

GOVERNMENT OF  
JAMAICA

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# PUBLIC SECTOR LEARNING & DEVELOPMENT POLICY

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Public Sector Learning Framework

Office of the Cabinet  
February 6, 2023



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# **PUBLIC SECTOR LEARNING & DEVELOPMENT POLICY**

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JAMAICA

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## LIST OF ACRONYMS

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<b>GoJ</b>	Government of Jamaica
<b>HCMES/MyHR+</b>	Human Capital Management Enterprise System
<b>MDAs</b>	Ministries, Departments and Agencies
<b>MFPS</b>	Ministry of Finance and the Public Service
<b>MIND</b>	Management Institute for National Development
<b>OC</b>	Office of the Cabinet
<b>OSC</b>	Office of the Services Commissions
<b>PSLF</b>	Public Sector Learning Framework
<b>SHRMD</b>	Strategic Human Resource Management Division
<b>WoG</b>	Whole of Government

## DEFINITION OF KEY TERMS

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**BLENDED LEARNING** incorporates both a traditional classroom setting and an e-learning environment, typically with a larger focus on the use of technology. There can be a variety of settings or delivery methods with blended, or hybrid, learning, each dependent upon the learners and instructors involved.

**COACHING** is a development or training technique typically used for executives or new managers/leaders. It often involves a professional coach or external consultant who works with employees to develop their skills and achieve business goals.

**COLLABORATIVE LEARNING** is the process in which two or more individuals/professionals learn together or exchange knowledge and information to support learning and development objectives.

**COMPETENCY FRAMEWORKS** are frameworks for defining the skill and knowledge requirements of a job. They arrange knowledge and skill requirements into categories, such as personal effectiveness and academic, technical, industrial, occupational, management and workplace competencies.

**COMPETENCY** refers to the knowledge, skills, behaviors or attributes required to perform a job

**EMPLOYEE PERFORMANCE MANAGEMENT** refers to “a system which ensures that individuals within an organisation know and understand the overall purpose of the organisation, its strategic direction and goals, how they contribute and accept to be held accountable individually and collectively for the achievement of the stated goals and objectives”.<sup>1</sup>

**FORMAL TRAINING** refers to a type of learning program in which the goals and objectives are defined by the training department, instructional designer, and/or instructor. Formal learning is also called structured learning or synchronous learning. Examples of formal learning include classroom instruction, web-based training, remote labs, e-learning courses, workshops, seminars, webinars, etc.

**HUMAN CAPITAL DEVELOPMENT** is the practice of advancing the skills, abilities and increasing the knowledge of employees in a bid to enhance workplace performance and outcomes.

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1 Definition derived from the approved Employee Performance Management Policy and Minimum Standards (April 2022)



## DEFINITION OF KEY TERMS

**HUMAN CAPITAL MANAGEMENT** involves the planning, recruitment, development and management of knowledge-based resources, in addition to assessing and anticipating the organisation's current and future talent needs.

**IMMERSIVE LEARNING** places individuals in an interactive learning environment, either physically or virtually, to replicate possible scenarios or to teach particular skills or techniques. Simulations, role play, and virtual learning environments can be considered immersive learning.

**INTELLECTUAL CAPITAL** refers to organisational knowledge that can be used to generate wealth, increase business value, or provide a competitive advantage. Intellectual capital has evolved into a classified accounting line item that reflects the true value derived from training and education.

Intellectual capital is also referred to as intellectual property.

**JOB DESCRIPTION**, a detailed statement of job duties and responsibilities, which typically includes education, competencies, knowledge, skills and behaviors required for successful performance.

**LEADERSHIP DEVELOPMENT** involves courses or training or educational programs whose purpose is to improve the performance of managers and personnel leaders within the organisation. Leadership development often includes courses and educational programs for first-line supervisors, middle managers and senior executives.

**LEARNING** refers to the act of obtaining or acquiring new skills, behaviors, knowledge, values or customs.

**LEARNING TECHNOLOGIES** are software tools, applications, systems, or platforms used for the purpose of administering, authoring, and delivering learning, along with tools used for learning through social collaboration.

**NEEDS ASSESSMENT** is a formal, systematic process of identifying and evaluating training that should be done, or specific needs of an individual or group of employees, customers, suppliers, etc. Needs are often referred to as 'gaps', or the difference between what is currently done and what should be performed.



## DEFINITION OF KEY TERMS

**PERFORMANCE MANAGEMENT** is a system which ensures the alignment of organisational objectives with employees' agreed performance targets, measures, competencies, development plans and the fair assessment, recognition and reward for the delivery of results.

**PROFESSIONAL DEVELOPMENT** refers to an individual's continued training and education in the work-place. It equips employees with the tools and skills they need to perform in their current job role, prepares them for advancement, and keeps them up to date on industry trends and best practices.

**SERVICE EXCELLENCE** is "the delivery of services against established standards in a manner which effectively satisfies customers' needs and provides value for our citizens".<sup>2</sup>

**SKILL**, an observable behavior that is typically acquired through education, training, or experience

**SKILLS GAP**, a gap between the skills an employee has and the skills he or she actually needs to perform a job well. Skills gaps vary depending on the job in question and the types of skills required for the job.

**TRAINING** is the process by which an individual or group of people convey or obtain skills relevant to a particular job or activity. Training generally deals with the physical and mental abilities associated with performing a job, or activity.

**WORKFORCE DEVELOPMENT** is a broadly used term that refers to the education, training and development of skilled workers. Workforce development can be initiated and supported on an organisational, local, and/or national level to promote and strengthen the skills and knowledge that are essential in creating a competent workforce. Workforce development is often viewed as one of the key purposes and objectives of community colleges, although there are many private enterprises involved in workforce development activities.

<sup>2</sup> Definition derived from the approved Government of Jamaica Service Excellence Policy (March 2022)



## PREFACE

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If the transformation of the Jamaican public sector is to adequately and sustainably respond to the ever emerging complex and volatile environment; then the coordinated development and strategic management of the sector's human resources is and will continue to be the bedrock of and the well-spring from which such transformation will occur and be sustained.

Public servants will increasingly need to learn how to awaken, access and deploy their technical and leadership capabilities within and across the system to anticipate, conceptualise, design, adapt and deliver the kind of citizen focused services, which will underpin Jamaica's economic and social development and survival.

The development of public officers then, must not only be an established priority, but one that is heralded at the highest levels of the Jamaican Government, "unmistakably" resourced, and supported through clear policies, a cohesive system and accountable leadership.

The Government of Jamaica (GoJ) has demonstrated its commitment to public sector human resource development by approving the Public Sector Learning and Development (PSL&D) Policy, the Public Sector Competency Framework, and the Public Sector Professional Pathways under Cabinet Decision 4/23, dated February 6, 2023. This spotlights the Government's recognition that the development of its people within the sector, sits at the heart of Public Sector Transformation and Modernisation.

This Policy confirms the GoJ's commitment to institutionalising a cohesive, well-resourced and transparent public sector wide human resource development and deployment machinery. Effective implementation of the policy should result in a more capable workforce to deliver on the Government's promise to its citizens as outlined in Vision 2030 Jamaica: National Development Plan, Successive Medium Term Economic Frameworks and the Economic Reform Programme, among other strategies. These outcomes (promises) also reflect global and national imperatives, including the principles and intent of the United Nations (UN) Sustainable Development Goals (SDGs).

## 1. INTRODUCTION

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The Staff Orders (2004) for the Government of Jamaica (GoJ) notes that:

*“All employees should be provided the opportunity and support to be trained and developed to enable them to perform efficiently and contribute to the achievement of the mission and goals of the organization.”*

Developing the capability of the public sector workforce is therefore central to organisational performance and thus necessitates a systematic approach to learning and development. A well developed and effectively managed learning and development framework can therefore deliver “the right people with the right skills, at the right time, to enable organisations to deliver government objectives and outcomes into the future.<sup>3</sup> Cultivating a cadre of well-educated professionals who are able to quickly adapt to a dynamic global and local environment, is thus critical to achieving the targets under the Government of Jamaica’s growth agenda.

The overarching goal of the Learning and Development Policy is to support the transformation of the culture and operational environment of public sector learning and development. Specifically, the proposed Policy will institutionalise the Public Sector Learning Framework to result in:

- an established whole of government governance arrangement for public sector learning and development, which distinguishes the roles execution and management of human resource development within the public sector;
- a sustainable financing model for public sector learning and development;
- a culture of learning throughout the public sector; and
- a common leadership philosophy, sense of purpose, set of core values and behaviours underpinning public service delivery.

The process which attended the development of the Public Sector Learning Framework and by extension this Learning and Development Policy, has benefitted from extensive stakeholder consultations conducted over two phases.

