Selection of trainees shall be in accordance with the national values and principles of governance (Article 10), leadership and integrity (Chapter 6), Bill of rights (Article 27) and values and principles of public service (Articles 232).

2.3.6 Authorization for Training

Approval of training for officers shall be in accordance with service regulations. An officer on an approved training shall be deemed to be on duty and entitled to requisite benefits.

Authority for local training, including in-service training in the public service training institutions shall be granted by the respective Cabinet Secretary on recommendation of MHRMAC.

Authority for foreign training should be undertaken by the Ministry responsible for Public Service. The Commission shall receive quarterly reports from the Ministry responsible for Public Service on decisions relating to foreign training programs under development partners, bilateral and multilateral arrangements.

An officer on an approved training shall be expected to successfully complete the programme within the stipulated period, submit a training report and a copy of the certificate. An officer, who fails to complete a training programme without valid reason, shall be required to refund the cost of the training.

An officer who fails to complete an approved training programme within the stipulated period and/or repeats the programme shall undertake the course at his own time and cost.

A public servant who returns from local or foreign long term training will not be eligible for approval for another long course

until after the expiry of two years. For short courses, an officer will be eligible after six (6) months of service. However the restriction does not apply for courses organized and conducted internally within the organization.

2.3.7 Standardization, Accreditation and Certification

The Government is committed to developing mechanisms, frameworks and guidelines for quality assurance through quality assessment, quality audit and accreditation of training programmes, institutions and trainers.

The Commission for University Education (CUE), as a national regulating and quality assurance agency, shall accredit and review standards of training in universities. It shall also recognize certificates issued by the accredited universities. The Technical and Vocational Education and Training Authority shall regulate, develop and review education policy, standards, curricula and examinations for Technical and Vocational Education, while the sectoral middle level training shall be regulated by the respective accrediting institutions.

The government shall only recognize examinations administered and certified by legally and/or administratively recognized examining, certifying and regulating institutions and professional bodies.

2.3.8 Trainers in Public Service Training Institutions

To enable training institutions provide relevant and quality training, engagement of both regular and part-time trainers in public service training institutions should take into account the suitability of the person in terms of qualifications, experience and values and principles as stipulated in the Constitution.

The training institutions are encouraged to engage, on part-time arrangements, the expertise, insight and practical experience of public servants. The purpose is to blend theory and practice in training.

The respective Cabinet Secretaries are expected to initiate mechanisms for developing standards of performance for the trainers in the ministry's training institutions.

2.3.9 Training Levy

Officers undertaking residential courses lasting more than four (4) weeks and above in local training institutions will be required to contribute to the cost of their training at the rate of ten percent (10%) of their basic salary per month for the duration of the course.

Officers attending residential courses lasting more than four (4) weeks in institutions outside the country will contribute at the rate of twenty percent (20%) of their basic salary per month for the duration of the course. This is regardless of whether the courses are sponsored by the Government of Kenya or by Development Partners through bilateral or multilateral arrangements.

Officers undertaking part-time or full time self-sponsored courses are however, exempted from paying the training levy.

Accounting Officers should ensure that the officers' training contributions are remitted in lump sum for the duration of the course to the Ministry responsible for Public Service before the commencement of the course.

2.3.10 Training Allowances

Public servants attending training programmes sponsored by the government or development partners shall be paid respective allowances at rates determined by the government.

2.3.11 Bonding Public Service Trainees

The Government shall bond public servants who proceed on approved training lasting six (6) months and above either in local or foreign institutions. However, ministries, state departments and other public service organizations and agencies will bond employees undertaking courses lasting less than six months where the cost of the training constrains the training budget. The purpose of bonding is to ensure that the

public service benefits adequately from the skills, knowledge, competencies and positive attitudes acquired through the training and that the government gets value for its investment in training.

The bond amount will be the total cost of the training, and the bond period will be as per guidelines released to the service by the government. In case of default, the bondee and/or surety will be required to redeem the bond amount on prorata basis.

2.4. Structured Training

Public officers shall undertake the following training programmes at different levels within their careers:

2.4. 1 Induction

Cabinet Secretaries are responsible for ensuring that all officers joining the organization on first appointment, transfer, re-designation, re-appointment and promotion are inducted within the first three (3) months.

The purpose of induction is to enable an officer adapt and acquaint self with the position/job requirements, organizational/work environment and public service culture.