Phase 1 focused on the development of the concept note and preliminary policy intents of the Public PSLF. During this phase, a Technical Working Group led by the Management Institute for National Development (MIND) with membership from the principal human resource organisations within the sector and the Jamaica Civil Service Association, conducted the engagements.

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<sup>3</sup> Building Capability: a framework for managing learning and development in the APS. Australian Public Service Commission. April 2003.



## INTRODUCTION

This included five (5) town hall sessions conducted with over three hundred (300) public officers in different regions across the Island, meetings with heads of entities and a session with the Permanent Secretaries Board.

Phase 2 focused on the development of the subject Policy. During this phase, a Human Resource Technical Working Group with membership from all sixteen (16) Ministries was established, and guided by a Policy Development Committee (Steering Committee) for which membership included representation from:

- The Strategic Human Resource Management Division (SHRMD) of the Ministry of Finance and the Public Service (MFPS);
- The Office of the Services Commission (OSC);
- The Office of the Cabinet (OC);
- The Management Institute for National Development (MIND);
- The Planning Institute of Jamaica (PIOJ); and
- The Jamaica Confederation of Trade Unions (JCTU)

This Policy provides the basis for a coordinated approach for public service learning and development, which involves systematically mapping learning pathways, building the required competencies and developing the necessary skills-set for a transformed public sector. The development of the Policy is underpinned by thorough research, to include a comparative analysis of learning and development policies in other public sectors globally, with emphasis on the Commonwealth.

When implemented, this Policy will bring together new and on-going public sector learning and development initiatives within a common infrastructure, with the suitable delivery mechanisms and administrative linkages to support an efficient and effective human resource development environment.

The Policy will further seek to expand on the provisions outlined in the Training and Development Section of the Staff Orders, and where applicable, inform its amendment.

## 2. SITUATIONAL ANALYSIS

### 2.1. Distinguishing between Learning and Development and Training

Learning and development, sometimes referred to as human capital development, is the practice of advancing the skills, abilities and increasing the knowledge of employees in a bid to enhance workplace performance and outcomes. It is more than just equipping employees with the knowledge required to undertake the basic conditions of their job. Rather, it includes a much broader process of assimilating information from a variety of sources to improve skills and abilities and demonstrating these across an array of contexts.

An employee's capabilities include both technical and the non-technical skills such as behaviours and attitudes, i.e., the soft skills. Learning and development interventions can be designed to meet short term, immediate needs or to achieve larger, longer-term outcomes.

Over the past two decades, there has been a growing distinction in the application of the terms 'training' and 'learning and development'. Wilson (2005)<sup>4</sup> defines learning and development as follows:

“learning may be defined as a relatively permanent change of knowledge, attitude or behavior occurring as a result of formal education or training, or as a result of informal experiences.”

Development is “the growth or realisation of a person's ability, through conscious or unconscious learning. Development programmes usually include elements of planned study and experience and are frequently supported by a coaching facility. Development occurs when a gain in experience combined with conceptual understanding [gives rise] to increased confidence both to act and to perceive how such action relate to its context.” (Page 6) Sloman (2007)<sup>5</sup> also makes a distinction between training and learning and development, noting that:

“Training [is] an instructor-led, content-based intervention, leading to [a] desired change in behavior”. Whereas “learning [is] a self-directed, work-based process, leading to increased adaptive capacity”.

Training implies passivity; it is done to the trainee. One is trained. One attends training. Learning is active; it is something one does.<sup>6</sup>

4 Wilson, John. (2005). Human Resource Development. Learning and Training for Individuals and Organizations. 2<sup>nd</sup> Edition.

5 Sloman, Martyn. (2007). Making Sense of Blended Learning, Industrial and Commercial Training, Vol. 39 No.

6 L. David Marquet. (2013). Turn the Ship Around: A True Story of Turning Followers into Leaders.



## SITUATIONAL ANALYSIS

The shift to learning and development was necessitated by changes in the workplace environment; demanding more sophisticated skills and knowledge needed to support the ongoing performance of not only the organisation but the employees themselves. The Modern workforce is no longer characterised by lengthy careers in a single organisation. Rather, the present workforce is more mobile, less hierarchic in composition and heavily reliant on technology to get work done. As a result, the emphasis on training has moved from one which is 'trainer centric' to one which is 'learner centric'; with learning signifying the outcome of training. Learning and development can therefore include formal training as well as other learning strategies to include on the job training, rotation, coaching, mentoring, action learning and stretch assignments.

It thus becomes necessary to have in place the kind of policy infrastructure that adequately supports the breadth and depth of learning and development, which will provide for the competencies (technical and leadership) required to successfully execute the strategic priorities of Government.

### **2.2. Investing in Learning and Development (L&D)**

Given its place as an indispensable tool for ensuring government's outcomes are realised, securing the required spend on employee learning and development must be a priority for human resource departments and for governments even in times of dire fiscal constraints.

Highlighted below are key considerations which will inform an HR Department's case for investing in learning and development, namely:

- The alignment of learning and development initiatives with the strategic outcomes and objectives of organisations;
- A focus on the relevance and effectiveness of the intervention being undertaken, that is, a focus on the outcomes of learning and development and not exclusively on the inputs;
- Robust data on the return on investment (ROI) of L&D accruing to the organisations or individuals and the value of L&D more broadly; and
- Building the capability of human resource professionals to identify and address any competency gaps within and among themselves, so that they are enabled to lead and/ or undertake the processes noted in the points above.

The case for investing in employee learning and development also comes at a time when the public sector is facing rapid and continuous change, with increasing expectation for better and more efficient services from citizens, and which demands that public sector professionals continuously improve and update their competencies. The case is also being made amidst the drive to reduce the engagement of external consultants, which necessitates an increased reliance on the capabilities and competencies of public sector professionals.

A 2013 study by the Australian Institute of Management (AIM)<sup>7</sup> found that across public sector entities, sustaining investments in learning and development were met with many barriers. Participants also noted that elevating capability development of staff to the strategic and organisational level, was also a challenge given that learning and development had often been characterised as having “no perceived value”. As a result of this view, learning and development initiatives would often be limited to technical skills enhancement and/or meeting compliance requirements, with little emphasis given to the enhancement of ‘soft’ skills. Participants also pointed to a culture of annual reductions in the budget allocated to this area, especially during times of scrutiny around overall agency expenditure. It was especially during these periods that planned learning and development interventions were questioned, reinforcing the notion that this was of little importance to the continued improvement in service delivery by the agency overall. It can be surmised from the above Study that the absence of sustained investments in learning and development can be assessed around three main thematic areas:

- i. Lack of clear support from senior leadership for learning and development;
- ii. No clear connection made between investments in employee learning and development and advancing the outcomes of the agency; and,
- iii. An absence of a culture which values and promotes continuous learning.

Understanding and appreciating the importance of investing in learning and development, will help to deliver on the service excellence agenda and significantly improve the performance of public sector professionals. In the 2013 AIM study, one of the principal reasons cited for investment in learning and development, related to the growing evidence that it had a positive impact on performance. The study also referenced other benefits to investing in learning and development, which may indirectly support organisational performance. For example:

- i. A positive correlation was observed between increased investment in learning and development and company profitability;
- ii. Exposure to valuable learning and development and opportunities for career advancement were also given as reasons why some companies were seen as employers of choice over others; and,
- iii. Increased employee engagement, motivation on the job and staff retention were observed by some participating organisations.

This could be easily extrapolated to the Jamaican context; with dedicated and aligned investment in public sector learning and development advancing government’s fulfilment of its development and service excellence agenda.

<sup>7</sup> Australian Institute of Management (AIM). 2013. Learning and Development in the Public Sector: The Case for Maintaining Investment in the Tough Times.



## SITUATIONAL ANALYSIS

### 2.3. The Global Context

The human resource landscape has changed significantly over the past decade, with more and more persons expecting opportunities for personal and professional development on the job. Conversely, with 75%<sup>8</sup> of HR professionals highlighting that talent shortage is one of their major recruitment challenges, it is understandable why learning and development has become a high priority.

The 2018 LinkedIn Workplace Learning Report<sup>9</sup> <sup>10</sup>surveyed just over 4000 professionals to include talent development experts, employees, managers and executives, and uncovered several interesting findings: namely that:

- Training for soft skills was the number one priority/focus area for talent developers, as they noted the increased demand from businesses for employees who are “more adaptable, critical thinkers, communicators, and leaders”. This was followed by other focus areas such as the identification of trends to prevent future skills gaps, consistent training, being able to deliver insights on internal skills gaps, how to track skill development and mechanisms to access skills competencies;
- Talent developers and employees are also expressing an increased preference for online learning solutions as the study noted that 58% of employees expressed a preference for learning opportunities which allowed them to go at their own pace;
- 94% of employees polled, indicated they would remain longer with a company which invested in their career development;
- Both managers and executives agreed that getting employees to make time for learning was a high priority challenge for talent development teams across companies polled, along with having limited budgets as a close second;
- 87% of millennials indicated that development is an important factor in selecting and staying in a job, while 69% of non-millennials also shared this opinion<sup>11</sup>;
- 68% of employees prefer to learn at work; and,
- 52% of Executives say that linking learning to business outcomes would help make the case for employee learning and development.

8 Society for Human Resource Management (SHRM). 2019. The Global Skills Shortage: Bridging the Talent Gap with Education, Training and Sourcing. <https://www.shrm.org/hr-today/trends-and-forecasting/research-and-surveys/Documents/SHRM%20Skills%20Gap%202019.pdf>

9 LinkedIn Workplace Learning Report: News Brief. February 2018. <https://news.linkedin.com/2018/2/linkedin-workplace-learning-report-2018>

10 2018 Workplace Learning Report. The Rise and Responsibility of Talent Development in the New Labour Market. LinkedIn Learning. <https://learning.linkedin.com/content/dam/me/learning/en-us/pdfs/linkedin-learning-workplace-learning-report-2018.pdf>

11 Ibid: It is estimated that by 2025, millennials will make up just over 75% of the global workforce.



## 2.4. The Local Context: Defining the Issues

Ministry Paper No. 56/02, Public Sector Modernisation Vision and Strategy 2002-2012, highlighted that the Government of Jamaica was desirous of creating, “A public sector with a performance culture, client-focused and results oriented, constantly seeking ways to improve the delivery of public services.”<sup>12</sup> This performance culture, it was noted, would be grounded in and driven by professional and highly motivated public servants, operating in an environment in which there is among other things:

- A strong focus placed on results, with the consistent promotion and demand for high standards of performance from staff;
- Challenging, rewarding and mobile careers;
- Committed people of the highest calibre, where talent and imagination are attracted and retained; and
- Where growth and development are provided for employees.

Dr. Gene Leon, a former International Monetary Fund Representative to Jamaica, noted, that in order for Jamaica to realise its long-term vision, Government must engender an enabling environment that takes account of a number of critical variables, including that of “investment in human capital, towards a well-developed workforce”.

The Jamaican Public Service is the major source of skills and intellectual capital used by the Government to achieve its objectives and goals; and building the capacity of the public service to a world-class standard, requires well-targeted investment in its human capital. Moreover, learning and development require the same rigour and attention as any other national strategic priority.

Similar to other Commonwealth countries, such as Canada, the United Kingdom and Australia, the Government of Jamaica’s (GoJ) has established a public service learning, leadership and organisational development institute, the Management Institute for National Development (MIND), which is charged with developing the human resource capacity of the public service, to enable it to respond effectively to the priorities of Government. The need for a robust accompanying policy framework to fully establish and support MIND’s execution of its mandate is one of the driving forces behind this Policy.

A 2019 study<sup>13</sup> conducted in Human Resource Management Departments in Ministries across the public sector, sought to collect baseline data on learning and development. The key findings of this Study as reported in May 2020, in addition to the empirical research conducted across the public sector between 2012 to 2017 to inform the development of the PSLF, support the need for this Policy and informed its strategic response.

12 MVSP- Performance Management, pg. 49

13 Report: “Status of Learning and Development in the Jamaican Public Sector.” Public Sector Modernisation Division



## SITUATIONAL ANALYSIS

### 2.4.1. Summary of Learning and Development Issues Requiring a Policy Response

The establishment of a Public Sector Learning and Development Policy, aims to address the shortcomings of the current learning and development environment, which is creating overlaps and dissonance in the management and provision of L & D; and handicapping the optimum deployment and use of the human resources. The Policy responds to the issues expressed by public servants across all levels of the service on the one hand; and the human resource practitioners who are central to the implementation of the Government's public sector strategic human resource transformation programme on the other. These issues have highlighted the need for:

- An integrated and sustainable governance framework for managing learning and development across the public sector;
- Clearly defined roles and responsibilities for developing the capabilities of public servants, and in so doing ensure that organisations are undertaking learning and development activities in keeping with their mandate;
- An established public service database of competencies to support more effective deployment of human resources;
- An Information Communication Technology (ICT) enabled infrastructure for delivering learning and development, and for tracking and reporting employee development individually and collectively;
- Established and institutionalised quality standards for learning and development content and delivery for all providers to the sector;
- A framework to facilitate access, mobility and progression in learning and professional development paths across the public sector;
- A robust mechanism to evaluate/assess investments in, and the impact of human resource development within the sector;
- Opportunities for upward mobility and progression across professional groups;
- A strategic, needs-based, outcomes-based and competency-based approach to meeting the learning and development requirements of MDAs, and to support the realisation of Vision 2030 Jamaica and other related policy priorities.; and
- A Sustainable Financing Model/Framework for public sector learning and development

## 2.5. Application of the Policy

### 2.5.1. General Application of the Policy

This Policy applies to all public sector entities within the Jamaican Public Service. To those professional groups in the public sector with their own learning and development frameworks and specific career structures, the general principles of this Policy will apply even if the specifics of the framework are not applicable, and they shall use it to advance their own learning and development. Additionally, for public sector bodies with whom autonomy rests to decide their own learning and development approaches, this Policy should be seen as providing guidance for the purpose of alignment and consistency across the public sector.

### 2.5.2. Linkages with Other Policies

This Policy should be read in conjunction with all applicable public sector Human Resource Management policies, procedures and guidelines, including, the following

- i. The **Public Service Regulations**, established in 1961, provide oversight through the Public Service Commission. These regulations govern the legislative and procedural framework of the public service, ensuring compliance and uniformity in public sector employment practices.
- ii. The **Staff Orders for the Public Service**, established in 2004, guide the operational procedures of government. They include the “conditions of service” for public officers, outlining applicable regulations, legislation, policies, and directives that pertain to all Government of Jamaica (GoJ) employees.
- iii. The **Refund of Tuition Facility**, formalised in Circular No. 20 of 2009, is available to permanently appointed GoJ officers with at least two years of consecutive service and temporary officers with five years of continuous service. It supports public officers pursuing programmes accredited by the University Council of Jamaica, lasting no less than three months.
- iv. The **Bonding Policy for the Government of Jamaica**, introduced in 2009, requires individuals who receive financial assistance from the GoJ for tertiary-level training, whether locally or abroad, to remain in the public service for an agreed period. This obligation is a condition of receiving financial aid.
- v. The **Succession Planning and Management Framework for the Jamaican Public Sector** (2010) highlights the identification, development, and retention of talent across the public service. It promotes a talent development culture within Ministries, Departments, and Agencies (MDAs), emphasising learning and development as fundamental to recruitment, selection, and employee growth.
- vi. The **Public Sector Staff Interchange Programme** (2010) facilitates planned exchanges among MDAs, fostering training and experiential learning through secondments, attachments, twinning, shadowing, mentoring, joint training, and networking opportunities. This policy aims to enhance employee capabilities through diverse professional interactions.



## SITUATIONAL ANALYSIS

- vii. The **Leadership Development Policy for the Public Sector** (2012) strengthens leadership capacity across government levels through specialised training. Grounded in core and technical competencies, this policy ensures GoJ employees are equipped to meet current and future government needs, supported by a dedicated Leadership Development Institution.
- viii. The **Mentorship Programme** (2012), managed by Human Resource Departments, fosters business continuity and career development by guiding new employees and those on transfer or promotion. This tripartite programme involves facilitators, mentors, and learning partners, enhancing engagement and organisational success.
- ix. The **Separation, Early Retirement, Retraining, and Entrepreneurship Policy** (2013) supports public sector workers transitioning due to early retirement or employment modifications. It provides a framework for retraining, entrepreneurship, and business continuity while assisting both employees and managers during these transitions.
- x. The **University of the West Indies (UWI)/Government of Jamaica Internship Programme** fosters collaboration between academia and the public sector. This initiative enhances student and junior civil servant training through practical learning experiences, improving employability and supporting recruitment and succession planning within the GoJ.
- xi. The **Human Capital Management System (HCMES; MyHr+)**, implemented under Circular No. 20 (2016), automates HR management functions to streamline operations and support employee development. Its functionalities include payroll management, organisational charts, recruitment, and competency and training management, enhancing efficiency across the public sector.
- xii. The **Study Leave Provisions** outlined in Circular 8 (2005) and Circular 7 (2017) specify the conditions under which public servants may qualify for study leave. These policies ensure that eligibility criteria for educational leave are clearly defined and uniformly applied.

## 3. POLICY FRAMEWORK

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### 3.1. Vision

“A dynamic public service that is responsive to the changing needs of the Jamaican society and delivers the professionalism, performance and service excellence, which bring to life the National Vision for Jamaica”.