2.4.2 Competency-Based Training

Competency is related to individual's ability to perform tasks and duties to pre-determined standards, goals and objectives. Officers joining public service organizations in any job classification enter with different types and levels of competencies. As serving officers progress in their careers they are expected to gain higher levels of competency which will be grouped into core, technical, managerial and leadership.

The government will entrench competency-based training and assessment in the public service for enhanced productivity and performance improvement. Public service organizations are required to base their training activities on the Competency Framework.

2.4.3 Certificate/Diploma

Where knowledge and skills are required at this level for the officer's performance improvement and career progression, approval of the training shall be based on the prevailing training regulations.

2.4.4 Undergraduate Programmes

The government shall not sponsor serving officers for undergraduate programmes. Where there is need for skills at this level, the government will procure the same from the labour market.

Serving public servants are encouraged to undertake relevant undergraduate studies under self-development and part time arrangements. Employees who wish to sponsor their training shall be granted course approval. However, attainment of such qualification in itself is not a guarantee for automatic promotion.

2.4.4.1 Affirmative Action for Undergraduate Programmes

In a bid to ensure the marginalized and minority groups and persons with disabilities are represented at all levels of the public service, public institutions may recommend sponsorship of officers for relevant undergraduate degree programmes and identified training needs in line with affirmative action programmes. Recommendations made on such requests shall be forwarded to the Public Service Commission for approval.

The affirmative action for under-graduate degree programmes shall remain in force until such time that a representative public service is achieved.

2.4.5 Masters Programmes

The Government will continue to support and approve training at Master's level for officers requiring the skills as prescribed in the respective career progression guidelines. An officer wishing to pursue self-sponsored master's programme shall get approval from the Cabinet Secretary as recommended by

MHRMAC. Approvals and sponsorship for a second Masters Programmes shall not be granted.

2.4.6 PhD Programmes

Training at PhD level will be approved for officers working in universities, research institutions and in departments or agencies where research is a major component of their job. The government will also approve and sponsor requests for training at PhD level on a case by case basis provided that the area of study is a national priority or is focused towards the organization's strategic needs as outlined in its strategic plan.

Requests by officers wishing to pursue PhD on self-sponsorship shall be approved on condition that the area of study is relevant to their duties and that the approval shall not provide for reimbursement of training expenses.

2.4.7 Foreign Training

Government sponsorship for foreign training will specifically be focused on national priorities and limited to specialized technical skills that are not available in local training institutions.

Course approvals and coordination of foreign training programmes under development partners, bilateral and multilateral arrangements are to be undertaken by the Ministry responsible for Public Service. Nomination and selection of trainees for foreign training shall be recommended by MHRMAC.

Quarterly reports on all training undertaken in MDAs shall be submitted to the Commission.

2.4.8 Pre-retirement

Public Service organizations are expected to adequately prepare their employees for retirement by developing and implementing customized pre-retirement training programmes.

The Kenya School of Government, in collaboration with the relevant stakeholders will facilitate in development and review of a pre-retirement curriculum.

2.4.9 Appeals on Training

Where an officer is dissatisfied with a decision on award of training opportunities the officer may appeal to the Commission for review after exhausting the internal appeals mechanisms at the MDAs.

2.5 Human Resource Development and Capacity Building

Development of human resources may be viewed as a set of activities and processes undertaken to promote the intellectual, moral, psychological, cultural, social and economic development of the individual. It seeks to positively transform attitudes, commitment, integrity, assertiveness and responsibility into values and competencies. Capacity building focuses on making the public servant highly qualified, adaptable, flexible and able to respond to the changes triggered by globalization while providing efficient and effective services to the citizens.

2.5.1 Policy Statement

The government is committed to continuously develop employee's intellectual, moral, psychological and inherent potentialities through life-long learning so as to achieve the highest human potential for the country's development goals. Learning within employment will be institutionalised with emphasis on learning through the use of technology.

Ministries/state departments and other public service organizations and agencies are to adopt the following approaches for development and capacity building:

2.5.2 Talent Management

The public service has a pool of talent that has not been identified, adequately developed and fully utilized. The government will therefore develop a mechanism for identifying, harnessing, recognizing, developing, nurturing and retaining talented staff in the public service.