### 3.2. Purpose

“To establish a structured, integrated and sustainable governance mechanism for developing and managing the capability of public sector professionals to deliver service excellence.”

### 3.3. Goals

The overarching goal of the Learning and Development Policy is to support the transformation of the culture and operational environment of public sector learning and development. Specifically, the Policy will:

- establish a whole of government governance arrangement for public sector learning and development, which distinguishes the roles, execution and management of human resource development within the public sector;
- engender a culture of learning throughout the public sector;
- establish a sustainable financing model for public sector learning and development; and
- embed a common leadership philosophy, sense of purpose, set of core values and behaviours underpinning public service delivery.

### 3.4. Expected Outcomes

The expected outcomes for the implementation of the Policy are:

#### ***Ultimate Outcome***

A dynamic public service that responds to the changing needs of Government through a team of public service professionals that are competent, fluid, responsive, relevant and transformational in their management and leadership, such that they and their organisations, deliver the professionalism, the performance, the service and the impact that ultimately bring to life the National Vision for Jamaica.

#### ***Intermediate Outcomes***

- To A sustainable capacity to deliver excellence in public policy, programmes and services.
- Managers at all levels having the necessary knowledge to effectively exercise their delegated authorities.



## POLICY FRAMEWORK

- Specialists in specified functional communities meeting established professional standards and competencies.
- Public officers at all levels acquiring and maintaining the knowledge, skills and competencies related to their level and functions to do their jobs effectively
- Professional mobility throughout the public service being facilitated.
- Current and future human resource needs of the public are met.
- Pride and excellence being encouraged in the public service.
- A common sense of purpose, values and traditions fostered in the public service.

### 3.5. Value

This Policy is underpinned by the following core values. These values were developed for the public sector, in consultation with over 300 public sector professionals from across the central civil service, public bodies and agencies participating in their selection and synthesis, to arrive at the final five and their attendant facets.<sup>14</sup>

No.	Values	Statements
1.	Accountability	As public sector employees, we operate in accordance with established policies, principles, codes of conduct and standards of the Government of Jamaica. We open ourselves to scrutiny at every level, accept responsibility for the quality and timeliness of our deliverables and take appropriate actions to ensure that obligations are met. We give due cognisance to each action and the effect it has on the citizenry and the environment. We will maintain a sincere and steadfast focus on giving value for taxpayers' money.
2.	Innovation	We are innovative, constantly striving to raise the standard of excellence in everything we do. We encourage new ideas and are willing to challenge conventional approaches. To remain relevant, we are proactive in responding to emerging and existing issues and to the demands of a diverse citizenry.

<sup>14</sup> Details on the facets of each value can be found in the Government of Jamaica's Competency Framework.

No.	Values	Statements
3.	Inclusivity	We are inclusive. We treat all individuals and groups with equity, regardless of our differences. We will create and sustain interdependent co-operation across all levels of the Service to deliver on the priorities of the Government. We will build relationships based on trust, shared authority and decision making.
4.	Integrity/ Impartiality	We are transparent, honest, and consistent in all we do. Our communication is direct, clear and respectful, and we value the professional and personal space of our colleagues and customers. We observe the rules and regulations of the Government and hold ourselves to the highest standards of professionalism and ethics.
5.	Service Excellence	As public servants, we value and honour each customer. We deliver service of the highest quality and continuously evaluate, respond, adapt and seek to improve. Without the customer, we do not exist.

## 3.6. Policy Objectives and Strategies

### 3.6.1. GOAL 1:

Establish a whole of government governance arrangement for public sector learning and development, which distinguishes roles for the execution and management of human resource development within the public sector.

#### 3.6.1.1. Objectives

- To institutionalise a whole of government governance arrangement with established roles and responsibilities for public sector learning and development; and
- To ensure the judicious utilisation of resources for public sector learning and development in keeping with Government priorities.

#### 3.6.1.2. Strategies

- This Policy shall be promulgated by the Office of the Cabinet, requiring all ministries, departments and agencies of Government to institute the provisions and guidelines laid out herein;
- The Governance and Institutional Framework for Public Sector Learning and Development, which is outlined in Section 4 of this Policy shall be institutionalised by the Office of the Cabinet; and
- Guidelines governing the engagement of entities and/or individuals for the provision of public sector learning and development interventions shall be established by the Office of the Cabinet.



## POLICY FRAMEWORK

### 3.6.2. GOAL 2:

Engender a culture of learning throughout the public sector.

#### 3.6.2.1. Objectives

- To establish standards that will govern the design, development, delivery and evaluation of learning and development;
- To establish a framework for the transfer and embedding of learning throughout the public service; and
- To establish a mechanism for facilitating access and tracking mobility and progression in learning and development for all public sector employees.

#### 3.6.2.2. Strategies

- The MIND shall, in accordance with its mandate, assure the quality of learning and development through the establishment of a framework for standard setting, evaluating and embedding of learning.
- All MDAs shall apply the GoJ Competency Framework and Professional Pathways to impact all applicable HR and learning and development processes;
- The MIND shall establish Learning Pathways which reflect the core competencies and all professional streams within the public service;
- The Strategic Human Resource Division (SHRMD), Ministry of Finance and the Public Service (MoFPS) shall develop a medium-term Whole of Government Workforce Plan;
- There shall be a learning management system established to facilitate access, track mobility and progression, and facilitate reporting on learning and development across the service. This system shall be administered by MIND;
- In keeping with established guidelines, every public officer shall have an agreed annual personal learning and development plan, aligned to organisational strategy, outlining learning goals and methods to achieve them;
- MIND shall establish a Training Impact Evaluation Model across the public service; and
- All public sector employees shall participate in no less than thirty (30) hours of learning and development annually



### 3.6.3. GOAL 3:

Establish a sustainable financing model for public sector learning and development.

#### 3.6.3.1. Objective

- To establish the methodology and mechanism for ensuring the sustainable financing of public sector learning and development.

#### 3.6.3.2. Strategies

- There shall be a framework approved by Cabinet for the management of annual and supplementary public sector training and development budgets to include:
  - a yearly allocation of no less than 2 percent of the wage bill, within the GoJ's current medium-term planning and budgeting framework,
  - direct annual budgetary allocations to MIND for the provision of core learning and development across the public service.<sup>15</sup>
  - Fellowships, scholarships and grants, shall be accounted for within the pool of funds allocated for public sector training and development; and
- Public Servants shall, where applicable, partially, or fully fund their own learning and development;

### 3.6.4. GOAL 4:

Embed a common leadership philosophy, sense of purpose, set of core values and behaviours underpinning public service delivery.

#### 3.6.4.1. Objectives

- To pursue and effect a new public sector leadership culture, which will enable all public officers to access leadership development, to recognise self as leader and effect positive change regardless of title and/or role in the sector.
- To establish systems and processes whereby all new and existing public officers have a clear and up to date understanding of the roles and functions of government, public sector values, leadership philosophy, and are consistently apprised of new and emerging policies, procedures, strategies and priorities.

<sup>15</sup> Core learning and development refers to those interventions that facilitate understanding of how government functions, instil public sector values, leadership philosophy and service ethos; in supporting public officers to lead, manage and administer Government priorities. The proposed Orientation and Re-Oriented Programmes are examples of core learning and development.



## POLICY FRAMEWORK

### 3.6.4.2. Strategies

- MIND shall lead the establishment of a Public Sector Leadership Development strategy, inclusive of a Leadership Development Centre with delivery systems and facilities that will enable public servants to access appropriate leadership development interventions within an environment that provides for immersive learning, greater levels of engagement, relationship building and the creation of a team leadership culture that is transmitted across the entire public service.
- The GoJ public sector values and leadership philosophy shall be promulgated through learning and development, performance management policies and practices across the sector.
- All newly recruited public sector employees at all levels shall participate in the GoJ Orientation Programme within the first three (3) months of engagement.
- Public Officers at all levels taking up acting appointments for three (3) or more months or a promotion, shall complete orientation prior to taking up the new assignment.
- All existing public sector employees shall undergo GoJ's Reorientation Programme with the promulgation of this Policy and once every three (3) years thereafter, to ensure that they have up to date information, perspectives and philosophies that are foundational to meeting the prevailing expectations of the public service.

## 4. GOVERNANCE AND INSTITUTIONAL FRAMEWORK FOR PUBLIC SECTOR LEARNING AND DEVELOPMENT

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### 4.1. General

The implementation of this Policy will impact all employees in the public sector and create a culture of continuous learning and development. This shall be a shared responsibility, among public servants, the organisations to which they are employed and the sector as a whole. Ownership, co-ordination, authority and responsibility for this Policy, are as established below.