The Government will also provide a conducive environment to enable officers bring out and utilize their full potential; offer

attractive terms and conditions of service to reverse brain drain; and attract more talent from the diaspora as well as other sectors of the economy. Further, funds will be set aside in the public service to facilitate specialized training, develop recognition and awards schemes for fast-tracking officers with special talents. In addition, the Government will create a linkage with the education sector to identify and nurture specialized talent with a view to fast-track such talent for key career specializations that may be in short supply.

2.5.3 Career Guidance and Counselling

Career guidance and counselling shall be institutionalized in the public service and all public officers, irrespective of gender, age, race, religion and socio-economic status, will be encouraged to pursue available career opportunities in line with their abilities, talent and interests. The government will develop guidelines to provide operational and strategic direction for Career guidance and counselling.

Public Service organizations shall put in place special career guidance and counselling initiatives to address the needs of public servants who become physically and/or psychologically disoriented while in service in order to rehabilitate and reintegrate them in ways that will enhance their performance.

2.5.4 Mentoring

Mentoring as an approach to Human Resource Development involves transfer of knowledge, skills, attitudes and competencies from the mentor to the mentee. A mentor can be instrumental in facilitating self-reflective learning, induction, career growth, personal development and change management. MDAs shall institutionalize a mentoring culture in the public service by encouraging implementation of mentoring programmes as a way of developing staff.

2.5.5 Coaching

Through coaching the employee is made to accept responsibility for his own actions or omissions and is assisted to address work related problems so as to achieve superior performance. The

Coach can apply performance, life, business coaching and facilitative learning for a short period of time and thereafter assign the Coachee the responsibility of continuous learning.

Public service organizations will develop and entrench coaching programs in their human resource development strategies. The Government shall develop a framework to guide and entrench coaching programmes in the public service.

2.5.6 Role Modelling

Public service employees are encouraged to learn and emulate positive behaviour from their leaders, senior managers, colleagues and juniors in the internal/external environments. Public service organizations at all levels shall institutionalize role modeling programs in their activities by adapting and entrenching a culture of value based leadership and those in positions of leadership shall be expected to be good role models.

2.5.7 Knowledge Management

The Public Service generates a lot of knowledge and information through normal operations, research, reports and observations. The knowledge is usually in the custody of the individual officers as tacit knowledge or in the organization as explicit knowledge. Knowledge is a resource to be shared by all and hence the need to harness, conserve and protect the knowledge from loss, misuse, mismanagement and abuse. Proper knowledge management enhances economic growth and productivity, improves service delivery and supports generation of new ideas.

Ministries/state departments and other public service organizations are expected to promote a culture of openness and information sharing. The state department responsible for National Heritage and Culture shall archive important information for future reference, learning and preservation of cultural heritage.

Knowledge management will be institutionalized through establishment of knowledge sharing-platforms, including well-

equipped and managed documentation, information, learning and resource centres in the public service. The government will also build the capacity of public servants on knowledge management techniques, procedures, processes and encourage a culture of reading.

2.5.8 Industrial Attachment

Industrial attachment is an important component of education and training. It provides attachees with opportunities to acquire practical aspects of their respective areas of specialization in a real work place environment. The government will support industrial attachment by providing opportunities to students in tertiary and higher education institutions.

Attachment will be undertaken during the course and the duration will be for a maximum period of three (3) months. The attachment shall be in line with the values and principles of public service and the existing labour laws.

2.5.9 Internship

Trainees graduating from training institutions join the labour market with academic and theoretical approaches to work and hence require practical exposure in a real work environment. The public service uses internship programmes as part of on the job training for purpose of moulding interns to become responsible citizens who will contribute effectively to the socio-economic development of the country. Internship programmes shall be guided by the Constitution and other policy guidelines and shall not exceed one (1) year.

2.5.10 Staff Secondment

The government utilizes secondment as a way of providing public servants with opportunities to learn, benchmark, and acquire practical knowledge and skills from organizations with known areas of specialization. Public service employees may be seconded to other public organizations for a period not exceeding three (3) years and may be renewable once.

2.5.11 Research and Development

Research and development explores, investigates and informs on the best options to existing problems. It enhances policy interpretation, implementation and alignment to emerging issues. It also fosters creativity and innovativeness in the public service.

This policy envisages applied research directed towards gaining knowledge, better understanding and generating new ideas.