### 4.2. Institutional Roles and Responsibilities

#### 4.2.1. Office of the Cabinet

The Public Service Staff Orders, Section 5, subsection 5.2 highlights, “Authority for the responsibility for the establishment of training policy, the setting of training standards...rests in the Cabinet Office”.

The Office of the Cabinet has subject assignment for Public Sector Learning and Development (L&D), and therefore shall provide overall strategic leadership to guide implementation of the Policy and sustainability of the PSLF to include but not limited to:

- i. Oversight and review of the Learning and Development Policy’s implementation
- ii. Leadership of the Governance Framework for Public Sector learning and development

#### 4.2.2. Management Institute for National Development (MIND)

MIND an Agency of the Office of the Cabinet, shall execute its role in keeping with its mandate “to provide effective leadership development programmes and management training, appropriate to all levels and in line with the demands of a modern and competitive public service (CD 32/93 of 6 September 1993).

Under the authority of the Cabinet Secretary, and with guidance from the Governing Council, the MIND shall lead the institutionalisation of the PSLF, as outlined in this Policy, with principal responsibility for:

- i. serving as a member of, and Secretariat for the Public Sector Learning and Development Governing Council (GC);
- ii. coordinating and enabling the alignment of the GC’s strategies with the operations of the Management Board, working closely with Heads of Professions and Cluster Representatives through its Cluster Managers.
- iii. developing and regulating the standards that shall govern the design, development, delivery and evaluation of training and development products and services for the public sector;
- iv. the provision of technical guidance to MDAs and other relevant authorities on learning and development issues;



- v. maintaining the Public Sector Competency Framework, Professional Pathways and Learning Pathways;
- vi. fully establishing the Public Sector Leadership Development strategy, inclusive of a Leadership Development Centre;
- vii. supporting the whole of government medium term workforce plan with special emphasis on the talent development component;
- viii. establishing a Training Impact Evaluation Model for public sector learning and development;
- ix. designing, developing, delivering and evaluating training in core and priority areas for GoJ to include:
  - a. Public Sector Orientation and Reorientation
  - b. Leadership Development
  - c. Service Excellence Management
- x. Reporting annually on public sector learning and development.

#### 4.2.3. Ministry of Finance and the Public Service (MFPS)

The MFPS shall ensure the:

- i. policy is integrated in the wider HRM policy framework;
- ii. development and maintenance of an approved framework for the annual allocation and management of adequate budgetary support for public sector training and development;
- iii. dissemination of decisions made by the Governing Council to the public service;
- iv. maintenance of a Whole of Government Workforce Plan;
- v. conduct of an annual return on investment (ROI) assessment for public sector learning and development.

#### 4.2.4. Office of the Services Commissions (OSC)

The Office of the Services Commission will support the implementation of this Policy in keeping with its responsibility for supporting the Public Service Commissions in enforcing the Public Service Regulations and ensuring the merit basis of the Government's human resource management system, while also serving as a Centre of Expertise under the implemented HR Operating Model. The OSC shall work with the MFPS through its Strategic Human Resource Management Department (SHRMD) to develop and implement the relevant changes/updates to the Public Service Regulations and the Staff Orders so far as this Policy is relevant. The OSC will further support the development of decisions for public sector learning and development emerging from its role as a required member of the Governing Council and the Management Board.<sup>16</sup>

<sup>16</sup> See sections 4.4.1 and 4.4.3 regarding representation on the Governing Council and Management Board respectively.

#### 4.2.5. Trade Unions

The Trade Unions shall serve as key stakeholders for the Policy, representing public sector employees. The Trade Unions shall therefore be called upon as needed regarding any updates to be made to the Policy and the elements of the PSLF and shall be fully engaged throughout the process of policy implementation.

#### 4.2.6. The Role of Ministries, Departments and Agencies (MDAs)

All MDAs shall have responsibilities for:

- i. Full implementation of this Policy and its associated guidelines;
- ii. Reporting training and development.

### 4.3. Individual Roles and Responsibilities

#### 4.3.1. The Cabinet Secretary

As Head of the Public Service, the Cabinet Secretary shall:

- i. Serve as Chair of the Governance Council for public service learning and development.
- ii. Report annually to Cabinet on public service learning and development to include:
  - a) This L&D Policy's implementation within MDAs;
  - b) A Whole of Government Workforce Plan; and
  - c) Training impact

#### 4.3.2. Permanent Secretaries and Heads of Entities

The Permanent Secretary/Head of Entity shall be responsible and accountable for ensuring the implementation of this Policy across all organisations within their portfolio.

#### 4.3.3. Line Managers/Supervisors

Line Managers/Supervisors shall have responsibility for ensuring that public sector professionals under their leadership are appropriately engaged in learning and development in keeping with the requirements of this Policy. They shall ensure this Policy is applied in conjunction with other applicable GoJ policies, regulations and guidelines not limited to the Employee Performance Management Policy, and guided by the Public Sector Competency Framework, Professional Pathways and Learning Pathways.

#### 4.3.4. Public Sector Employees

All public sector employees shall take ownership of in his/her development and shall be accountable for ensuring successful completion of the learning and development pursued.



## GOVERNANCE AND INSTITUTIONAL FRAMEWORK FOR PUBLIC SECTOR LEARNING AND DEVELOPMENT

### 4.4. Governance Framework

All professions identified in the GoJ Professional Pathway, shall be managed via:

1. A Governing Council
2. A Secretariat
3. A Management Board
4. Heads of Profession
5. Cluster Managers
6. Cluster Representatives

#### 4.4.1. The Governing Council

The Governing Council (GC) shall be chaired by the Cabinet Secretary as Head of the Public Service, and will consist of the following additional members:

- Financial Secretary (MFPS) (Deputy Chair)
- Chief Personnel Officer of the Office of the Services Commission (OSC)
- A representative from the Permanent Secretaries Board
- President of the Jamaica Civil Service Association (JCSA)
- Head of the Planning Institute of Jamaica (PIOJ)
- One member of the Service appointed by the Council

The Council shall set the strategic direction for continued development of the professions identified across the public sector, based on GoJ Priorities, Sustainable Development Goals, National Development Plan, and the Modernisation and Transformation plans and programmes. It shall be the key decision-making body for whole of government policy decisions for the development of public sector capability and capacity. The quorum for the Council shall be 5 members inclusive of the Chair or Deputy Chair.

The GC shall meet tri annually (three times per year) at a minimum and will, at these meetings, address matters not limited to:

Setting priorities for public sector learning and development;

Agreeing any shifts in policies, standards and guidelines to secure ongoing public service capabilities to deliver on Government's Agreeing any shifts in policies, standards and guidelines to secure ongoing public service capabilities to deliver on Government's priorities;

- Leading the process for the development and approval by Cabinet of a framework for the management of annual and supplementary public sector training and development budget;

- Reviewing the annual return on investment (ROI) assessment for public sector learning and development and take actions as necessary;
- Monitoring the embedding of learning and development across the public service;
- Monitoring the performance and effectiveness of the governance framework, with a formal review once every two years until otherwise determined.

#### 4.4.2. The Secretariat

MIND shall be the Secretariat, providing the mechanism that holds the governance structure together, managing the agenda for the GC, supporting the Management Board to implement policy decisions, and facilitating the Heads of Professions to execute their responsibilities. MIND shall harmonise activities and coordinate and enable the alignment of the GC's strategies with the operations of the Management Board, working closely with Heads of Professions and other actors through professional clusters.

#### 4.4.3. The Management Board

The GC shall delegate authority to the Management Board under the chairmanship of the Deputy Financial Secretary of the SHRMD, to assist in the management of operational activities. SHRMD shall serve as secretariat to the Board.

The Management Board shall comprise:

- Cluster Representatives
- Representative from MIND (Deputy Chair)
- Representative from Office of the Services Commissions (OSC)
- Representative from SHRMD
- Representative from Cabinet Office

Two thirds of the membership, inclusive of the Chair or Deputy Chair shall constitute the quorum for the Board.

The Management Board shall carry out the strategic directives of the GC and shall be responsible for:

- Ensuring competency requirements for each profession are correctly defined, appropriate to government priorities and continue to meet the demands of the sector.
- Advising on objectives for and the direction of professional groups for consideration by the Governing Council when setting strategy.
- Determining the methodology to be used for the annual rotation of cluster representatives to comprise membership on the Board.
- Identifying, analysing and addressing emerging issues (strategic and operational) associated with Professional Groups and escalating to the GC those issues that require a policy decision.
- Defining and assessing the performance of professions.



## GOVERNANCE AND INSTITUTIONAL FRAMEWORK FOR PUBLIC SECTOR LEARNING AND DEVELOPMENT

### 4.4.4. The Heads of Professions (HoPs)

Each professional group shall have a Head of Profession. A HoP is recognised as an expert in the discipline and has MDA wide impact and influence. This role shall be clearly articulated in the job descriptions for the positions which carry this parallel responsibility.