The government shall continue supporting research and development activities in the public service as a tool for making informed decisions and policies. It will promote a participatory approach to Research and Development whereby all stakeholders will be involved. The following measures shall be taken to encourage research in public service organizations and training institutions:

- a) balance the work load and research by allocating a minimum of 15% of working time for research activities;
- b) budget for research activities and develop appropriate mechanisms for implementation of relevant research findings;
- c) allocate 1% of each public service organization's recurrent budget for research activities. The resources shall be prioritized on untapped areas of research;
- d) dedicate a percentage of the revenue internally generated by public service training institutions for research activities;
- e) provide physical and other support facilities to encourage research and establish avenues for disseminating the findings; and
- f) encourage creativity and innovation by introducing incubation centres and Staff Suggestion Schemes (SSS).

2.5.12 Professional Development

A professional body creates a forum for its members to interact and deliberate on issues affecting their profession, establish

minimum standards of behaviour, guiding regulations, ethics, quality assurance and professional credibility and disciplinary control criteria.

The government will continually develop its employee's professional knowledge and skills and encourage them to join relevant professional bodies. The government will establish mechanisms for supporting employees especially where the career guidelines require them to be registered by a professional body. Individual employees shall be expected to take initiatives for their professional development.

2.5.13 HRD Data, Records and Information

The public service shall promote accessibility to information held in any public office or by any public officer as a constitutional right to the citizens of Kenya. To promote transparency and accountability for administrative actions and decisions, it is imperative that all HRD activities are documented, updated and the records properly stored and managed for the purpose of providing timely and accurate information, as and when required.

To keep abreast with technological advancement and information explosion, the government shall build the capacity of public servants in the use of Information Communication and Technology (ICT) and electronic records management.

Ministries/state departments and other government agencies shall develop and maintain records, data and information on HRD programmes and activities as independent records or part of the Government Human Resource Information System (GHRIS) and ensure that the same is shared with the relevant key stakeholders.

2.5.14 Skills Inventory

Vision 2030 lays emphasis on the need to develop, update and maintain a comprehensive skills inventory that would indicate the distribution of well-trained human resource and as a tool for planning the country's future training programmes. Therefore,

accurate data is necessary for strengthening the management and development of HR in the public service.

Ministries/state departments and other public service organizations shall develop, update, analyze and maintain the skills inventories for all their staff as part of GHRIS and share with key stakeholders. The analysis will establish the type and level of skills available, existing skills gaps and recommend appropriate interventions. Electronic data shall be submitted to the Ministry responsible for public service for consolidation and submission to the Public Service Commission.

2.5.15 Staff Development

The government commits to develop its employees' potential and encourage them to train and upgrade their knowledge, skills, attitudes and competencies for performance improvement, effective service delivery and career progression. Therefore, all public servants will be eligible to at least five (5) days of training in each financial year.

All officers in the managerial cadre and top level management shall be expected to undertake training in policy formulation and implementation, project management and effective leadership, among others.

The Government encourages public servants to undertake self-development programmes. An employee who undertakes self-development programme at own time and cost will be eligible for reimbursement of fifty percent (50%) of the cost of tuition and examination upon successful completion on condition that, the:

- a) course pursued is relevant to the officer's career progression guidelines;
- b) course had been recommended by the respective MHRMAC and approved by the Cabinet Secretary;
- c) course is not an undergraduate degree;
- d) officer had not been sponsored for a similar course before; and

- e) officer has availed the original certificate for the course and a training report.

The Government has established a Training Revolving Fund from which public servants can borrow funds for training, at subsidized interest rates, based on guidelines issued from time to time. An officer who borrows from this Fund for self-development will not be eligible for reimbursement of the cost of tuition and examinations as provided for in this Policy.

However, candidates who pass examinations administered by the Public Service Commission will be refunded the full amount of the prescribed examination fee by their respective Accounting Officers.

The respective Cabinet Secretary will ensure that appropriate training opportunities and facilities are provided to assist serving officers acquire the necessary qualification/specialization/experience to progress within their careers and enhance performance.

2.5.16 Capacity Building for institutional development

Capacity building is concerned with the provision of adequate intellectual capability, physical facilities and a supportive work environment. The government recognizes that quality human resource capital is a pre-requisite for socio-economic development. Public servants join the service with different levels of knowledge, skills, experiences and attitudes obtained from diverse backgrounds which require to be upgraded to enable them cope with emerging developments in their internal and external environments.

The public service works for and with the society, which should be empowered to effectively participate in decision making, policy formulation and implementation of issues that affect their well-being. Therefore, Ministries/state departments and other public service organizations and agencies shall be modernized and strengthened to enable them formulate sound policies; create flexible and responsive structures, legal frameworks and effective management systems for effective service delivery.

2.6 Human Resource Development and Performance Management

The Constitution and the Vision 2030 have provided for a systemic approach to performance management, where an all-inclusive, shared vision, operational and standardized feedback process demands for results. The Vision recognizes performance contracting as one of the key strategies to strengthen public administration and ensure effective service delivery. Further, it emphasizes on the development of a globally competitive and adaptive human resource, based on the principle of life-long learning and education.

Human Resource Development identifies individual and organizational performance gaps through the appraisal system and Training Needs Assessment and recommends training and non-training interventions. It also builds employees capacities to enable them cascade performance contracting to the lower levels.

The Ministry responsible for public service in collaboration with training institutions will, among others, co-ordinate implementation of training programmes on performance management systems; public sector transformation and enhanced public service operational standards.

2.6.1 Policy Statement

The government will support public officers to perform to the best of their abilities by retraining and redirecting them from areas with excess supply to those experiencing shortages. All state and public officers shall be placed on performance contracts and will be evaluated on a regular basis through the Performance Appraisal System.

Ministries/state departments, other public service organizations and agencies shall be expected to equip their employees with knowledge and skills on undertaking: ISO certification; service delivery and customer satisfaction surveys; delivery of customer-centric service; standardization of public service operations; and other performance management systems.

CHAPTER THREE

INSTITUTIONAL FRAMEWORK FOR HUMAN RESOURCE DEVELOPMENT FUNCTION

Human Resource Development function will be undertaken in the public service within the following institutional framework:

3.1 Public Service Commission

125. The Public Service Commission (PSC) shall be responsible for the overall HRD function in the public service. The Commission shall:

- a) develop human resources in the Public Service;
- b) ensure that the Public Service is efficient and effective;
- c) formulate HRD policies necessary for the achievement of its mandate;
- d) Receive and analyze the Training Impact Assessment report (TIA); and
- e) Monitor the matching of competencies to the job after training.

3.2 Ministry Responsible for Public Service

Pursuant to the powers conferred by Article 234(5) of the Constitution, The Public Service Commission has delegated to the ministry responsible for Public Service the authority to carry the following HRD functions:

- a) plan and coordinate training and capacity building;
- b) coordinate Training Needs Assessment and development of training projections;
- c) coordinate course approvals and sponsorship awards;
- d) carry out training impact assessment;
- e) update the skills inventory; and
- f) submit quarterly reports on HRD activities to the Public Service Commission.

3.3 State Department Responsible for Finance

The State Department responsible for finance will ensure that adequate funds for HRD programmes are availed on a timely basis to ministries, state departments and other public service organizations and agencies.

3.4 State Departments/other public service organizations and agencies

The departments be responsible for the following:

- a) implement HRD policies, standards, guidelines, rules and regulations;
- b) manage and co-ordinate the training and development function;
- c) update and maintain the skills inventory;
- d) develop, update and maintain records of training and development activities;
- e) develop HR development plans to support achievement of goals and objectives in their strategic plans;
- f) carry out Training Impact Assessment; and
- g) monitor, evaluate, audit and submit quarterly reports on HRD programmes to the Public Service Commission.

3.5 Ministerial Human Resource Management Advisory Committee

To ensure effective Human Resource Management, each ministry/state department and other public service organizations and agencies shall constitute and operationalize a Ministerial Human Resource Management Advisory Committee. The Committee shall, among others, deliberate and determine training and development matters in line with the Constitution, policies and other guidelines issued by the Public Service Commission; and manage the skills inventory.

3.6 County Human Resource Advisory Committee (CHRAC)

To ensure effective Human Resource Management, CHRAC shall co-ordinate training programmes for officers performing national government functions at the County level. The Committee shall, among others, deliberate and determine training and development matters in line with the Constitution, policies and other guidelines issued by the Public Service Commission. CHRAC recommendations shall be submitted to the respective Cabinet Secretary for approval and implementation.