Heads of Profession shall:

- provide leadership of the profession/technical function;
- promote the integration of knowledge of technical function across the MDA;
- influence policy and provide policy advice in line with the technical areas.
- create and lead professional networks, associations and engagements locally and internationally;
- work with the professional leads in MDAs and Cluster Managers to ensure the profession is well placed to support delivery of Government's priorities;
- build partnerships within the professional group, and across other professional groups within and outside the cluster.

### 4.4.5. Cluster Managers

Each professional group shall have a Head of Profession. A HoP is recognised as an expert in the discipline and has MDA wide impact and influence. This role shall be clearly articulated in the job descriptions Cluster management shall be a function within MIND, with each manager assigned to a cluster of professions, facilitating the day-to-day operations of the professional groups within that cluster, and assuring maintenance of the competency standards and compliance with all policies and procedures within the talent management lifecycle.

Cluster Managers shall therefore:

- Support Heads of Profession through monitoring and periodic reporting on learning, development, and networking within and across and professions.
- Liaise with Heads of Profession as necessary in the preparation and implementation of Learning and Development activities.
- Support the coordination and management of professional networks, associations and engagements locally and internationally.
- Recommend new initiatives to support the development of professional groups to meet Government's priorities.
- Set and pursue targets, goals and objectives to achieve successful outcomes for professional groups.
- Ensure that development interventions and learning products comply with established standards.



- Support the collection and maintenance of records on professional groups and their activities in accordance with GoJ's Records Management Policy.
- Support the coordination and delivery of learning and development services within and among professional groups to increase public service effectiveness, efficiency and impact.
- Foster teamwork, a harmonious learning environment and promote collaborative working within and across professional groups.
- Prepare quarterly and other reports on the activities/progress of the professional groups as may be requested.
- Identify and evaluate risks and opportunities associated with the development of the professional groups and take appropriate action.
- Monitor the implementation of learning and development activities in accordance with the approved capacity and capability development plan and the established monitoring and evaluation framework.

#### 4.4.6. Cluster Representatives

The Professional Groups shall be organised according to clusters, with each cluster represented on the Management Board by a designated Head of Profession.

The role of a Cluster Representative shall rotate among the Heads of Profession within a cluster according to a methodology to be agreed by the Management Board.

Cluster representatives shall:

A cluster representative (CR) will be nominated from among the heads of professions for each cluster, and shall:

- Be responsible for representing the interests of the Cluster at the Management Board.
- Convene meetings of the Heads of Profession at least once per quarter to:
  - identify, analyse and address emerging issues (strategic and operational) associated with Professional Groups and escalating to the MB those issues that require a policy decision/redress;
  - monitor and evaluate the processes that are in place to identify and analyse cluster needs;
  - develop strong networks across the cluster and with other professional clusters;
  - identify and engage key partners to support the development of the cluster;
  - monitor and report on the activities of the cluster; and,
  - assess the performance of professions within the cluster.

The office of the relevant Cluster Manager at MIND shall serve as the secretariat for the cluster meetings.



## 5. MONITORING AND EVALUATION FRAMEWORK

### 5.1. Approach and Scope of the M&E Framework

The Public Sector Learning and Development (PSL&D) Policy shall have a monitoring and evaluation (M&E) framework that ensures the impact of the desired outcomes and outputs of the policy are assessed effectively.

Below are the key components that must be addressed to ensure the effective implementation and impact assessment of the PSL&D Policy. These components provide the foundation for a comprehensive M&E system to be fully developed to guide data collection, analysis, and reporting on the Policy's progress and outcomes.

This preliminary scope highlights the critical areas of governance, stakeholder engagement, operational guidelines, readiness and change management, and the monitoring and evaluation of policy implementation.

It will be the responsibility of the Office of the Cabinet and MIND to elaborate on this scope, developing a detailed framework that translates these components into actionable plans and measurable outcomes.

#### 5.1.1. Governance Framework Monitoring

The Governance Framework will establish and operationalise a structured system for managing professions within the public service. Currently, no Governance Framework exists, making this an important starting point for Policy implementation. Progress will be measured through the review of Cabinet Decisions, letters of appointment, and meeting documentation, including minutes and reports.

Objective:	Performance Indicators:	Data Collection Methods:
<ul style="list-style-type: none"><li>Ensure that the Governance Framework is formalised and operationalised.</li></ul>	<ul style="list-style-type: none"><li>Approval of the Governance Framework by Cabinet.</li><li>Evidence of implementation, such as issued letters of appointment and documented meetings.</li></ul>	<ul style="list-style-type: none"><li>Review of Cabinet Decisions, letters of appointment, meeting minutes, and reports.</li></ul>

## 5.1.2. Stakeholder Engagement and Communication Monitoring

An effective Stakeholder Engagement and Communication Plan will be critical to the successful implementation of the PSL&D Policy. This component will track the development and implementation of a Stakeholder Engagement and Communication Plan.

Objective:	Performance Indicators:	Data Collection Methods:
<ul style="list-style-type: none"> <li>Foster collaboration and information sharing among stakeholders to support Policy implementation.</li> </ul>	<ul style="list-style-type: none"> <li>Approval and roll-out of the Stakeholder Engagement and Communication Plan.</li> <li>Evidence of regular stakeholder updates and consultation activities.</li> </ul>	<ul style="list-style-type: none"> <li>Reviews of PSLF Programme Management Committee (PMC)<sup>17</sup> implementation progress reports.</li> </ul>

## 5.1.3. Minimum Standards and Operational Guidelines Monitoring

This component of the M&E Framework will ensure that public sector entities adopt minimum standards and operational guidelines for implementing the PSL&D Policy. These standards and the associated guidelines will be important for achieving consistency and accountability in the application of the Policy.

Objective:	Performance Indicators:	Data Collection Methods:
<ul style="list-style-type: none"> <li>Establish, disseminate, and monitor compliance with minimum standards and guidelines.</li> </ul>	<ul style="list-style-type: none"> <li>Number of MDAs adopting and implementing the guidelines.</li> <li>Evidence of compliance through audits.</li> </ul>	<ul style="list-style-type: none"> <li>Analysis of progress reports and audits conducted by the OSC and the SHRMD</li> </ul>

## 5.1.4. Readiness and Change Management Monitoring

This component of the M&E Framework will evaluate the readiness of public sector entities to implement the PSL&D Policy and effectively manage the related organisational change.

Objective:	Performance Indicators:	Data Collection Methods:
<ul style="list-style-type: none"> <li>Assess and build the capacity of MDAs to operationalise the Policy.</li> </ul>	<ul style="list-style-type: none"> <li>Proportion of public officers demonstrating an improved understanding of the Policy.</li> <li>Number of MDAs with the requisite capacity to implement the Policy.</li> </ul>	<ul style="list-style-type: none"> <li>Needs and readiness assessments, PSLF PMC implementation progress reports.</li> </ul>

## 5.1.5. Policy Implementation Monitoring

Monitoring the progress of policy implementation must be a core focus of the M&E Framework elements of the PSLF.



## MONITORING AND EVALUATION FRAMEWORK

work. This will involve comparing the current status of implementation against planned objectives and ensuring alignment with the overarching goals of the PSLF.

Objective:	Performance Indicators:	Data Collection Methods:
<ul style="list-style-type: none"> <li>Measure implementation progress to identify and address any deviations from planned outcomes.</li> </ul>	<ul style="list-style-type: none"> <li>Status of implementation activities relative to the Policy plan.</li> </ul>	<ul style="list-style-type: none"> <li>Reviews of PSLF PMC implementation progress reports and Policy implementation plans.</li> </ul>

### 5.1.6. Policy Implementation Evaluation

This component of the M&E Framework will ensure a comprehensive evaluation of policy implementation in the fifth year of the framework. This will involve assessing the impact of the Policy on individual and organisational performance. Impact evaluations will provide insights into the return on investment (ROI) of public sector learning programmes and guide future policy adjustments and improvements.