3.7 Public Service Training Institutions

The Public service training institutions shall be responsible for:

- a) designing, implementing and reviewing training programmes in collaboration with key stakeholders;
- b) establishing, equipping and maintaining documentation/information, learning and/or resource centres;
- c) quality assurance of the training programmes, materials, trainers' qualifications and institutional capacity; and
- d) developing and maintaining of infrastructure, in tandem with local and international standards.

CHAPTER FOUR

4.0 FUNDING

4.1 Background

Funding of training activities in the public service is critical for effective and efficient execution of human resource development programmes. Most of the HRD programmes have over time been funded through the exchequer. However, training programs have also received considerable support from development partners, other agencies and the private sector.

4.2 Policy Statement

Ministries/state departments and other public service organizations and agencies shall be responsible for budgeting, administering, managing, accounting for and ensuring efficient, effective and economic use of funds allocated for HRD activities.

4.3 Strategies for Resource Mobilization

To mobilize additional resources the government will:

- a) endeavour to raise the training allocation of the recurrent budget of the state departments from 1% to 2%;
- b) allow public service training institutions to retain part of revenue from their income generating activities to develop their capacities;
- c) undertake proactive measures to identify and mobilize untapped resources from private sector organizations, non-governmental organizations (NGOs) and development partners;
- d) enforce prudent management of the allocated financial resources;
- e) enhance the uptake, efficiency and effectiveness of the Training Revolving Fund (TRF); and
- f) protect training funds from budgetary cuts and reallocation.

CHAPTER FIVE

5.0 MONITORING, EVALUATION AND REPORTING

5.1 Introduction

Monitoring and Evaluation (M&E) ensures control and provides information needed for decision-making. Monitoring involves a continuous tracking of the progress made on training while evaluation deals with gathering data and information to establish the value of a training programme and the return on investment in HRD activities.

Monitoring and Evaluation helps public service organizations to measure the results against pre-determined objectives, fast track the implementation and compliance with policies, strategies, standards, rules and regulations. It also provides feedback on the relevance, efficiency and effectiveness of various training programmes.

5.2 Policy Statement

The Government is committed to continually mainstream M&E systems to ensure control and provide information needed for improvement and sustainability of training and development programmes at all levels and the extent to which values and principles of public service as stipulated in the Constitution, policies and guidelines on HRD have been complied with. In addition, the Government will develop capacity of public servants.

5.3 Monitoring and Evaluation Reporting

Public Service organizations shall continuously carry out M&E and report quarterly. The reports will, among others, cover the following:

- (i) distribution of training opportunities in terms of gender, age, cadre/designation, ethnicity, persons with disabilities, minorities and marginalized groups, and sponsor;
- (ii) number and types of group courses organized;
- (iii) cost of the training programme(s);
- (iv) relevance of the programme(s);

- (v) officers bonded, the cost and the defaulters; and
- (vi) officers paying relevant Training Levy.

5.4 Training Impact Assessment (TIA)

Training impact assessment evaluates the effectiveness and relevance of a training programme in terms of content, application, adaptability and the behaviour change of the trainee on the job and in the work environment. This can be measured by comparing the performance of employees before and after the various trainings programmes.

Training Impact Assessment shall be entrenched in the public service as a basis for future decisions on HRD programmes and shall be undertaken by all MDAs within 3 months following completion of the training programme. MDAs shall carry out and submit Training Impact Assessment reports to the Public Service Commission within three months of undertaking the TIA.

5.5 Human Resource Development Audit

Human Resource Development Audit serves as a means through which an organization can measure the management of its training and capacity building function. The HRD activities and systems should be regularly reviewed, monitored and audited to facilitate optimum utilization of employees' potential and improved productivity.

The Government will develop norms and standards and institutionalize mechanisms for auditing human resource functions in the public service. Human Resource Development audit shall aim at establishing the extent of compliance with the Constitution, HRD policies, guidelines, rules and regulations. It shall also be used for HRD risk mitigation.

5.6 Review of the Policy

The HRD Policy shall be reviewed every five (5) years or as need arises to take into account emerging issues and international trends.



Public Service Commission

P.O. Box 30095, 00100, Nairobi, Kenya

Harambee Avenue, Nairobi, Kenya

Tel.: +254 (020) 2223901-5, 2227471-5

Fax: +254 (020) 2214791

Mobile: +254 724 253 807, +254 735 800 282

Website: www.publicservice.go.ke