Objective:	Performance Indicators:	Data Collection Methods:
<ul style="list-style-type: none"> <li>Evaluate the long-term outcomes and return on investment (ROI) of public sector learning initiatives.</li> </ul>	<ul style="list-style-type: none"> <li>Improvements in the knowledge, skills, and competencies of public officers.</li> <li>Organisational outcomes, such as increased efficiency, enhanced service delivery, and the achievement of strategic goals.</li> </ul>	<ul style="list-style-type: none"> <li>Surveys and interviews with participants and supervisors.</li> <li>Pre- and post-training assessments to measure knowledge and skill gains.</li> <li>Organisational performance indicators linked to learning initiatives.</li> </ul>

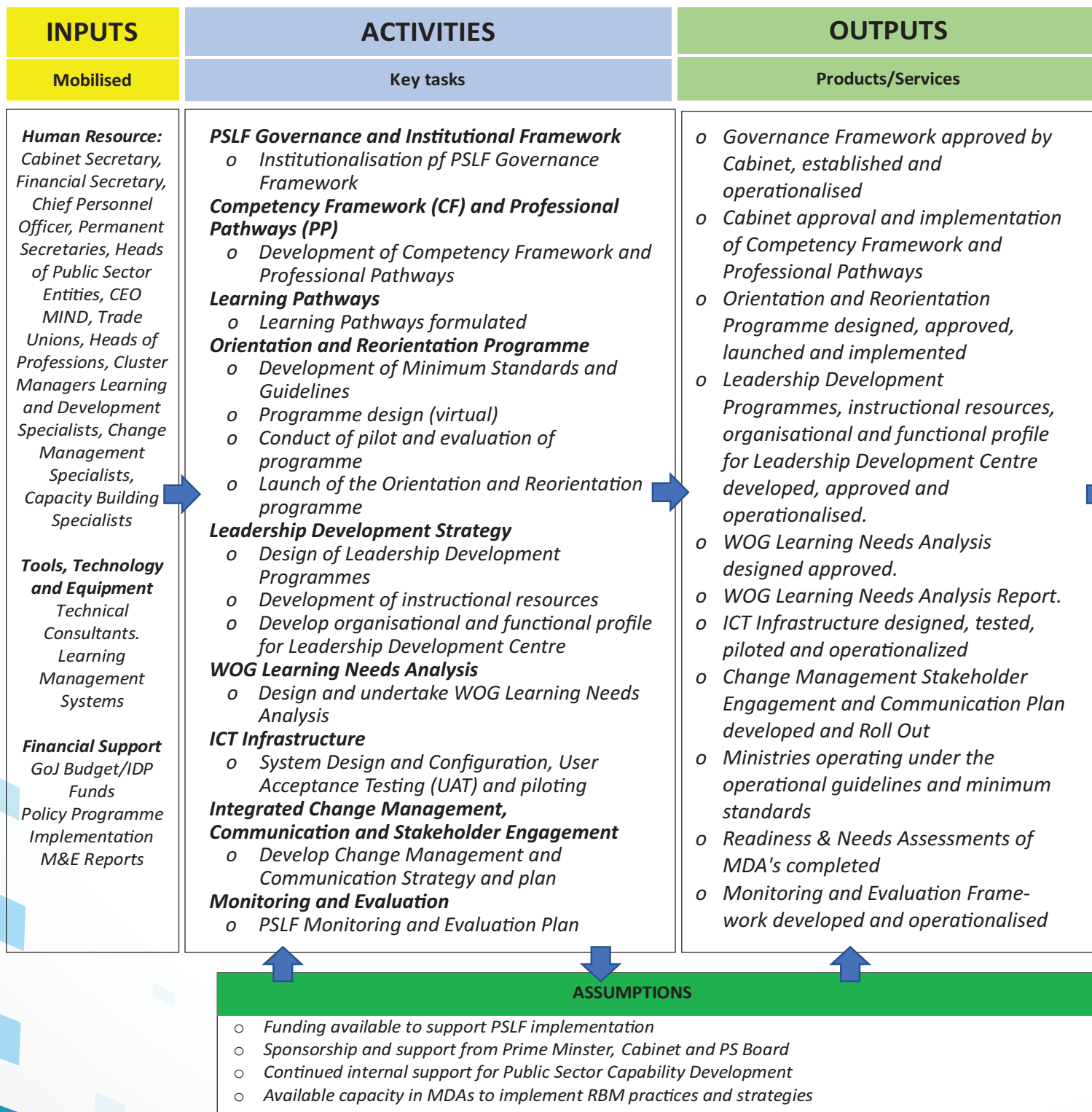
By building on this foundation, the detailed M&E framework will ensure that the PSL&D Policy achieves its objectives and contributes to the development of a capable and effective public sector.

## 5.2. Result Framework

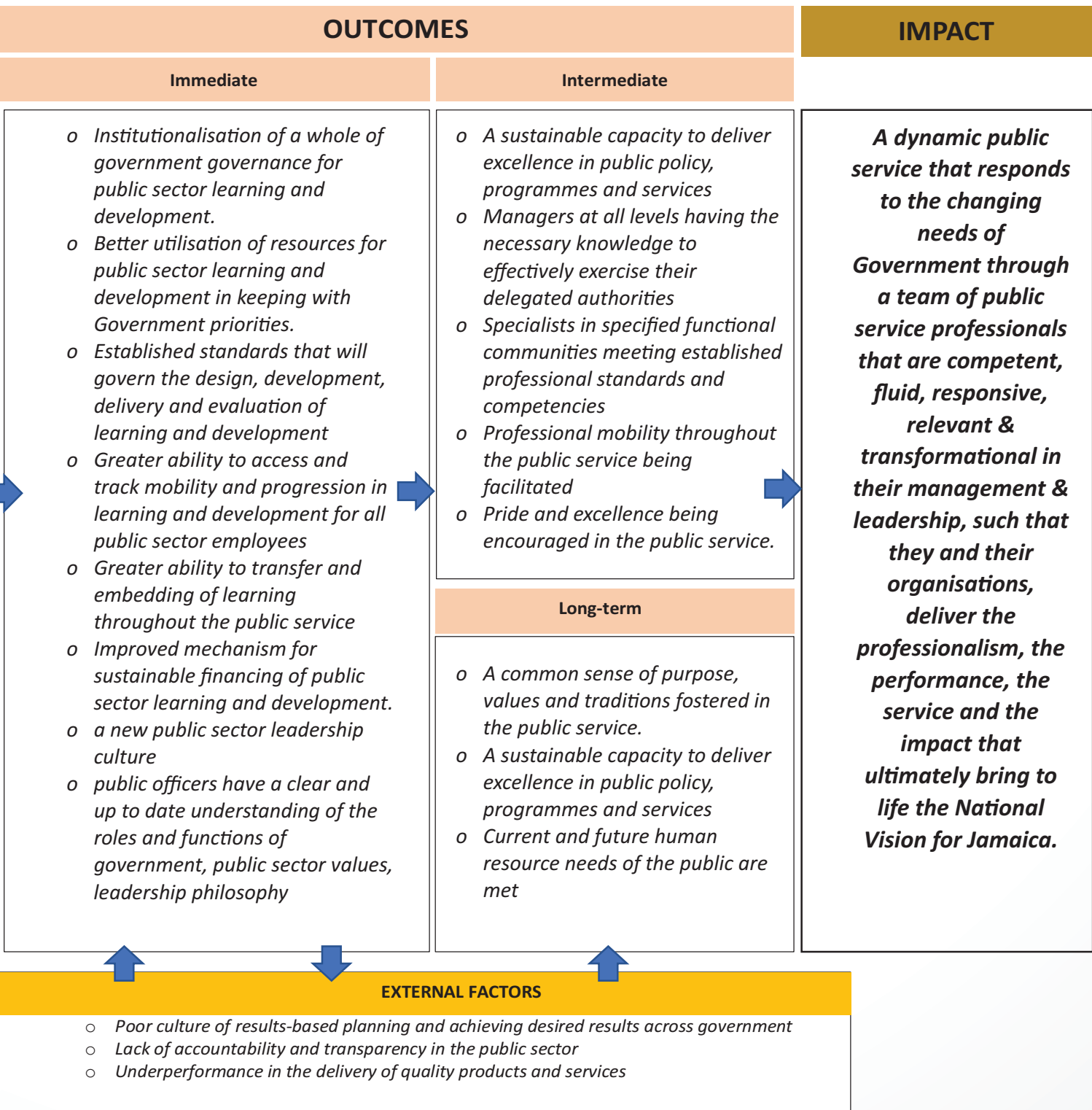
An important tool for the elaboration and implementation of the PSL&D Policy M&E Frame

work will be the Results Framework. The Results Framework links planned actions with desired results and provides a roadmap for tracking progress toward the Policy goals.

The Results Framework illustrates the logical progression from inputs and activities to the outputs, outcomes, and ultimate impacts of the PSL&D Policy. It provides a structured representation of how the various elements of the Policy will interact to achieve its strategic objectives.



# PUBLIC SECTOR LEARNING AND DEVELOPMENT POLICY





## 6. PSLF IMPLEMENTATION PLAN

The PSL&D Policy is one of eight elements of the Public Sector Learning Framework. It will be the responsibility of the Office of the Cabinet and MIND to develop and manage a detailed policy implementation plan to achieve the PSL&D Policy outputs.

The vision and goal of the PSLF is to create a dynamic public service that is responsive to the changing needs of the Jamaican Society and delivers the professionalism, performance, and service excellence, which bring to life the National Vision for Jamaica.

Successful achievement of this goal will be measured through citizen satisfaction levels, with a target of 80% or higher satisfaction as reported in the Citizen Satisfaction Reports.

The purpose of the PSLF is to establish a structured, integrated, and sustainable mechanism for developing and managing the capability of public sector professionals to deliver service excellence. The fulfilment of this purpose will be evidenced when 80% of public sector professionals demonstrate the competencies required to deliver service excellence, as reflected in performance management reports.

Implementation of the eight elements of the PSLF is expected to be completed within three years of the promulgation of the PSL&D Policy.

The table below highlights the key outputs for the PSLF.

PSLF ELEMENT	OUTPUTS	ASSUMPTIONS
1. Public Sector Learning and Development Policy	Promulgation of the Public Sector Learning and Development Policy	<ul style="list-style-type: none"><li>Resources are in place to complete the Learning and Development Policy and Operational Guidelines</li><li>New HR Audit Framework</li></ul>
	Promulgation of the Public Sector Learning and Development Policy guidelines	<ul style="list-style-type: none"><li>Resources are in place to complete the Learning and Development Policy and Operational Guidelines</li></ul>
	100 % of institutions operating in accordance with the Policy	<ul style="list-style-type: none"><li>New HR Audit Framework</li></ul>



# PUBLIC SECTOR LEARNING AND DEVELOPMENT POLICY

PSLF ELEMENT	OUTPUTS	ASSUMPTIONS
2. Public Sector Competency Framework	Competency Framework used in 100% of entities for recruitment, selection, promotion and other relevant HR practices.	<ul style="list-style-type: none"> <li>• New HR Audit Framework has been institutionalised</li> <li>• The competency framework is utilised as the competency dictionary for the performance management system</li> <li>• New Employee Performance Management System (EPM) approved for implementation</li> <li>• Technical resources are in place to secure the completion of the Competency Framework and Professional Pathways</li> <li>• Cabinet accepts and approves the Competency Framework and Professional Pathways</li> <li>• The Competency Framework and Professional Pathways are aligned to the job classification work being undertaken by the SHRMD</li> <li>• Competency Framework and Professional Pathway are accessible on My HR+ and other agreed online platforms</li> </ul>
	100% of public servants' performance management guided by the Competency Framework	
3. Professional Pathways	Database of professional groups with defined maturity levels and technical competencies accessible by all public sector professionals	<ul style="list-style-type: none"> <li>• Professional groups/jobs across the Public Sector are aligned to the compensation and job classification systems</li> </ul>
	All professionals are aligned to at least one established professional group.	
4. Learning Pathways	Comprehensive learning directory reflecting the Competency Framework and Professional Pathways for 100% of professional groups	<ul style="list-style-type: none"> <li>• Resources in place to secure the completion of the Learning Pathways</li> <li>• Institutional roles and responsibilities for Public Sector learning and development adopted by Cabinet.</li> </ul>
5. Orientation and Re-Orientation Programme	Curriculum for orientation/ reorientation programme agreed	<ul style="list-style-type: none"> <li>• Resources are in place to secure the completion of the Orientation and Re-orientation Programmes</li> <li>• Public Service Change Management Strategy aligned with the orientation and reorientation programme</li> <li>• ICT infrastructure exists to facilitate access</li> <li>• Mechanism in place to identify new entrants to the service</li> </ul>
	Mechanism developed for capturing new and existing public sector professionals in a single database	
	100% of the instructional resources for the orientation/ reorientation programme content accessible	
	100% of new staff within MDAs completing orientation programme within the first month of their employment	
	100% of staff within MDAs completing the re-orientation programme within six months of the roll-out	



PSLF ELEMENT	OUTPUTS	ASSUMPTIONS
6. Leadership Development	95% of public sector professionals sensitised to the Leadership Philosophy	<ul style="list-style-type: none"> <li>• Technical and financial resources are in place to secure the completion of the Leadership Development Strategy</li> <li>• Orientation/Reorientation Programme developed and accessible</li> <li>• PIMC accepts concept document for the expansion and upgrade of the MIND</li> <li>• Public Service Change Management Strategy developed and implemented</li> <li>• Communication Strategy developed and implemented</li> </ul>
	Priority Leadership development interventions developed	
	100% of targeted public sector professionals have access to applicable leadership development interventions	
	Agreement on the governance system, physical and ICT infrastructure and human resource capacity and capability for sustainable success of the Public Sector Leadership Development Centre	
7. Whole of Government Learning Needs Analysis (LNA)	WoG LNA strategy developed	<ul style="list-style-type: none"> <li>• Financial and technical resources are in place to secure the completion of the Whole of Government Learning Needs Analysis</li> </ul>
	100% Whole of Government LNA conducted	
	WoG LNA strategy institutionalised	<ul style="list-style-type: none"> <li>• The L&amp;D Policy will govern the LNA and will receive Cabinet's approval</li> </ul>
8. ICT Infrastructure	The functionality exists for public sector professionals to access, monitor and manage their learning and development on a single ICT platform integrated with MyHR+	<ul style="list-style-type: none"> <li>• Service Level agreements exist with the Government's ICT Organisation/ Authority</li> <li>• Financial and technical resources in place to secure the completion of the ICT Infrastructure</li> <li>• MyHR+ has an L&amp;D module</li> <li>• MyHR+ L&amp;D module can be integrated into the identified learning and student management system</li> <li>• MIND has acquired and fully implemented Learning and Student Management Systems</li> </ul>

## 7. CONCLUSION

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The Learning and Development Policy will address the current fragmented and uncoordinated way in which learning and development initiatives are pursued in the public sector and is a critical component to the realisation of a capable, high performing public sector which will deliver on the outcomes outlined in the Vision 2030 blueprint for Jamaica. As one of the eight key elements in the PSLF, the Policy will institutionalise and facilitate the development of systems, tools and procedures to foster a culture of continuous learning, innovation and strategic investment in human capital development for the public sector.

The Policy will guide how public sector employees are engaged in learning and development interventions by establishing minimum standards for learning and development, allowing officers to track their career progression within the service, and provide the mechanism through which investments in learning and development can be more strategic and transparent. In so doing, the Learning and Development Policy will ensure that public servants have access to knowledge, skills and competencies that are strategically aligned to the Governments vision.

The policy will be implemented and maintained by the Office of the Cabinet with support from its key partners through the PSLF Programme Management Committee. The Policy outlines several objectives and strategies to ensure the achievement of the following long-term goals:

1. Provide a clear policy framework for the execution and management of human resource development in the public sector;
2. Promote and foster a culture of learning throughout the public sector; and
3. Establish a Whole of Government governance arrangement for public sector learning and development.



GOVERNMENT OF  
JAMAICA

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# PUBLIC SECTOR LEARNING & DEVELOPMENT POLICY

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# A VISION FOR JAMAICA

## National Vision Statement

**“ Jamaica, the place of choice to live, work, raise families, and do business ”**

### The Vision

*From bustling townships and cities to the “irie” countryside, we are a people of tremendous God-given talent and potential. Out of diverse hardships we remain strong and deeply spiritual. Jamaica, an island gem basking in brilliant sunshine where cool waters cascade from the mountains to the fertile soils of the valleys below.*

#### **As a united family at home and abroad, we commit to a vision in which:**

- we ensure equitable access to modern education and training appropriate to the needs of each person and the nation
- we provide quality and timely healthcare for the mental, physical and emotional well-being of our people
- our children and our children’s children can continue to enjoy the unique environmental and cultural treasures of our island home
- we seek out and support the entrepreneurial talents and creativity of our people
- we create prosperity through the sustainable use and management of our natural resources
- we create and advance national prosperity and security by vigorously seeking, learning, generating, and applying scientific and technological knowledge
- we provide full access to efficient and reliable infrastructure and services
- we are the premier destination to visit and do business
- we hold to and build on those positive core values and attitudes that have made us distinctly Jamaican
- we resolve conflicts through dialogue and mediation
- we treat each other with respect and dignity
- we all have a meaningful voice in the decision-making of our country
- we create a safe and secure society
- we know our rights and responsibilities and stand equal before the law
- Our families contribute positively to the society and nurture, protect, encourage and support their members

#### **We especially seek to create a secure future for our vulnerable population in ensuring that:**

- each child has equal opportunity to develop his or her full potential through access to the best care, affection and protection
- our youth are empowered to contribute meaningfully in building and strengthening the communities to which they belong
- our elderly and persons with disabilities are fully integrated within society, have access to appropriate care and support services and are treated as valuable human resources
- no one falls into, or remains in poverty for lack of adequate support

**“One love, one heart, one Jamaica”**

